



FY15 Internal Operating Procedures Manual



Administrative Services Division

Office of Federal Grants and Program Compliance

Lead, Improve, Achieve Together

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Staff Directory

Administrative Services
Office of Federal Grants & Program Compliance
Staff Directory

Position	Name	Extension
Assistant Superintendent for Administrative Services	Andrea Fairries-Moore	2727
Director of Budget and Planning	Sedric Smith	2742
Director Office of Federal Grants & Program Compliance	Vacant	-----
Coordinator of Federal Grants/School Improvement	Alain Love-Davis	2776
Compliance Coordinator	Karen Beadles	2751
	David C. Butler	2726
Grants Manager	Dale Butler	2796
Budget Analyst	Aaron T. Wells	2745
Financial Analyst	Alana Bethea	2762
Program Administrator (RT3)	Jill Adams	2664
Project Facilitator (RT3)	Teya Phillips	2753
Project Facilitator (RT3)	Paul Campbell	2735
Title II Education Specialist	Jertarius Cook	1798
Federal Grant Specialists	Brunetta Bolton	2757
	Adrienne Johnson	2787
	Betty Jones	2714
	LaDonna Jones	2725
	Sheri McEachern	2754
	Janay Pulliam	2788
	Chadwick Robinson	2774
Administrative Assistants	Avis Chester	2756
	Ryan Fisher	2768
	Dionka Jones	2730
	Vacant	1693
	Albertha Williams	2755
	Victoria Wilson	2734
	Vacant	2753
Data Analyst (Title I) Data Analyst (Title II)	Adrienne Gomez	2703
	Lacretia Tarver	2738
	Kianne Nicholson	2731
Special Programs Manager	Peter Gaddis	2733



APS Monitoring Guidelines

APS MONITORING OF SCHOOLS AND PROGRAMS

Atlanta Public Schools has implemented a process for monitoring federal programs to ensure compliance with program requirements. Programs monitored include: Title I-Part A, Title I-Part C (Migrant Education), Title I-Part D (N & D), Title II-Part A, Title X-Part C (McKinney-Vento), SIG 1003(g), School Improvement 1003(a), and SIG-ARRA.

The Federal Grant Specialists work collaboratively with all Title I school personnel, conduct periodic school visits and provide ongoing technical assistance via school visits, teleconferences, emails, telephone calls, copies of monthly budget logs, and informal meetings in an effort to provide monitoring and support with federal program requirements. The monitoring visits are used to provide one-on-one support to schools in addition to ensuring a comprehensive understanding of federal program guidelines and procedures. These visits are also used to ensure proper use of all resources provided by federal funds in an attempt to increase academic achievement. Monitoring visits include, but are not limited to, assisting schools with budget allocations and review, development of school plans, audit preparation and parental involvement initiatives. Technical Assistance checklists are used during each visit to provide a record of the support provided and to document any problems or areas that need to be addressed. Although monitoring schedules are developed, the district office may conduct visits at any time throughout the year. Documentation of each visit conducted is maintained in the district office.

Additionally, the Federal Grant Specialists review the comprehensive needs assessment (data) of the schools as part of reviewing the Title I plans. On-going communication, meetings and work sessions scheduled throughout the school year enable school administrators to be directly involved for quality program implementation and compliance.

School plans, needs assessment data, program budgets, travel requests and all purchase requests are reviewed by the Federal Grant Specialists. Upon receiving purchase and travel requests, the Federal Grant Specialists review the request against the school's plan and budget to ensure they are aligned and are allowable. Next, the Federal Grant Specialists submit all requests to the Title I Coordinator and Director of Federal Programs for review and final approval.

APS Internal Controls and Budget Approval Process and Schedule (FY'15)

APRIL <ul style="list-style-type: none"> • Title I Director holds parent workshops • School Improvement Schoolwide/Targeted Assistance Plans • FLP • RT3 • Federal Grant Specialists provide technical support visits • Support schools with Summer Support Programs 	MAY <ul style="list-style-type: none"> • Federal Grant Specialists provide technical support visits • Collect Periodic Certifications • Feedback gathered for the revision of the CLIP 	JUNE <ul style="list-style-type: none"> • Financial Analyst completes budget close-out • Federal Grant Specialists review financial system reports • Collect Periodic Certifications • Federal Grant Specialists provide technical support visits • Information compiled for CLIP 	JULY <ul style="list-style-type: none"> • Title I Director approves budget allocations • Title I Director submits Equity Plan, CLIP • OFGPC hosts Title I Conference • Federal Grant Specialists provide technical support visits • Continuous review of school plans 	AUGUST <ul style="list-style-type: none"> • Federal Grant Specialists provide technical support visits • Continuous review of school plans • District Budget Office releases funds 	SEPTEMBER <ul style="list-style-type: none"> • Federal Grant Specialists provide technical support visits • Financial Analyst completes budget close-out • Federal Grant Specialists support Financial Analyst and schools to complete budget close-out • Continuous review of school plans • Title I Director submits Consolidated Application
OCTOBER <ul style="list-style-type: none"> • Federal Grant Specialists provide technical support visits • Provide support to Grants Accounting for completion of the completion report • Plans approved by Title I Director 	NOVEMBER <ul style="list-style-type: none"> • Federal Grant Specialists provide technical support visits • Support schools with orders of goods to ensure materials are in schools for the current year 	DECEMBER <ul style="list-style-type: none"> • Financial Analyst completes budget amendments • Federal Grant Specialist provide technical support visits 	JANUARY <ul style="list-style-type: none"> • Federal Grant Specialists collect Periodic Certifications • Federal Grant Specialists provide technical support visits 	FEBRUARY <ul style="list-style-type: none"> • Federal Grant Specialists provide technical support visits 	MARCH <ul style="list-style-type: none"> • Title I Director conducts program evaluations • Federal Grant Specialists provide technical support visits

Office of Federal Grants and Program Compliance

ANNUALLY

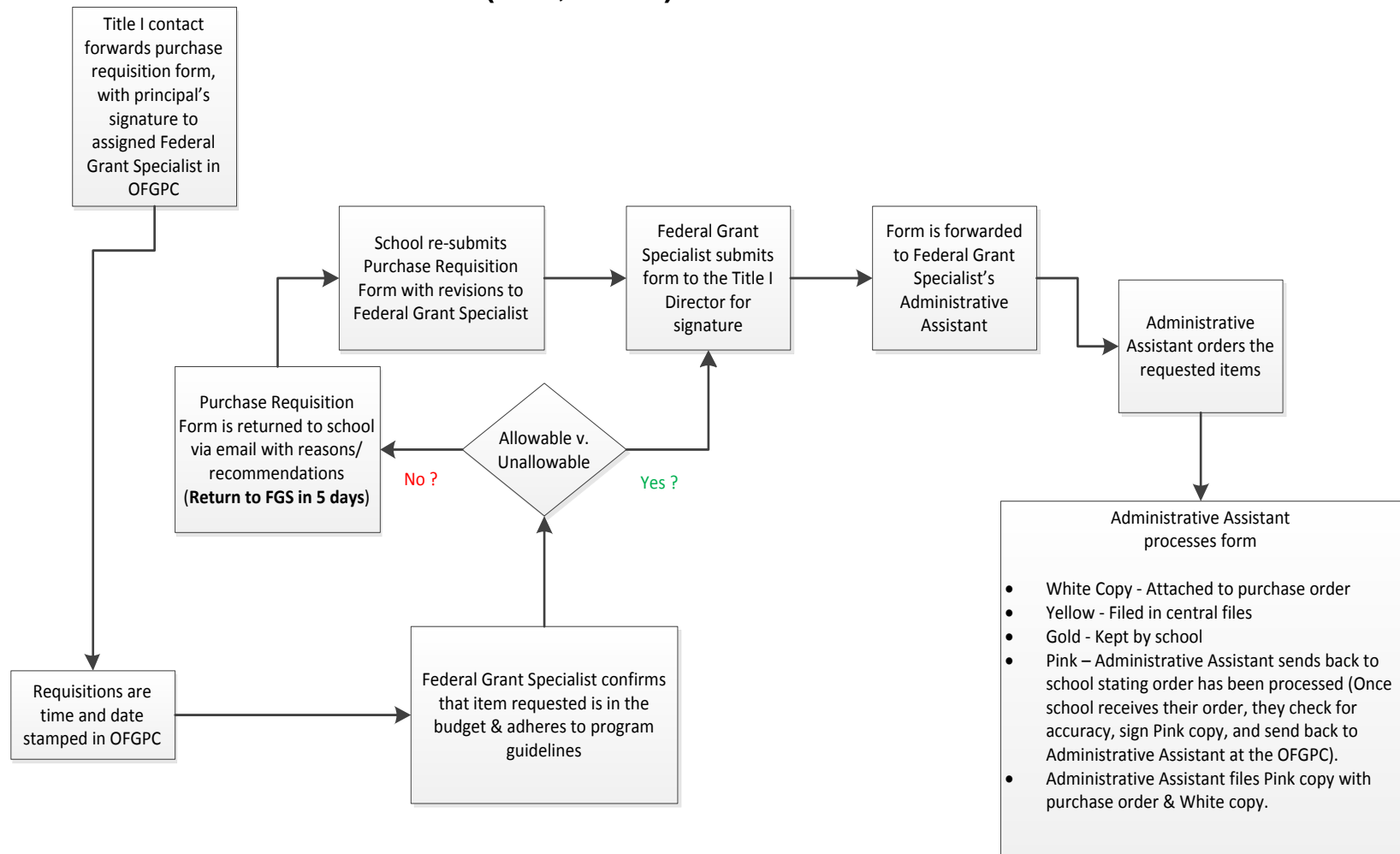
Atlanta Public Schools has written procedures in place for the internal controls, approval process for budget expenditures, and the LEA monitoring process of schools.

- The Financial Analyst creates a preliminary budget based on preliminary allocation provided by GaDOE.
- Office of Federal Grants and Program Compliance holds an Annual Principal's meeting to provide school allocation and technical assistance.
- The OFGPC Federal Grant Specialists work with designated schools to assist with writing plans and developing budget.
- The Title I Director and Federal Grants Fiscal Manager review and confirm that the budget is allocated in compliance with Title I and all other applicable federal regulations.
- The Federal Grant Specialists monitor budget expenditures throughout the year and provide technical assistance.

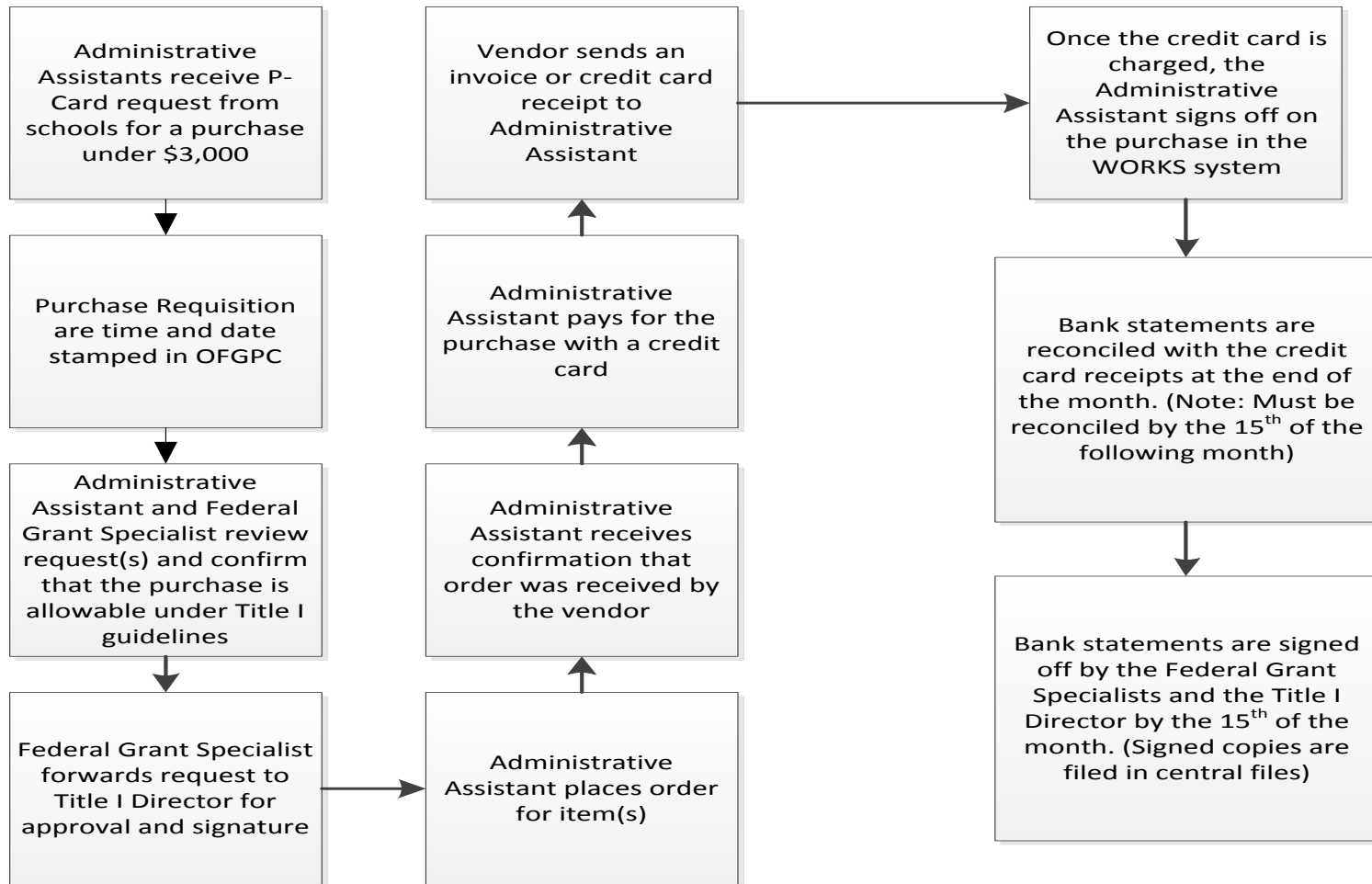
MONTHLY

- Director of Budget and Planning facilitates monthly Budget and Procurement meetings with the Title I Director, Federal Grant Fiscal Manager, Budget Director, Human Resources Representative, Financial Analyst, Director of Procurement, and District Grants Manager.
- Federal Grant Specialists review submitted requisitions.
- Administrative Assistants monitor bank statements that reflect purchase card activity.
- Financial Analyst verifies budgets in the financial management system (Review GL 298).
- Federal Grant Specialists update Budget Logs daily. The logs are used to track all expenditures by school. Each month, the Specialist reconciles the log, requisitions, and the GL298.
- Title I Director signs off on requests received daily.

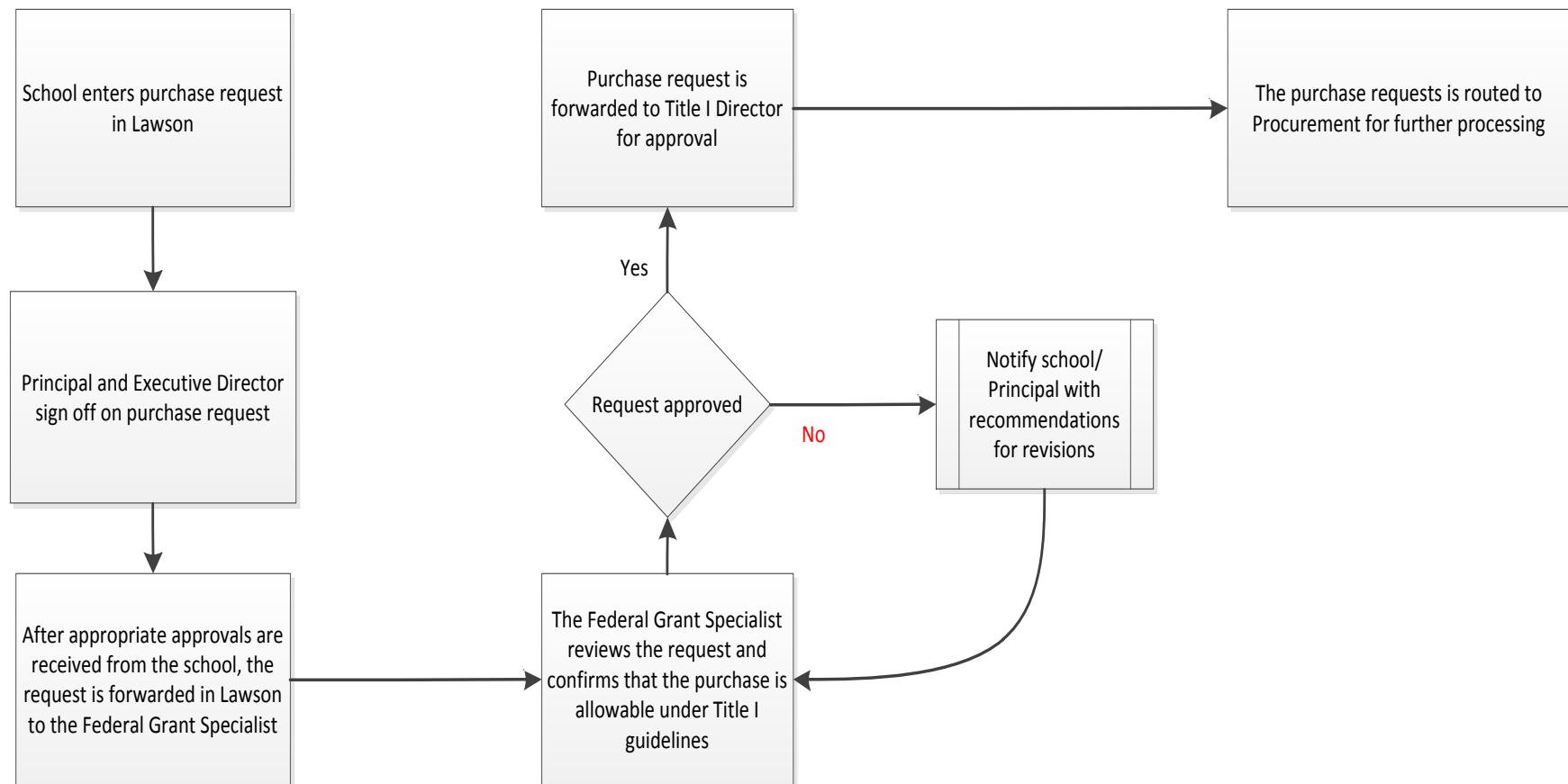
Purchase Card Requisition Process (< \$3,000.00)



PURCHASE CARD RECONCILIATION PROCESS



Lawson Requisition Process (> \$3,000.00)



Cash Management

CASH MANAGEMENT

Atlanta Public Schools (APS) uses Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-Federal sources for the education of students participating in Title I programs. In no case may Title funds be used to supplant (i.e., take the place of) state or local funds.

It is a violation of the supplement, not supplant requirement if APS distributes regular state and local funds in a way that discriminates against students in a Title I school.

Purchasing Procedures

Once the need for goods or services has been identified and the competitive bidding process has been completed, the procurement process begins with the preparation of a requisition by an individual in a school or department via the Lawson enterprise system. A requisition is essentially a request to purchase a good or service. The Lawson system automatically verifies that the school or department has the funds to purchase the good or service before the requisition is released. Once the requisition is released the funds then become "Committed" and restricted for that purchase.

Requisitions are reviewed for approval by Federal Grant Specialists to determine if requested items are "allowable" under Title I regulations. After the requisition is approved it is then forwarded to the Federal Grants Program Coordinator for review. The Director of Federal Grants and Program Compliance reviews and approves all expenditures made with Title I funds.

The requisition is routed for approval based on the amount of the requisition. Requisitions that have a value of \$2,000 or less require level one approval, which is usually done by a Principal, Department Head and/or a Budget Center Manager, and the Program Manager, if the funds being utilized are from other than the requesting department's budget.

Requisitions that are more than \$2,000, but do not exceed \$100,000, require level two approval, which is typically an Executive Director and Program Manager, if the funds being utilized are from other than the requesting department's budget.

Requisitions that exceed \$100,000 require level three approvals, which is typically a Senior Cabinet Member and the approval of the Chief Financial Officer. Once a requisition has been created and approved at the required levels, one of two things occurs:

- The Open Requisitions Report will tell the Procurement Officer who ordered the item, a description of the item, the unit of measure, i.e., case, carton, box etc., the date the requisition was created and the vendor's name, if entered by the initiator.
- The Procurement Officer will determine if the District has a contract for the item(s), in which case a purchase order will be prepared and immediately sent to the vendor. If the District does not have a contract for the item, quotes will be obtained or a formal solicitation prepared depending on the cost of the good or service.

All APS funds spent must be done so with documentation that competitive prices have been sought or a contract is in place.

Lawson Requisitions

All Title I expenditures that are \$3,000 and over, School Improvement, and Reward Schools must be entered into Lawson from the school site. All Expendable Equipment (printers, overhead projectors, poster makers, etc.), certain technology and software, regardless of the amount, must also be entered into Lawson utilizing the authorized 26-digit program account numbers listed in the Program Account Numbers Section.

Purchase Card-Requisitions under \$3,000 (Title I Only)

Items under \$3,000.00 should be purchased utilizing the P-Card. To order items via the P-Card, the following steps should be completed:

- Fill out the Office of Federal Grants and Program Compliance Purchase Requisition Form completely, including Unit Price and Amount.
- Indicate the Name, Address, Telephone and Fax Numbers of the vendor.
- Indicate the School/Department Name, Room Number and Building Address and specify the Teacher's name and grade/subject for shipment.
- Write the name of the **Fund** on the purchase requisition (Title I, Title II, School Improvement, and Reward Schools), **Program** (Instruction, Pupil Services) and **Sub-program** (Materials and supplies, books other than text).
- Write the 26-digit account number in the "Special Instructions" section.
- Add 10% shipping and handling to all orders. If the shipping and handling is free, write "Free Shipping and Handling" on the purchase requisition. If the rate is more or less than 10%, use the known rate.

All of the above information must be included on the purchase requisition form or it will be returned.

Refer to the **Program Account Numbers Section** for a listing of the 26-digit program account numbers.

Allowable Purchase Card Expenses - The following items may be purchased:

Instructional Materials and Supplies	Periodicals and Books Other Than Textbooks	Printing
<ul style="list-style-type: none">• Instruction• Professional Development• Parent Involvement• Educational kits• Educational videos• Consumable Workbooks	<ul style="list-style-type: none">• Classroom libraries• Non-Consumable Workbooks• Periodicals• E-books	<ul style="list-style-type: none">• Instruction• Parental Involvement• Professional Development

Unallowable Expenses

Title I Unallowable Expenses

Title I provides funds to improve achievement of the lowest-achieving students – those who are failing, or most at-risk of failing, to meet State academic content standards enrolled in high poverty schools. All activities supported with Title I, Part A funding must support that intent.

Supplement not Supplant

The Federal supplement, not supplant provision is intended to ensure that services provided under Title I are used to supplement (increase the level of services), and not supplant (replace).

Reasonable and Necessary

To be allowable under Federal awards the expenditure must be reasonable and necessary. Schools must provide a rationale for why they are requesting the proposed expenditures, how it aligns with the comprehensive needs and how it is reasonable and necessary.

Use of funds must be articulated in the SWP and aligned with the needs of the eligible students. The plan drives the budget; therefore, all expenditures used in the implementation of the schoolwide program must be approved and directly related to the support of strategies included within the required comprehensive needs assessment for schoolwide programs.

Requisitions may be rejected if:

- Equipment or supplies are purchased when the district is responsible for providing the equipment or supplies
- The district or state has mandated an initiative and Title I funds are used to implement the initiative
- An allowable expenditure is used in an unallowable manner

Questions to keep in mind:

- Practical aspects of reasonable
 - Is it reasonable?
 - Do I have the capacity to use what I am purchasing?
 - Did I pay a fair rate?
 - If I were asked to defend this purchase and present a rationale, would I be comfortable?
- Practical aspects of necessary
 - Is it allowable?
 - Do I really need this?
 - Is this the minimum amount I need to spend to meet my needs?

Examples of Unallowable Expenditures

The following items cannot be purchased with Title I funds. These expenses provide a relative sample of unallowable purchases.

Items for the Athletic program, Band/Music, Arts, ROTC, Gifted/AP materials, and training for teachers

RTI, SST, Behavior, Classroom Management

Award recognition activities including trophies, plaques, certificates, student/teacher incentives

Student advisement sessions, student agendas

Musical compact disc or movie passes

Organizational memberships, honor cords, membership for professional organizations

Clothing, personal gifts, personal items, housewares, clocks, bicycles, watches, furniture

Decorations and Banquets

Personal Items

Field Trips (Must be pre-approved by GaDOE)

Transportation for college tours and scholarship fairs

Shredders, fax machines, desk organizers/calendars, planners, bulletin board materials

School level office computers, printers and fax machines

Custodial/cleaning supplies

Brochures, banners, flags

Food items with the exception of instructional parent workshops

Standardized screening tests

Excessive costs and amounts for materials and supplies

Instructional materials funded with Title I monies in Title I schools but provided to non-Title I schools from State and local funds.

Bullying

Personalized items (school name or school mascot)

Allowable Costs

Expenditure of funds must be allowable and reasonable in accordance with Federal Guidelines (OMB Circular A-87 and EDGAR 74.36)

Financial Budgeting and Allocations

Object code 321 should be utilized under each of the appropriate function codes to reflect expenditures made by the LEA for all charter schools on all budgets, expenditure pull-downs, and subsequent completion reports. These expenditures will be supported by appropriate purchase orders/requisitions and/or invoices from the individual charter schools. Payroll expenditures will also be supported with monthly time logs/sign-in sheets signed by the employees and principal.

All charter school expenditures will be reviewed by the designated Federal Grant Specialist and submitted to the Title I Director monthly for review and approval. Verification of Title I Director review will be through a dated signature on each purchase order/requisition/invoice.



Comprehensive LEA Improvement Plan (CLIP)



COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)

Annual Input, Development and Revision of the Comprehensive LEA Improvement Plan, Parental Involvement plans and activities, Schoolwide PLANS and School Improvement Plans

The Comprehensive LEA Improvement Plan (CLIP), Parent Involvement Plans, Schoolwide Plans and School Improvement Plans are reviewed and revised in July annually. The plans are evaluated by multiple stakeholders and revised to reflect the current needs assessment priorities and initiatives of the district.

Student achievement data from state and national assessments provide the basis for the CLIP. A number of other indicators are also used such as, instructional audit reports for schools and regional offices, SAT, ITBS and CRTS student performance, and benchmark assessments.

The district sets instructional priorities, organizes and aligns programs and professional development to those priorities based upon the results of these success indicators. The CLIP and School Plans are adjusted based upon the identified instructional and student needs. In addition, adjustments to professional development and programming are made based upon feedback and monitoring of individual programs. The following additional actions are completed annually:

- Invitations, flyers, and emails are sent to all parents and guardians of eligible Title I students by the Office of Federal Grants and Program Compliance announcing the Title I fiscal year planning and input meeting for the community and school staff in April of each year. At least three meetings are held to accommodate varying schedules of parents and stakeholders.
- During the meeting, the Title I staff gathers feedback on the annual review, evaluation, and revision of the CLIP, Parent Improvement Plans and Schoolwide/School Improvement Plans.
- Handouts are provided to parents to capture input on the Title I programs. In an effort to capture more feedback, additional forms are distributed to parents and Title I schools to pass out at community meetings, school meetings, and PTA meetings to those parents who are unable to attend the meeting.
- Sign-in sheets and agendas are kept on file in the district office.
- Forms are collected and opportunity for feedback is provided throughout the remaining weeks of the current school year.
- The information is compiled and utilized to make revisions in June based on parent, teacher, and principal feedback, test scores, and State and District initiatives.
- Teacher and principal evaluations of program initiatives are developed, disseminated and analyzed for the purpose of evaluating their effectiveness.
- The Title I director submits the CLIP to the Superintendent for approval and sign-off.
- The Superintendent submits the CLIP to the GADOE for the upcoming fiscal year in July.

CLIP Review Timeline

ACTION	DATE
Send invitations, flyers, and emails to all parents and guardians of eligible Title I students announcing the Title I fiscal year planning and input meeting for the community and school staff.	April 2014
Title I staff gathers feedback on the annual review, evaluation, and revision of the CLIP, Parent Involvement Plans, Schoolwide and School Improvement Plans. Handouts are provided to parents to capture input on the Title I programs. Sign-in sheets and agendas are kept on file in the district office.	May 2014
Additional forms are distributed to parents to share with other parents and forms are pass out at community meetings, school meetings, and PTA meetings to those parents and stakeholders who are unable to attend the meeting.	April 2014 - May 2014
Forms are collected and feedback is requested throughout the remaining weeks of the current school year.	April 2014 - May 2014
The information is compiled and utilized to make revisions based on parent, teacher, and principal feedback, test scores and State and District initiatives	June 2014
The Title I director submits the CLIP to the Superintendent for approval and sign-off.	July 2014
The Superintendent submits the CLIP to the GADOE for approval.	July 2014

Ethics, Fraud, Waste and Abuse

ETHICS, FRAUD, WASTE, AND ABUSE

Disseminating the Ethics, Fraud, Waste, and Abuse Policy

The Ethics and Fraud policies are disseminated to each school during a meeting with employees and the Director of Policy and Government Relations. After reviewing the policies, each employee is required to sign receipt of confirmation. Copies of the agenda and sign-in sheets are maintained by the office of Policy and Government Relations. In addition, the OFGPC maintains a copy of all relevant documents and signatures on file.



Monitoring Policies and Procedures



LEA and GaDOE MONITORING POLICIES AND PROCEDURES

The Atlanta Public Schools Office of Federal Grants and Program Compliance (OFGPC) has implemented a process for engaging in the monitoring process with the Georgia Department of Education (GaDOE). These procedures include the following: on-site procedures, data review, reporting and corrective action.

- The GaDOE contacts the Title I Director via email to inform the department of the dates of the upcoming audit. An official letter is also sent to the Atlanta Public Schools' Superintendent.
- The GaDOE offers two Cross-Functional Monitoring Information Sessions to provide an overview of the monitoring document and answer questions pertaining to the scheduled monitoring.
- The monitoring document that will be used during the monitoring visit is provided to the LEA at the Cross-Functional Monitoring Information Sessions and also made available on the GaDOE website.
- The OFGPC schedules a technical assistance visit with the GaDOE to review the monitoring document and ensure that the district understands all of the required components.
- Following the technical assistance visit, the GaDOE provides feedback to the OFGPC.
- If additional assistance or clarity is needed, the OFGPC will contact the GaDOE by email or telephone to obtain technical assistance.
- The GaDOE conducts the monitoring of the Office of Federal Grants and Program Compliance.
- The results from the monitoring are posted in the GaDOE portal.
- The Title I Director retrieves and review the results from the GaDOE portal.
- The Title I Director notifies any staff associated with the findings and utilizes their knowledge and experience to develop appropriate corrective actions.
- The Title I Director reviews and approves the corrective action responses and responds to the findings in the GaDOE portal.
- The Superintendent reviews and approves the corrective action response and submit to GADOE for approval.
- The GaDOE accepts the district's responses or requests additional information via email or the GaDOE portal.
- The GaDOE finalizes and approves all the corrective actions in the GaDOE portal.
- The OFGPC updates the internal control manual and the Title I Manual with the new and revised policies and procedures based on the approved corrective actions.
- The OFGPC leadership team schedules a meeting with the entire OFGPC staff to review the findings and corrective actions.

Technical Assistance & Monitoring Process

Technical Assistance & Monitoring Process

The Office of Federal Grants and Program Compliance conduct monitoring visits to schools consistently throughout the year. On-site monitoring is provided monthly or as often as needed based on individual school needs. Each school is assigned to a Federal Grant Specialist in the Office of Federal Grants and Program Compliance. The Title I Director and the Federal Grant Specialist is responsible for providing direct support with the overall allocation and procurement of the Title I, Part A funds. Monitoring schedules are developed early in the year to ensure that each school receives adequate training on the effective use of funds. Additionally, small group trainings are held annually for principals and their Title I, Part A contact person. During these trainings, participants receive an overview of the Title I, Part A program, information on program guidelines, audit preparation, monitoring procedures and copies of all budget forms and documents used to support the use of Title I, Part A funds.

Monitoring visits are designed to provide one-on-one support to schools in addition to ensuring a comprehensive understanding of federal program guidelines and procedures. These visits are targeted based on areas of concern identified by the Title I Director and the Federal Grant Specialist or requests made by individual schools. These visits assist the district office with maintaining compliance and ensuring that funds are properly used to support student achievement. Monitoring visits include, but are not limited to, assisting schools with budget allocations and balance reviews, procurement of funds utilizing district procedures, alignment of fiscal resources with school improvement plans, program assessments, review of equipment inventories, and monitoring of parental involvement activities and initiatives. Technical Assistance Documentation Log and the monitoring checklists are used during each visit to provide a record of the support provided and to document any problems or areas that need to be addressed. Documentation of each visit is maintained in the district office by the Federal Grant Specialist.

On-site Procedures:

The following procedures are used to facilitate on-site visits to schools:

- Badge In/Sign-In (front desk)
- Introductions of visiting team
- Budget review/ program analysis (review of components outlined on the monitoring checklist)
 - Informal discussion
 - Notation of problems/areas of concern
 - Notation of Recommendations/Next Steps
 - Development of Corrective Action Plan (if applicable)
- School Walk Through
 - Title I paid staff observations
 - Equipment Inventory
 - Parent Center Observations
- Principal/Support Staff Sign Off on Technical Assistance Documentation Log

- Copy monitoring document comments, recommendations and areas of concern (for dissemination to the principal and contact person)
- Badge Out/Sign Out (front desk)

Data Review:

The following areas are reviewed during technical assistance visits:

- Budget Allocations/Balances by line item
 - Encumbrances
 - Un-encumbrances
 - Resource alignment to schoolwide plan
- Expenditure Requests (current/future)
 - Based on school needs/data
 - Allowable/unallowable expenses
 - Use of resources
 - Equipment Inventories
- Program Compliance Guidelines and Procedures Manual
 - Program implementation
 - Program account numbers
 - Forms and documents
 - Schoolwide programs
- Budget Amendments
- Personnel
 - Job descriptions
 - Observation of duties performed
- Parental Involvement
 - Parent center
 - Meetings
 - Annual Notifications
- Title I Program Notebook
- Ethics and Fraud, Waste and Abuse Policies
- Federal/State Audits
- Current year Budget (FY'14)
 - Budget process

Reporting

Upon completion of a technical assistance visit, the Title I Director and the Federal Grant Specialist meet to discuss areas of concern and report observations. Based on the observations made, the monitoring file is classified into one of the following categories:

- Closed with periodic review
- Incomplete with follow-up needed
- High priority needing immediate attention

This information is also captured on the Technical Assistance Documentation Log maintained in the Office of Federal Grants and Program Compliance. Findings are communicated to principals via e-mail, telephone, formal and informal meetings.

Corrective Action Process:

The following process is used to facilitate corrective action measures relative to Title I, Part A funds:

- Federal Grant Specialist will review the monitoring checklist and make recommendations for a corrective action plan.
- Federal Grant Specialist will consult with district personnel to draft a timeline and action steps for meeting the desired objective. Written objectives are developed and discussed to ensure understanding of requirements.
- Federal Grant Specialist will follow-up with school personnel to track progress and provide support via telephone, e-mail, or on-site visits.
- Federal Grant Specialist will conduct periodic monitoring of accomplished task based on established timeline to ensure consistency and effectiveness towards completion of the set objectives/goals.
- Title I Director and the Federal Grant Specialist will conduct final review/ evaluation of the completed task.
- Federal Grant Specialist will provide recommendations/feedback regarding completion of task.
- Title I Director will grant approval based on fulfillment of the required task.



Office of Federal Grants & Program Compliance
Technical Assistance Documentation Log

Federal Grant Specialist: _____ Date: _____

School: _____ Location: _____

Purpose:

Review Budget (___ Title I ___ SIG ___ SI ___ FLP)

_____ Balance

_____ Encumbrances

_____ Requisitions

_____ Amendment

_____ Transfers

_____ Review of allowable and unallowable items

_____ Other

Staff (___ Title I ___ SIG ___ SI ___ FLP)

_____ Periodic Certification

_____ Schedule

_____ Other

Equipment Inventory

_____ Physical Inventory

_____ Equipment Log

_____ Other

Title I Schoolwide/TA Plan

_____ Revisions

_____ Comprehensive Needs Assessment

_____ Other

Monitoring (___ Title I ___ SIG ___ SI ___ FLP)

_____ P.I. documents

_____ SW/TA Plans

_____ Other

Comments: _____

Specialist's Signature: _____ **Date:** _____

Principal's Signature: _____ **Date:** _____

Title I Contact/Designee: _____ **Date:** _____

Periodic Certifications

PERIODIC CERTIFICATIONS

The Compliance Coordinator for Administrative Services is responsible for monitoring the implementation of all procedures for the collection and maintenance of Periodic Certification forms for full compliance. Federal Grant Specialists, Title II Education Specialist, and assigned Administrative Assistants in the office of Federal Grants and Program Compliance will:

- Collect periodic certification forms for all 100% Title I, SIG, and Title II funded personnel in traditional, private, and charter schools for their assigned group of schools.
- Monitor implementation of the written procedures for periodic certification forms.
- Provide the Compliance Coordinator the original Periodic Certification form and maintain a copy for their file.
- Maintain a file of all forms collected semi-annually in the Office of Federal Grants and Program compliance. (Compliance Coordinator)
- Collect Periodic Certification forms semi-annually, at the end of the first semester, (December) and at the end of the second semester (May-June).
- Monitor all Periodic Certification dates and signature dates for consistency and accuracy.
- Conduct school visits to verify that duties performed by Title I, SIG, and Title II paid personnel are consistent with the job title listed on the Periodic Certification form.

Collection Process

Periodic certification forms should be completed for all full-time district personnel that are paid 100% with Title I and Title II funds at traditional, private and charter schools. These forms are collected semi-annually, once per semester, and must be signed by the supervisor having firsthand knowledge of the work performed by the employee.

The OFGPC will collect periodic certification forms for the following central office and school-based positions that are paid 100% by Title I or Title II funds. These positions include but are not limited to:

Teacher (Title I, Title II)
Instructional Coach (Title I, SIG)
Paraprofessional (Title I)
Parent Liaisons ((Title I)
Central Office Title I/ Title II

Traditional Schools/Charter Schools

The dates referenced on the form should include a beginning and ending date of employment for the first semester (August - December). The beginning and ending date of employment for the second semester (January – May/June) should also be referenced. All completed forms must be returned to the Office of Federal Grants and Program Compliance. A copy of each form is maintained by the OFGPC, as well as in the school's file as part of their documentation requirements for Title I, SIG, and Title II.

Monitoring Process

Personnel in the Office of Federal Grants and Program Compliance monitor the completion and collection of Title I Periodic Certification forms. Each Federal Grant Specialist is responsible for overseeing the timely collection and review of the certification forms for their assigned group of schools and/or central office staff. The monitoring process includes the following responsibilities:

- Collecting and reviewing the Periodic Certification Forms for assigned schools or department.
- Verifying the accuracy of information by matching staff names and positions with the school's and district federal budget.
- Working with schools and/or Human Resources to correct any discrepancies in staffing information and to verify highly qualified status.
- Visiting schools/departments to monitor and confirm that federally funded staff members are performing duties consistent with federal guidelines.
- Notifying the Compliance Coordinator of any staffing irregularities so that the appropriate corrective action is taken.

Semi-Annual Certification
(Staff working solely on one federal cost objective)

Time period: _____ **through** _____

I certify that the employees listed below worked solely on: _____ during the
time period indicated above. (Cost Objective, i.e., Title I, Part A)

This form must be signed by a supervisory official having first-hand knowledge of the work performed by the employees listed below.

Name of Employee
1.
2.
3.
4.
5.
6.
7.
8.
9.
Supervisor (Print Name):
Supervisor Signature:
Date:

References

OMB Circular A-87, Attachment B, Paragraph 8.h. (3) (codified in 2 CFR Part 225)
Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee.

Full-Time Employees

Process for Hiring Full-Time Title I Staff

Schools are required to submit an Annual Recommendation Form for all full-time Teachers, Paraprofessionals, Instructional Coaches and Parent Liaisons prior to employees reporting to work.

The approval path for Title I Annual Recommendation Forms is as follows:

1. Associate Superintendent
2. HR Strategic Director
3. Federal Grant Specialist
4. HR Strategic Director

Paraprofessionals, Instructional Coaches, Parent Liaisons

Paraprofessionals, Instructional Coaches and Parent Liaisons who are retaining their current Title I position at the same school may continue to work through the end of the grant period. The school's principal must submit the Annual Recommendation Form to retain the position in the next year's Title I budget. Once the Annual Recommendation Form has been approved by all levels and the employee has been granted clearance from the Human Resources Department, new hires may report to work.

Class-Size Reduction Teachers

Teacher contracts end on June 30th of each year. Title I funding for approved teachers will also end on June 30th. Because Title I schools must earn class-size reduction teachers each year, they are not allowed to simply switch funding from one fiscal year to the next. Class-Size Reduction Teachers must be approved each year. In addition to the Annual Recommendation Form, schools must provide the following information for approval of class-size reduction teachers:

Elementary Schools

- Grade to be taught
- Projected total enrollment
- Number of state-funded teachers in the grade

Middle & High Schools

- Grade to be taught
- Course(s) to be taught
- Projected student enrollment in course(s)
- Number of sessions/segments taught by state-funded teachers

Student Tutoring/Part-Time Employees

STUDENT TUTORING/PART-TIME EMPLOYEES

Documentation related to tutoring will be gathered and maintained for approved personnel who tutor students in the Atlanta Public School District. All information listed on the tutoring log must be completed prior to submission of tutoring time sheets. This requirement applies to all personnel providing tutorial services to students.

The Teacher Tutor Log must be completed by all Title I paid tutors and submitted monthly to the assigned Federal Grant Specialist for each child tutored. The following information is required: the date tutorial services were provided, student name, student signature, subject area tutored, sign-in time, and sign-out time.

PART-TIME EMPLOYEES

Atlanta Public Schools' part-time positions funded out of Title I funds are Teacher Tutors, Paraprofessional Tutors, and Parent Liaisons.

1. Complete the E-Share requisition for employing hourly employees on the TALEO system under Career Connections. Taleo requisitions should be submitted **at least four weeks before** the employee is scheduled to report to work. Follow all instructions for processing. Complete all information requested and verify the requisition information on the summary page. The fund account number, number of hours worked per week and the beginning and ending work dates must be accurate. This information will determine the amount of funds encumbered from the Title I budget for each position.
2. Once the requisition has been created, the initiator may view the status of approvals.

The approval path for hourly requisitions is as follows:

- Federal Grant Specialist
 - Title I Director
 - HR Information Specialist
 - Chief of HR
 - Funding Source Budget Center
 - Position Control
3. Only certified teachers may work as teacher tutors. TRS retirees working as hourly employees may only work a maximum of 18 hours per week. Schools should submit a copy of the teacher's certification documentation to their Federal Grant Specialist.
 4. Work hours of part-time staff must not exceed 29 hours per week for APS Employees. Part-time staff cannot work overtime. All E-Share requisitions must be approved before any part-time staff begins work. Do not allow persons to report to work until notified by Human Resources to do so.

Hourly rates for Part-time employees are as follows:

Teacher tutor \$29.24 per hour

Para-tutor \$13.24 per hour

Parent Liaison \$13.24 per hour

(Schools may submit a written rationale to request hiring more than one Parent Liaison. Ratio for hiring Parent Liaisons is 1 per every 150 students.)

5. The hiring manager will be responsible for payment from another funding source for any employee who works prior to approval from the Human Resources Department.
6. Paraprofessional tutors must be current full-time paraprofessionals employed by the district. All paraprofessionals must meet the highly qualified eligibility requirements of the ESEA. Paraprofessional tutors may be hired to serve as instructional support in the before and after school programs only. Paraprofessionals must work in conjunction with a certified teacher in the same classroom at all times. The hourly rate for paraprofessionals listed on the Title I budget is Step 1 on the paraprofessional salary schedule.

Termination of Hourly Employment

Immediately following the employee's last day of duty, notify the assigned Federal Grant Specialist in the Office of Federal Grants and Program Compliance that the employee has been terminated. E-mail your HR Generalist to notify them of the employee's termination and effective date. HR will complete the termination process in Lawson upon receipt of the e-mail notification.



Teacher Tutor Log

Tutor Name: _____

Vendor No.: _____

School Name: _____

Tutor Signature: _____

<i>Date</i>	<i>Student Name</i>	<i>Student Signature</i>	<i>Subject Area Tutored</i>	<i>Sign In Time</i>	<i>Sign Out Time</i>	<i>Total Hours (round to quarter hour)</i>
Total						

***Signature and title of supervisor having first-hand knowledge of the work performed by the Tutor**

Signature

Date



Homeless Children and Youth



HOMELESS CHILDREN AND YOUTH

Board Policy on Services for Homeless Children & Youth

Any person, including unaccompanied youth, who is otherwise eligible to be enrolled in a school except for lack, by virtue of being homeless, of a bona fide address within the zone of the school shall be accepted immediately into and registered as a student by the school. If said person does not have the required documents—birth certificate and certificate of immunization—the principal shall cause appropriate effort by school personnel to be made to assist in acquiring said documents by such measures as attempting to contact any known former school to obtain there from the needed documents or by arranging for an appointment for the student with the appropriate agency or agencies—the health department, for example—to acquire the necessary documents.

Students who become homeless shall be enrolled in schools based on the best interest of the children and the wishes of the parent/guardian. Unless contrary to the wishes of the parent/guardian, to the extent feasible, schools shall continue to enroll students in their school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year. If students become permanently housed during an academic year, they may remain enrolled in the school of origin for the remainder of the academic year. Homeless students not previously enrolled in the Atlanta Public Schools shall be enrolled in the zoned public school for the attendance area in which the student physically resides. Reasons for any exceptions must be presented to the parent/guardian in writing including a statement outlining the procedures for appeal.

When such student is enrolled in a school, the Office of the Executive Director responsible for said school shall be designated as the mailing address of the student/parent/guardian, unless the student/parent/guardian otherwise provides the school with a mailing address such as the address of a local shelter where the student and/or parent/guardian are temporarily staying. In any circumstance in which the school would normally mail a communication to a student/parent/guardian and the student/parent/guardian has not furnished an address as provided in the preceding sentence, said communication shall be sent to the student/parent/guardian's mail box at the Executive Director's Office. The student/parent/guardian shall be informed at the time of enrollment of this provision and that the mail box should be checked periodically for communications from the school.

Disputes regarding the enrollment of students claiming to be homeless may be appealed through the provisions of Atlanta Board of Education policy JCE, Student Complaints and Grievances. Students shall remain enrolled in the school until disputes are resolved.

Implementation of this policy shall be in accordance with administrative regulations set forth by the Superintendent.

Cross-references with policy: [JBB](#), [JBCA](#)

A. Homelessness Defined

The McKinney-Vento Homeless Assistance Act (Act), 42 U.S.C. Section 11434a (2) et.seq., identifies homeless students as those who:

1. Lack a fixed, regular and adequate nighttime residence;
2. Share the housing of other persons due to the loss of housing, economic hardship, or a similar reason; live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; live in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
3. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
4. Live in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; or
5. Are migratory and live in the conditions set forth in items 2, 3, and 4 above.

B. Enrollment and School Selection for Homeless Students:

1. Identification of Homeless Students:

- a. The principal or designee shall notify the Homeless Education Liaison when a homeless student is identified.
- b. The school will provide the parent, caretaker or unaccompanied youth a Temporary Residency Form to complete in addition to the required Atlanta Public Schools enrollment forms.

2. School Selection

1. Homeless students must:

- a. Continue enrollment in the school of origin; or
- b. Enroll in the school serving the attendance zone where the student is physically residing.

2. A homeless student who attends his/her school of origin may:

- a. Attend the school of origin for the duration of homelessness, whether the homelessness condition occurs during or between academic years.

- b. Stay in the school for the remainder of the academic year if the student becomes permanently housed during the academic year. The student must transfer to the school zoned for the permanent residence at the beginning of the next academic year.
3. If the parent/guardian or unaccompanied youth is not satisfied with the placement, a dispute may be initiated, see Dispute Resolution- Section F.
4. The school shall provide the parent/guardian with information regarding the McKinney-
5. If a homeless student arrives at school without a parent/guardian, the student shall be enrolled in accordance with section E of this regulation and the school social worker notified. The social worker shall contact the parent/guardian and complete the enrollment process. Students must meet age eligibility criteria for enrollment.
6. Homeless students qualify for free breakfast and lunch immediately upon enrollment.
7. When students enroll without records (e.g. transcripts/grade reports, birth certificate, immunizations/health records) the principal or designee shall:
 - a. Contact the student's former school to request the student's records and discuss immunization information and tentative grade placement;
 - b. Create a cumulative record if it is determined that the records are not available;
 - c. Refer the student to the Fulton or DeKalb County Health Department and provide follow-up to ensure that the student has been immunized, if there are no immunization records;
8. Parents/guardians shall provide the school with contact information.

C. Transportation

If the student continues enrollment in the school of origin while staying at a temporary residence outside of the school zone, transportation will be provided to and from the school of origin if requested by the parent/guardian/caregiver/unaccompanied youth. Provision of transportation assistance will be made in the best interest of the child. Requests for transportation may be made directly to the homeless liaison or the school social worker.

D. Unaccompanied Youth

The McKinney-Vento Homeless Assistance Act defines unaccompanied youth as youth not in the physical custody of a parent or guardian [42 U.S.C. §11434A (6)] and eligible for immediate school enrollment. The absence of an available caregiver must not impede enrollment. Unaccompanied, homeless youth, who are on their own completely, must be enrolled in school immediately, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency, or other documentation. [42 U.S.C. §§11432(g)(3)(C)(i)] Schools may not

require caregivers to become legal guardians within a certain period of time after the child enrolls in school.

E. Caregiver Authorization Form

The Caregiver Authorization form may be used to enroll a homeless student without a McKinney-Vento Homeless Assistance Program.

If a homeless student arrives at school without a parent/guardian, the student shall be enrolled in accordance with section E of this regulation and the school social worker notified. The social worker shall contact the parent/guardian and complete the enrollment process. Students must meet age eligibility criteria for enrollment.

F. Dispute Resolution

According to Atlanta Public Schools Board Policy JBC(1) any decision made by the principal regarding the enrollment or continued enrollment of a student declaring him/herself to be homeless, whether accompanied or unaccompanied by a guardian may be appealed through the provisions of Atlanta Board of Education policy JCE – Student Complaints and Grievances.

If the school at which a homeless student presents for enrollment wishes to dispute the student's enrollment, the school must:

1. Enroll the student until the dispute is resolved.
2. Provide written notification of the enrollment decision.
3. Provide the parent/guardian or unaccompanied youth with a copy of the Dispute Resolution Form. This information may be shared verbally with the homeless liaison as an alternative to completing the form.
4. The parent, guardian or unaccompanied youth may submit a completed dispute resolution to the Homeless Education Department to begin the dispute resolution process. In disputed cases, the homeless liaison will consult with the coordinator of social work services for resolution.
5. If the matter is not solved at that level, the executive director of the Office of Student Programs and Services and the school's executive director will issue the district's decision. Once the district's decision has been reached, the parent/guardian shall be provided with a written explanation of the decision.

G. Role of Homeless Education Liaison/Program Specialist

The role of the district's homeless education liaison (program specialist) is to ensure that:

1. Homeless students:
 - a. Are identified by school personnel
 - b. Are enrolled in and have an equal opportunity to succeed in school
 - c. Receive educational services for which they are eligible, and
 - d. Are referred to the school nurse or school social worker in order to receive assistance obtaining health and dental care services for which they are eligible.
2. Parents/guardians of homeless students are made aware of educational and other opportunities available to their children and are provided with a meaningful opportunity to participate in their children's education.
3. Public notices of the educational rights of homeless students are disseminated in schools and such places as family shelters, soup kitchens, motels/hotels, etc.
4. Enrollment disputes are resolved in compliance with state guidelines; and
5. The parent/guardian is informed of the transportation services provided, including transportation to the school of origin.

**Neglected, Delinquent
and At-Risk Youth (N/D)**

Title I, Part D – Neglected, Delinquent and At-Risk Youth (N/D)

The purposes of Title I, Part D are to: (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

The U.S. Department of Education determines the Title I, Part D set-aside amount based on the neglected child count derived from the N/D Annual Survey. APS uses the entire Title I, Part A Neglected, Delinquent and At-Risk set-aside for neglected children attending APS and residing in facilities. These children are placed in the facility by the court system and are automatically eligible for Title I services. APS consults with all N/D facilities located in the district's school attendance area to determine needs and develop a plan for supplementary services for the children residing in the facilities. The expectation of the plan is that in a reasonable amount of time, the neglected children receiving supplementary services will demonstrate meaningful learning gains.

An annual consultation meeting is held with program directors from all GaDOE approved Neglected and Delinquent Facilities in the Atlanta Public Schools attendance areas. During the meeting, information is shared about the N/D program requirements, budget, services, and resources to support students housed in the facilities. Program Directors identify their program needs and develop plans for supporting students throughout the year. The primary support requested by the facilities includes tutoring, technology (computers), instructional materials and supplies for students.

Designated staff from the Office of Federal Grants and Program Compliance conducts routine consultation visits to the N/D facilities to monitor program services, check inventory and provide technical assistance to ensure compliance with Title I, Part D requirements. Additionally, Atlanta Public Schools' Parental Involvement Plan must include a statement that the residential facilities in its school attendance area are included in the parental involvement correspondence and activities. If students are being educated at an N/D facility, then the facility must have a Parental Involvement Plan, correspondence, and activities to the extent feasible. APS must ensure that a Parental Involvement Plan is implemented in order to increase student achievement and, if appropriate, decrease delinquent behavior.

Migrant Education

Migrant Education Program (MEP) Student Verification Process 2014-2015 School Year

The statements below describe the MEP Student Verification Process currently used by Atlanta Public Schools (APS):

- The Migrant Education Student Verification Process is included in the Atlanta Public Schools Consolidated Application for approval by the Georgia Department of Education.
- The Occupational Survey is incorporated into the APS Student Enrollment Form. This allows the district to capture information from students and their families who may be eligible for Migrant Education Program services. The information is forwarded to Region Three (3) Consortium Specialist where the final eligibility determination is made.
- The Student Enrollment Form is completed by all new students and their parents from other counties and states.
- Student Enrollment forms are reviewed by each school enrollment team to determine if “yes” responses were checked for the (Occupational Survey questions 1-7 Section). If “yes” responses are identified, a copy of the GaDOE Parent Occupational Survey is completed by the student and parent(s). The form is forwarded to the Office of Federal Grants and Program Compliance MEP Family Engagement Manager to contact the ABAC Migrant Education Consortium Specialist. The name and contact information for the student(s) and parent(s) is provided via email and telephone.
- A monthly report is generated via an Infinite Campus query to identify and/or confirm the status of Migrant Students in the Atlanta Public Schools District.
- The monthly report from the Georgia Department of Education is:
 - Accessed from the GaDOE Website Portal
 - Reviewed to identify the status of Migrant Students in APS
 - Filed as documentation for Title I Monitoring and Compliance Requirements.

**ATLANTA PUBLIC SCHOOL
NEW ENROLLMENT FORM**

Date: _____ School: _____

All new students must provide proof of residence upon enrollment and current students must provide proof of residence annually.

Required Documents:

☐ BIRTH CERTIFICATE ☐ SOCIAL SECURITY CARD/OBJECTOR ☐ IMMUNIZATION CERTIFICATE
☐ EYE, EAR & DENTAL CERTIFICATE ☐ PHOTO IDENTIFICATION ☐ WITHDRAWAL FORM
☐ REPORT CARD ☐ PROOF OF RESIDENCY ☐ RESIDENCY AFFIDAVIT

Items Needed To Complete Enrollment:

☐ BIRTH CERTIFICATE ☐ SOCIAL SECURITY CARD ☐ IMMUNIZATION CERTIFICATE
☐ EYE, EAR & DENTAL CERTIFICATE ☐ PHOTO IDENTIFICATION ☐ WITHDRAWAL FORM
☐ REPORT CARD ☐ PROOF OF RESIDENCY ☐ RESIDENCY AFFIDAVIT

SCHOOL USE ONLY	
STUDENT HOUSEHOLD NAME: _____	
Student ID #: _____ Grade: _____ Homeroom: _____ Counselor Name: _____ Advisor/Teacher: _____	
Transportation: <input type="checkbox"/> Bus# _____ <input type="checkbox"/> Walker _____ <input type="checkbox"/> Car _____ <input type="checkbox"/> Day Care Bus _____ <input type="checkbox"/> After-School Program <input type="checkbox"/> Gifted <input type="checkbox"/> Special Education <input type="checkbox"/> Student Support Team <input type="checkbox"/> ESOL	
Conditional enrollment is only available during the school year. Students pre-enrolling or enrolling before school starts are not eligible for Conditional Enrollment. <input type="checkbox"/> 30 Day Conditional Enrollment Granted <input type="checkbox"/> 7 Day Conditional Enrollment Granted Ending Date _____	
School Records requested from _____ Date: _____ Received: _____ School Records requested from _____ Date: _____ Received: _____ _____ Date: _____	
Registration Personnel _____	

STUDENT INFORMATION

Last Name:		First Name:		Middle Name:		Suffix:	
Grade:		Gender:		Date of Birth:		Social Security #:	
State of Birth:		Country of Birth: (if not USA)		US School Entry Date (if after Kindergarten):			
Home Phone:				Student Cell Phone:			
Home Address: (Street Address)				Apt#:	City:		State:
							Zip:
Does Student Reside in Federally Subsidized Housing? <input type="checkbox"/> Yes <input type="checkbox"/> No		Does Student have an IEP (Special education)? <input type="checkbox"/> Yes <input type="checkbox"/> No		Is Student in ELL/ESOL Program? <input type="checkbox"/> Yes <input type="checkbox"/> No			
Was/is student in Gifted/Challenge program? <input type="checkbox"/> Yes <input type="checkbox"/> No		Does student have a 504 Plan? <input type="checkbox"/> Yes <input type="checkbox"/> No		Was/Is student involved in the Student Support Team? <input type="checkbox"/> Yes <input type="checkbox"/> No		Has the Family lived in another county in the last three (3) years? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, what is the date your family arrived in Fulton county?		What language(s) did the student first learn to speak?			What language(s) does the student speak at home?		

What language(s) does the student speak most often?	What is your child's race (Select all that apply)? <input type="checkbox"/> American Indian or Alaska Native (A person having origins in any of the original peoples of North and South America (including Central America), and who maintains a tribal affiliation or community attachment.) <input type="checkbox"/> Asian (A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.) <input type="checkbox"/> Black or African American (A person having origins in any of the Black racial groups of Africa – includes Caribbean Islanders and other of African origin.) <input type="checkbox"/> Native Hawaiian or Other Pacific Islander (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.) <input type="checkbox"/> White (A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.)			
Is your child Hispanic/Latino? <input type="checkbox"/> No, Not Hispanic/Latino <input type="checkbox"/> Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South American, Central American, or other Spanish Culture or origin, regardless of race.)				
Has your family moved in order to work in another city, county, or state, in the last three (3) years? ___ Yes ___ No If so, what is the date your family arrived in the city/town you reside? _____ Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply) ___ Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc. ___ Planting, growing, or cutting trees (pulpwood)/raking pine straw ___ Processing/packing agricultural products ___ Dairy/Poultry/Livestock ___ Meatpacking/Meat processing/Seafood ___ Fishing or fish farms ___ Other (Please specify occupation): _____ Name of current/most recent employer: _____				
PREVIOUS SCHOOL EXPERIENCE				
Pre-School Experience: <input type="checkbox"/> None <input type="checkbox"/> Early Head Start <input type="checkbox"/> GA Lottery Funded Pre K <input type="checkbox"/> Title 1 Funded Pre- K <input type="checkbox"/> Special Education 3 yr olds <input type="checkbox"/> Special Education 4 yr olds <input type="checkbox"/> Private Pre-K <input type="checkbox"/> Other Pre K Program				
High School Experience: Please identify the year the student first (1 st) entered ninth grade: _____				
Attended an Atlanta Public School before? <input type="checkbox"/> YES Date: _____ <input type="checkbox"/> NO		Last School Attended in Atlanta Public Schools?		
Previous School Attended (if not in Atlanta Public Schools): _____				
Previous School Address (City/State/Zip Code):		Previous School Phone #:	Grade	Date of Withdrawal:
Is student currently suspended or pending expulsion from this school? <input type="checkbox"/> No <input type="checkbox"/> Yes		Has student been expelled from ANY school? <input type="checkbox"/> No <input type="checkbox"/> Yes		
Reason for Suspension/Expulsion: _____				
PARENT / LEGAL GUARDIAN INFORMATION				
Student Lives With: <input type="checkbox"/> Both Parents <input type="checkbox"/> Mother only <input type="checkbox"/> Father only <input type="checkbox"/> Legal Guardian <input type="checkbox"/> Foster Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Other: _____ (If other than parent, LEGAL documentation is required.) A student should generally be withdrawn by the person who enrolls them. The parent/legal guardian who enrolled the student may provide the school with written permission accompanied by a copy of the parent/guardian's photo identification for another person to withdraw a child.				
Household Address:		Apt#:	City:	State:
Zip:				
<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian		Last Name:	First Name:	Middle Initial:

Marital Status:	Employer:	Highest Education Received:	Speaks English? <input type="checkbox"/> YES <input type="checkbox"/> NO
Email Address:	Lives on Federal Property? <input type="checkbox"/> YES <input type="checkbox"/> NO	Works on Federal Property? <input type="checkbox"/> YES <input type="checkbox"/> NO	Migrant Worker? <input type="checkbox"/> YES <input type="checkbox"/> NO
<input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian	Last Name:	First Name:	Middle Initial:
Home Phone:	Work Phone:	Parent Cell Phone:	Other:
Marital Status:	Employer:	Highest Education Received:	Speaks English? <input type="checkbox"/> YES <input type="checkbox"/> NO
Parent Email Address:	Lives on Federal Property? <input type="checkbox"/> YES <input type="checkbox"/> NO	Works on Federal Property? <input type="checkbox"/> YES <input type="checkbox"/> NO	Migrant Worker? <input type="checkbox"/> YES <input type="checkbox"/> NO
NON-HOUSEHOLD PERSONS/EMERGENCY CONTACTS			
Name:	Relationship:	Home Phone:	Cell Phone:
Name:	Relationship:	Home Phone:	Cell Phone:
Name:	Relationship:	Home Phone:	Cell Phone:
Name:	Relationship:	Home Phone:	Cell Phone:
Name:	Relationship:	Home Phone:	Cell Phone:
Name:	Relationship:	Home Phone:	Cell Phone:
SIBLING INFORMATION			
Sibling Last Name:	First Name:	Birth Date:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Enrolled in APS School: <input type="checkbox"/> YES <input type="checkbox"/> NO	Name of APS School in which currently enrolled:		Grade:
Sibling Last Name:	First Name:	Birth Date:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Enrolled in APS School: <input type="checkbox"/> YES <input type="checkbox"/> NO	Name of APS School in which currently enrolled:		Grade:
Sibling Last Name:	First Name:	Birth Date:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Enrolled in APS School: <input type="checkbox"/> YES <input type="checkbox"/> NO	Name of APS School in which currently enrolled:		Grade:
Sibling Last Name:	First Name:	Birth Date:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female
Enrolled in APS School: <input type="checkbox"/> YES <input type="checkbox"/> NO	Name of APS School in which currently enrolled:		Grade:

PARENT/GUARDIAN RESIDENCY NOTICE

To be enrolled in Atlanta Public Schools, students must reside full-time in the City of Atlanta with their natural parent(s), legal guardian(s), or legal custodian(s). For the purpose of this policy, a resident is defined as an individual who is a full-time occupant of a dwelling located in the City of Atlanta and who, on any given school day, is likely to be at their stated address when not at work or school. A person who owns property in the City of Atlanta, but does not reside in the City of Atlanta, is not considered a resident.

Parents are required to notify Atlanta Public Schools within fourteen (14) days if there is a change in residence. Representatives of Atlanta Public Schools may visit the home to verify residency. A student enrolled in Atlanta Public Schools under falsified information is illegally enrolled and will be immediately withdrawn from school. Parents and Guardians making false statements or submitting false documentation is a violation of O.C.G.A. §16-9-2, §16-10-20 and/or §16-10-71 of the criminal laws of the State of Georgia and punishable by a fine of not more than \$1,000.00 or by imprisonment for not less than one nor more than five years, or both. O.C.G.A. 16-10-71.

PARENT/GUARDIAN SIGNATURES

I SWEAR or AFFIRM THAT THE INFORMATION I HAVE PROVIDED IS TRUE AND CORRECT.

Parent/Legal Guardian Signature

Date: _____

Parent/Legal Guardian Signature

Date: _____

Parental Involvement

Parent Notifications

Atlanta Public Schools Office of Federal Grants and Program Compliance staff is committed to working with Title I schools to set high standards and expectations for all students in order to ensure high achievement for every child in the district. Atlanta Public Schools believes and understands that the involvement of all Schoolwide and Targeted Assistance parents and community members are essential to the academic success for all students. Continuous efforts will be made to solicit input from all parents and community members and to seek their support, commitment and ongoing involvement to promote student achievement. The APS School District will involve parents in the joint development of the plan under Section 1112 and the process and school review under Section 116(Section 118 (a)(2)(A), ESEA).

To ensure compliance:

A memorandum on Parental Involvement Compliance Guidelines will be sent to each Title I principal by September 1, 2014 by the Director of Federal Grants. The memorandum will request that each principal includes the following information in his/her parent notification/qualification letters:

- Whether the teacher meets state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
- Whether the teacher is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree.
- Whether the child is provided services by a paraprofessional and, if so, his/her qualifications.
- The Office of Federal Grants and Program Compliance will conduct an Annual Title I Summit for the district school administrators, and Title I school contacts. (July 2014)
- The Office of Federal Grants and Program Compliance will conduct an annual district planning meeting in the fall and spring of each school year to plan for and make any needed revisions to the current Schoolwide Plan. School administrators, teachers, school staff, community, stakeholders and parents will be involved in the development of the TA Plan, SWP, and CLIP. (August – 2014 and April – 2015)
- The Office of Federal Grants and Program Compliance, along with school administrators, teachers, community, stakeholders and parents will review and update the Parental Involvement Policy, Parent School Compacts, Targeted Assistance Plans, Schoolwide Plans, and Schoolwide Programs. (August – 2014 and April – 2015)

- The Office of Federal Grants and Program Compliance will invite all parents of students who attend Targeted Assistance and Schoolwide schools to participate in the district annual planning meeting in April of each year via informational flyers, newsletters, and website. (March 2015)
- The Office of Federal Grants and Program Compliance staff will host an annual LEA Stakeholders Informational Meeting in May 2015 and June 2015. School Administrators, teachers, parents, students, parent advisory groups and community stakeholders will be invited to attend and review the LEA Plan, CLIP, Targeted Assistance Plan, District Parent Policy, School Parent Policy, and Schoolwide Plan.

Notification of this District Annual meeting will be distributed by e-mail, letters, website, and informational flyers. Documentation of the meeting agenda, meeting minutes, and meeting sign-in sheets will be maintained by the Federal Grant Specialists in the Office of Federal Grants and Programs Compliance. (April 2015)

- Atlanta Public Schools Federal Grant Specialists will collect and maintain required documentation of meeting agendas, meeting minutes, and meeting sign-in sheets. (August – 2014 and May – 2015)

Atlanta Parent Advisory Committee (A-PAC)

Family Engagement Specialists will submit names of Parents and Parent Liaisons from schools in their cluster to participate on the Atlanta Public Schools District-Level Parent Involvement Committee (A-PAC). These names will be solicited from principals and their school staff members. Additional parent names will be provided by central office administrators. Potential A-PAC members will receive emails with letter and participation form inviting them to serve. Copies of the letter form and sub-committee with duties and responsibilities will be included in this document. A-PAC members will attend bi-monthly or quarterly meetings and complete assignments throughout the school year.

Parent Connection Meeting

All parents of students attending Title I Schools will be invited to attend the Annual Parent Connection Meeting. Information will be shared about Title I Programs, funds and services. Handouts and information will be provided to assist in providing evaluative feedback and suggestions. Parents will be provided opportunities to make suggestions, recommendations and other feedback regarding each of the following:

- District Parent Involvement Policy
- Comprehensive LEA Improvement Plan (CLIP)
- Use of Title I Parental Involvement Funds
- Flexible Learning Program (FLP)
- School Improvement Grant (SIG)

Parents will be notified and invited to participate in all school activities, but strongly encouraged to provide input and attend the group meetings pertaining to the development of all plans. To ensure effective meetings and participation, the Office of Federal Grants and Program Compliance staff will do the following:

- Extend an invitation (district website, schools' web-pages, letters, save-the-date cards, flyers and robo-calls)
- Develop a timeline
- Document participation via sign-in sheets
- Provide Agendas
- Collect Feedback forms

Parent Notifications of Right-to-Know

Principals will be instructed to provide the name of a specific contact person, telephone number, and email address on letters with official school letterhead which will be sent to parents regarding parent's right to know about highly qualified teachers, and the qualifications of teachers and paraprofessionals.

Principals will send letters notifying parents of their "Right to Know" through the U. S. Mail. Principals will be instructed to include a specific contact name, telephone number, and email address on every Parents' "Right to Know" letter. The OFGPC will conduct district Title I parent meetings to disseminate information regarding parent's "Right to Know" in addition to PTA meetings, Open House, and other events. Parents will be notified when their child is being taught by a non-highly qualified teacher through the U. S. mail.

Principals will sign a document prepared by the OFGPC affirming that the letter notifying parents of their "Right to Know" has been sent. A copy of the letter will be kept on file in the LEA office. Sign in sheets will be kept in the LEA office.

Principals will sign a document prepared by the OFGPC affirming that the document notifying parents that their child is being taught by a non-highly qualified teacher has been sent. A copy of the letter will be kept on file in the LEA office.

All Title I schools are required to send parent notifications regarding:

- Georgia's ESEA Wavier Status
- Teacher & Paraprofessional Qualifications/Parent Right to-know-letter **(required)**
- Intra-district Transfer **(if applicable)**
- Flexible Learning Program (FLP) **(if applicable)**
- Highly Qualified Teachers and Paraprofessionals- ***Informing parents about the placement or assignment of a non-highly qualified teacher with their child for four or more consecutive weeks. The letter should include specific school and/or district contact information:***
 - A date
 - A signature
 - Specific information: contact person, telephone number, email address

To ensure that each school remains in compliance with all parent notification letters, we will follow the following procedure:

- The FES will provide the Principal, Title I Contact, and Parent Liaison a copy of the OFGPC Title I Documents, Templates and Sample documents, which contain a sample of all Title I Parent Notification letters. The information provided will also be reviewed during monthly technical assistance.
- School Administrators will complete the parent notification letter and send a copy to the Parent Liaison and Family Engagement Specialist for review prior to distribution.
- The Parent Liaison and Family Engagement Specialist will report to the School Administrators whether the parent notification contains all required information.
- School Administrators will then send the communications in multiple ways (school website, Robo Call, Mass Text, newsletters, etc.) including US mail to parents.

Timeline:

- In July 2014 and subsequent years, the Title I Director will conduct a Title I Summit to share with principals the requirements for Title I Parent Involvement. Family Engagement Specialists (FES) for each Atlanta Public Schools region and cluster will provide technical assistance for the Principals, Title I Contacts, and/or Parent Liaisons on the written procedures for writing, approving distributing dated parent notification letters, and they will share the 2014-2015 timeline for completion and distribution.
- By August 30, 2014, FES in each cluster will contact each school's Title I Contact and Parent Liaison to ensure that the school's name, date, and contact information are on parent notification letters. FES will review copies of letters before they are distributed and/or mailed to parents.

A sample of written procedures for sending parent notification letters that will be shared with each school's Title I contact and Parent Liaison have been included. The checklist and timeline provide an overview of the requirements, due dates, and actions that will occur throughout the school year to ensure compliance with Title I guidelines.

Parental Involvement

The Atlanta Public Schools District, through the Office of Federal Grants and Programs Compliance, will take the following actions to involve parents in the joint development and review of its district and school parent involvement policies and ensure that all schools develop a parent involvement policy that includes all sections as required by the Elementary and Secondary Education Act of 1965 (ESEA).

District Level – Input/Feedback:

All parents of students in the Atlanta Public Schools will be invited to participate in the Title I Annual District level planning and review meeting. During the meeting, parents will be provided information about Title I funds, programs and services. Information and/or copies of the following documents will be given to parents for review and provide feedback. At each session, participants are provided an Evaluation and Feedback Form to share their suggestions and recommendations. The following plans will be shared:

Comprehensive Local Education Agency Improvement Plan (CLIP)

- District Parent Involvement Policy
- Flexible Learning Plan (FLP)
- Usage of Parental Involvement Funds
- School Improvement Grant (SIG)

Website Feedback Forms – Online Input/Feedback

Information about each item listed above will be included on the Atlanta Public Schools Website. Parents will be informed that they can review the documents and submit their suggestions and recommendations on the electronic feedback forms.

District Advisory Committee – Input/Feedback

Parents who serve on the Atlanta Parent Advisory Committee (A-PAC) will review the documents and provide suggestions and recommendations for each of the documents.

School Level Input/Feedback:

Family Engagement Specialists, Parent Liaisons, school administrators and staff will work collaboratively to provide various opportunities (meetings, workshops, committees, and communications) for parents to plan, submit input, provide feedback, make recommendations, revisions and implementation strategies for Title I Funds, parent involvement policy, programs and services.

During July 2014 and subsequent years, the Title I Director will conduct an Annual Title I Summit to provide technical assistance to Principals on the requirements for Title I Parent Involvement and the school's responsibilities to include all parents in the development and review of the parent involvement policy.

Revision of the school's Parental Involvement Policy should take place in the spring semester of the previous school year. Conducting a meeting in August provides the school an opportunity to get the required parental input before distributing the policy to parents, if a spring parent meeting did not occur. Notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop will be maintained.

Beginning August 2014 - May 2015, and subsequent years, the Family Engagement Specialist (FES) for each Atlanta Public School region will provide technical assistance for Principals, Title I Contacts and/or Parent Liaisons on the written procedures and documentation outlined in the District-wide Policy using the *Parent Involvement Policy checklist*.

During August 2014 and subsequent years, FES will share with Principals, Title I Contacts, and/or Parent Liaisons sample invitations for the school's parent planning meeting and Annual Title I meeting. FES will also provide samples of agendas, sign-in sheets and meeting minutes. FES will also recommend that schools use PowerPoint presentations to discuss Title I information in detail.

Beginning August 2014 and subsequent years, Atlanta Public Schools will also verify that all schools have distributed revised District & School Level Parental Involvement Policies for parents of all Title I students through multiple means including: Annual Title I Meeting, Front Office, Parent Resource Center, Student/Parent Handbooks, Emails and/or Website, and other Title I Parent Meetings.

No later than Mid-October 2014 and subsequent years, FES will verify that all Title I schools have conducted the Annual Title I meeting. FES will use the Georgia Department of Education *Parent Involvement Compliance and Parent Notification Checklist* to document compliance with Parent involvement policy requirements.

By April 2015, FES will collect all required documentation for Title I compliance. The Family Engagement Manager will host an end of the year meeting with the A-PAC to discuss and share the district-level parental involvement surveys and revisions of the district-level policy for the upcoming year. FES will also provide technical assistance to Principals, Title I Contacts, and Parent Liaisons to encourage schools to host an end of the year Parent Connection Committee meeting. The agenda will include parental involvement surveys and revision of each school's policy and compact for the upcoming year. Copies of required documentation will be maintained in a binder in the Office of Federal Grants and Program Compliance.

Assigned Family Engagement Specialists will schedule technical assistance visits to meet one-on-one with the school Parent Liaisons on a timely basis. (August 2014 – May 2015).

Family Engagement Specialists will conduct a parent meeting to review and revise the school's Parental Involvement Policy using the School-Level Parental Involvement Policy Checklist.

Family Engagement Specialists will ensure/confirm the School-Level Parental Involvement Policy Checklist is completed in its entirety by checking (Met, Not Met, or NA); add any notes or comments, if applicable.

Family Engagement Specialists will invite the Local School Council (LSC) Parent Engagement Committee at each school to review and make recommendations to the school's Parental Involvement Policy using the School–Level Parental Involvement Policy Checklist.

Parent Involvement Policy Distribution

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) has strengthened and expanded the requirements for involving **all** parents of Title I students in the decision making process as it relates to student achievement. These requirements assist with ensuring parent consultation, participation, involvement, and information sharing within the Title I program by explicitly requiring the local educational agency (LEA) and schools to develop a written parental involvement policy/plan.

The policy/plan defines the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities, trainings, and workshops to improve academic achievement and school performance. The LEA, school, parents, and community stakeholders must jointly develop and agree upon the policy/plan that shall describe the means for carrying out the Title I, Part A requirements. The policy/plan must then be distributed to parents of participating children and made available to the local community. Furthermore, it must ensure that strong strategies are in place to:

- Build the capacity to involve parents in an effective partnership with the school
- Share and support high student academic achievement

The LEA and school policy/plan is the foundation for home, school, and community partnerships that should set forth the expectations for parental involvement activities and describe how those activities will be implemented and evaluated to assure adequate and meaningful involvement. The policies/plans should be specific and address the full range of family and student needs that impact learning and, to the extent practicable, include the needs of limited English proficient (LEP), migratory, and disabled students.

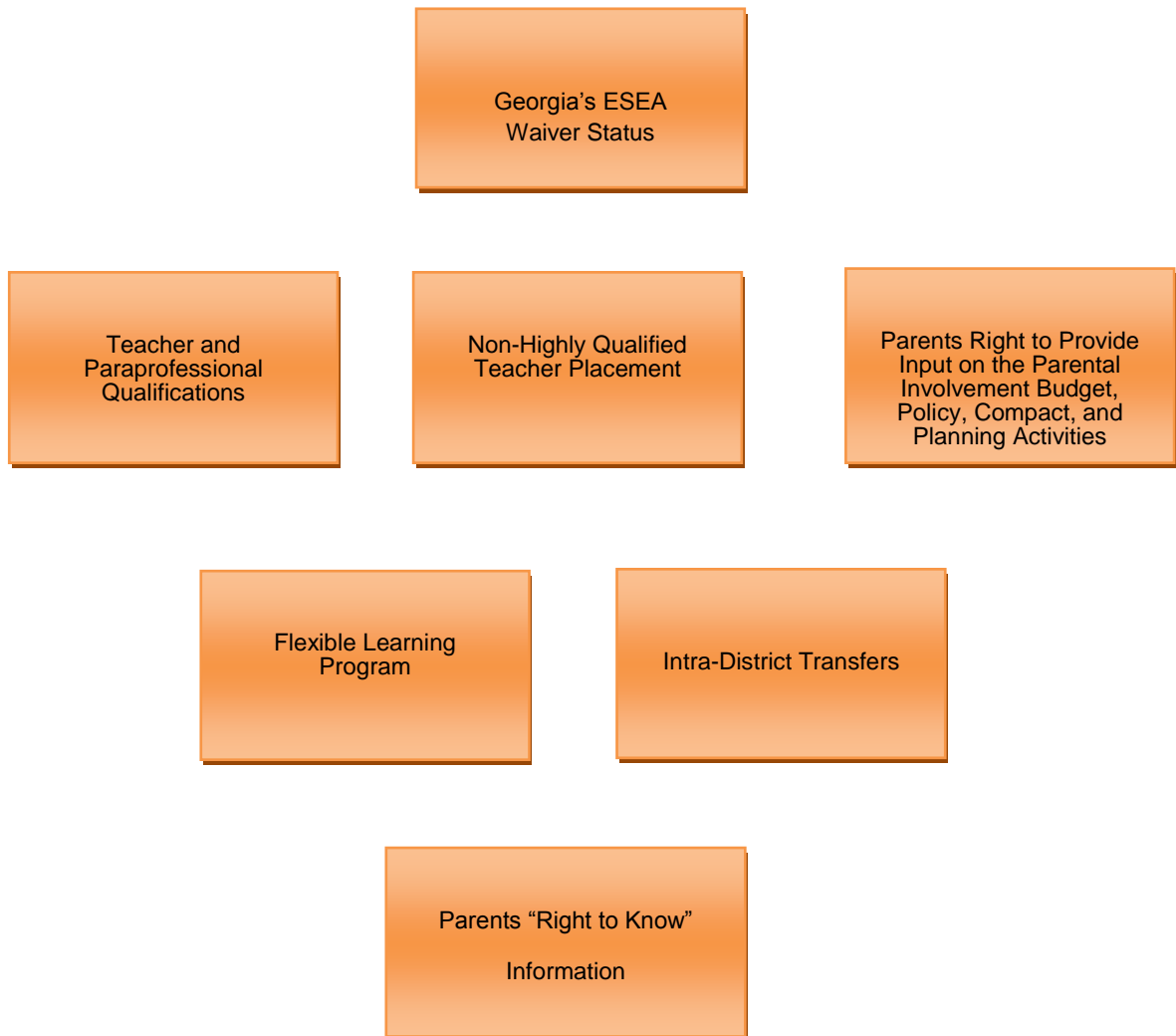
According to the District-Wide Parental Involvement Policy adopted on October 25, 2012, Part II. District Expectations (C) Consistent with section 1118 A, Atlanta Public Schools, through the Office of Federal Grants and Programs Compliance will work with its schools to ensure that the Parental Involvement Policy is being distributed within the local schools and on the district level. Upon the approval of the Parental Involvement Policy, the written policy will be distributed to local Title I, Part A schools, the District's Parents as Partners Academic Center and will be posted on the district's Title I, Part A website. The Parental Involvement Policy will also be made available to parents at Parent Involvement Workshops and within the local school's parent centers. The PAC committee will be chosen from volunteers in each Title I, Part A school attendance area within the Atlanta Public Schools. The PAC committee will include parents, Family Engagement Specialists, from each school cluster where Title I, Part A schools are located and other district level personnel and it will select a committee chairperson who is a parent having children in a Title I, Part A school to ensure that parents are involved.

Timeline to ensure compliance:

- During August 2014 and subsequent years, the Family Engagement Specialist (FES) for each Atlanta Public Schools region and cluster will provide technical assistance for Principals, Title I Contacts and/or Parent Liaisons, on the written procedures and documentation outlined in the District-wide Policy regarding multiple ways that the Parental Involvement Policy can be sent out and made available to parents.
- During August 2014 and subsequent years, Atlanta Public Schools will distribute the District Level Parental Involvement Policy on an ongoing basis during the months of September 2014 through May 2015.
- By January 2015 and subsequent years, Atlanta Public Schools will have conducted a Parent Advisory Committee meeting and distributed revised District & School Level Parental Involvement Policies for parents of all Title I students through multiple means including: Annual Title I Meetings; Front Office/Parent Resource Center; Student/Parent Handbooks; Emails and/or Website and other Title I Parent Meetings.
- The Atlanta Public Schools FES will provide training for parent liaisons and share procedures the district will use to distribute district and school parental involvement policies to parents. The following means of distribution will be proposed:
 - Distribute in each parent meeting
 - Mail to parents
 - Send home with students
 - Place on school's website
 - Email to parents
 - Place in School's Office
 - Make available in Parent Resource Center

Annual Notifications and Participation

Every school year there must be adherence to required parent notifications and participation requirements by Title I, Part A. Information that must be sent to parents includes the following:



Timeline of Required Actions, Parental Involvement Events and Checkpoint Reviews

The timeline below provides an overview of the actions that will occur throughout the school year to ensure compliance with Title I guidelines. All Title I schools are required to adhere to the following:

Requirement	Due Date	District/School Actions Steps
August		
Parent Notification Letters: Georgia's ESEA Waiver Status Annual Title I Meeting Invitation Letter	August 2014 - October 2014	<ul style="list-style-type: none"> • Send a letter to parents notifying them of the school's Georgia ESEA Waiver status. If required, include information pertaining to School Improvement status, Intra-district Transfer, and Flexible Learning Program (FLP). • Send a letter to parents inviting them to the Annual Title I Meeting.
Parent Notification Letters: "Right to Know" Letter Teacher and Paraprofessional Qualifications Letter	August 2014- October 2014	<ul style="list-style-type: none"> • Send a letter via U.S. Mail notifying parents of their "Right-to-Know". The dated letter will state a specific school contact person's name, telephone number, and e-mail address. • Send a Teacher and Paraprofessional Qualifications letter to parents. The dated letter will state a specific school contact person's name, telephone number, and e-mail address.
Parent Notification Letter: Non-highly Qualified Teacher Placement	When a non-highly qualified teacher is assigned to students for 4 or more consecutive weeks	<ul style="list-style-type: none"> • Send a notification letter to parents for non-highly qualified teacher placement when assigned to students for four (4) or more consecutive weeks. The letter will include: <ul style="list-style-type: none"> ○ Specific details regarding the qualifications of the assigned teacher. ○ Explicit information (name, address, telephone number/email address) for the school level contact on school letterhead and dated. • Distribute this letter to parents via U.S. mail whenever this situation occurs.
Parent Activities/ Building for Capacity	August 2014- October 2014	<ul style="list-style-type: none"> • Parent Liaison at each school ensures all workshops and activities are linked to academics. • Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
Parent Liaisons Technical Assistance	August 2014	<ul style="list-style-type: none"> • Family Engagement Specialists will: <ul style="list-style-type: none"> ○ Visit cluster schools to conduct Title I observations. ○ Conduct Parent Liaison training and workshops. ○ Review Title I documentation using monthly checkpoints.

Requirement	Due Date	District/School Actions Steps
Revision of School-Level Parental Involvement Policy	August 2014 – October 2014 and April 2015	<ul style="list-style-type: none"> • Conduct a parent meeting to review and revise the school's Parental Involvement Policy using the School-Level Parental Involvement Policy Checklist. • Make sure the School-Level Parental Involvement Policy Checklist is completed in its entirety by checking (<i>Met, Not Met, or NA</i>); add any notes or comments, if applicable. • Invite the Local School Council (LSC) Parent Engagement Committee at your school to review and make recommendations to the school's Parental Involvement Policy using the School-Level Parental Involvement Policy Checklist. <p>NOTE: Revision of the school's Parental Involvement Policy should take place in the spring semester of the previous school year. Conducting a meeting in August provides the school an opportunity to get the required parental input before distributing the policy to parents, if a spring parent meeting did not occur.</p>
Revision and Collection of School-Parent Compacts	<p>Complete Parent Compact Review/Revision Meetings</p> <p>Aug-Sept 2014 and subsequent years</p> <p>Revise Compacts and distribute Compacts by October 31, 2014 and subsequent years</p> <p>(complete prior to November 1, 2014))</p>	<ul style="list-style-type: none"> • Conduct a parent meeting to review and revise the School-Parent Compact using the School-Parent Compact Checklist. • Invite the Local School Council (LSC) Parent Engagement Committee at your school to review and make recommendations to the School-Parent Compact using the School-Parent Compact Checklist. • Make sure the School-Parent Compact Checklist is completed in its entirety by checking (<i>Met, Not Met, or NA</i>); add any notes or comments, if applicable. • Strive to collect 100% of the School-Parent Compacts. • Confirm all returned School-Parent Compacts contain three (3) signatures and dates. (<i>Teacher, Parent, Student and Principal</i>) • Tabulate the number of signed School-Parent Compacts received (monthly) per grade level. <p>NOTE: Revision of the School-Parent Compact should take place in the Spring semester of the previous school year. Conducting a meeting in August provides the school an opportunity to get the required parental input before distributing the compact to parents, if a spring parent meeting did not occur.</p>

Requirement	Due Date	District/School Action Steps
Distribution of School-Level Parental Involvement Policy & School-Parent Compact	<p>Prior to November 1, 2014 –Parents of Currently Enrolled Students</p> <p>November 2, 2014 –May 2015</p> <p>Parents of Newly Enrolled Students</p>	<ul style="list-style-type: none"> • Distribute revised Parental Involvement Policy and the School-Parent Compacts to parents. • Create a statement documenting how the Parental Involvement Policy and the School-Parent Compacts were distributed to parents through multiple means, such as: <ul style="list-style-type: none"> ◦ Annual Title I Meeting ◦ Email ◦ Front Office ◦ In Registration Packets as new students enroll ◦ Newsletter/News article ◦ Other Title I Parent Meetings & School Events ◦ Parent Resource Center ◦ Student/Parent Handbook ◦ Website • Maintain the meeting notices, agendas, sign-in sheets, and feedback forms from each meeting.
September		
District-wide Parent Liaisons Technical Assistance	September 2014	<ul style="list-style-type: none"> • Office of Federal Grants and Program Compliance (OFGPC) conducts Parent Liaison Beginning of the Year Technical Assistance training.
Parent Activities/ Building for Capacity	September 2014	<ul style="list-style-type: none"> • Parent Liaison at each school ensures all workshops and activities are linked to academics. • Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
Distribute District-Level Parental Involvement Policy	September 2014 – May 2015 (Ongoing)	<ul style="list-style-type: none"> • Distribute District-Level Parental Involvement Policy to parents. • Maintain evidence that schools distributed to parents through multiple means of distribution such as: <ul style="list-style-type: none"> ◦ Annual Title I Meetings ◦ Emails ◦ Front Office ◦ Other Title I Parent Meetings ◦ Parent Resource Center ◦ Website
Parent Liaisons Technical Assistance	September 2014	<ul style="list-style-type: none"> • Family Engagement Specialists will: <ul style="list-style-type: none"> ◦ Visit cluster schools to conduct Title I observations. ◦ Conduct Parent Liaison training and workshops. ◦ Review Title I documentation using monthly checkpoints.
School Enrollment	September 2014 – April 2015 (On-going)	<ul style="list-style-type: none"> • Confirm school enrollment to compute percentage of School-Parent Compacts on file.

Requirement	Due Date	District/School Action Steps
Assurance Document	Sign and return by September 31, 2014	<ul style="list-style-type: none"> • Principals should sign an assurance document prepared by the Office of Federal Grants and Program Compliance (OFGPC) affirming that the following documents were sent to parents: <ul style="list-style-type: none"> ○ Georgia's ESEA Waiver Status ○ School Improvement Status ○ Intra-district Transfers ○ Flexible Learning Program (FLP), <i>if applicable</i> ○ Teacher & Paraprofessional Qualifications/Right to Know letter ○ Highly Qualified Teachers
Annual Title I Meeting	Host Meeting prior to November 1, 2014 and subsequent years.	<ul style="list-style-type: none"> • Conduct the Annual Title I meeting, which must include: <ul style="list-style-type: none"> ○ Sign-in sheets. ○ Detailed agendas that should cover discussion of the following: <ul style="list-style-type: none"> ▪ Distribution of School-Parent Compacts & School Parental Involvement Policy ▪ Flexible Learning Plan (if applicable) ▪ Georgia's ESEA Waiver Status ▪ Highly Qualified Teacher/ Non-Highly Qualified Teachers ▪ Overview of Title I Budget and Programs ▪ Parent Survey Results for 2013-2014 and the Plan of Action for 2014-2015 ▪ Parental Rights/"Right to Know" ▪ Teacher and Paraprofessional Qualifications
School Enrollment	September 2014 (on-going)	<ul style="list-style-type: none"> • Confirm school enrollment to compute percentage of School-Parent Compacts on file (on-going)
October		
Parent Activities/ Building for Capacity	October 2014	<ul style="list-style-type: none"> • Parent Liaison at each school ensures all workshops and activities are linked to academics. • Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
Parent Liaisons Technical Assistance	October 2014	<ul style="list-style-type: none"> • Family Engagement Specialists will: <ul style="list-style-type: none"> ○ Visit Cluster schools to conduct Title I observations. ○ Conduct Parent Liaison training and workshops. ○ Review Title I documentation using monthly checkpoints.

Requirement	Due Date	District/School Action Steps
November		
Parent Activities/ Building for Capacity	November 2014	<ul style="list-style-type: none"> • Parent Liaison at each school ensures all workshops and activities are linked to academics. • Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
Parent Liaisons Technical Assistance	November 2014	<ul style="list-style-type: none"> • Family Engagement Specialists will: <ul style="list-style-type: none"> ○ Visit cluster schools to conduct Title I observations. ○ Conduct Parent Liaison training and workshops. ○ Review Title I documentation using monthly checkpoints.
OFGPC Audit Checkpoint #1 Peer Review	November 2014	Compliance Documentation <ul style="list-style-type: none"> • ESEA Parent Right-to-Know Letters (FLP & SIG) • Highly Qualified Teachers/Paraprofessional • Annual Title Meetings • Compact Review Meetings • Copies of signed Compacts (samples) • Parental Involvement Policy Review Meetings • Evidence of distribution of Parental Involvement Policy, Compact and District Parental Involvement Policy • Evidence of Title I Survey/results (first quarter)
December		
Parent Activities/ Building for Capacity	December 2014	<ul style="list-style-type: none"> • Parent Liaison at each school ensures all workshops and activities are linked to academics. • Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
Parent Liaisons Technical Assistance	December 2014	<ul style="list-style-type: none"> • Family Engagement Specialists will: <ul style="list-style-type: none"> ○ Visit cluster schools to conduct Title I observations. ○ Conduct Parent Liaison training and workshops. ○ Review Title I documentation using monthly checkpoints.
OFGPC Audit Checkpoint #2 Peer Review	December 2014	Compact Notebooks <ul style="list-style-type: none"> • Copies of signed Compacts (samples)

January		
Parent Liaisons Technical Assistance	January 2015	<ul style="list-style-type: none"> • Family Engagement Specialists will: <ul style="list-style-type: none"> ○ Visit cluster schools to conduct Title I observations. ○ Conduct Parent Liaison training and workshops. ○ Review Title I documentation using monthly checkpoints.
OFGPC Audit Checkpoint #3 Peer Review	January 2015	<p>Required Building Capacity Workshops (a minimum of three)</p> <ul style="list-style-type: none"> • State content standard workshop (Common Core, grade level/report cards nights and CRCT) • Academic workshops featuring make and take (Literacy, Math, Curriculum Night, Parent Portal, Technology) • Staff Professional Development (Parent-Teacher conference, Parent Liaison/Parent lead workshops with school personnel) • Transitional Workshops (Head Start, Pre-K, feeder schools) • Parent Communication/ Parent Trainings in a language for parents to understand for all stakeholders (flyer, agenda, sign-in sheets and evaluations) • Non-academic workshops (budgeting, volunteering, open house parent resource center, additional informational workshops)
February		
Parent Activities/ Building for Capacity	February 2015	<ul style="list-style-type: none"> • Parent Liaison at each school ensures all workshops and activities are linked to academics. • Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
Parent Liaisons Technical Assistance	February 2015	<ul style="list-style-type: none"> • Family Engagement Specialists will: <ul style="list-style-type: none"> ○ Visit cluster schools to conduct Title I observations. ○ Conduct Parent Liaison training and workshops. ○ Review Title I documentation using monthly checkpoints.
OFGPC Audit Checkpoint #4 Peer Review	February 2015	Model Notebook/ Compact Notebook are due.

March		
Parent Activities/ Building for Capacity	March 2015	<ul style="list-style-type: none"> • Parent Liaison at each school ensures all workshops and activities are linked to academics. • Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
Parent Liaisons Technical Assistance	March 2015	<ul style="list-style-type: none"> • Family Engagement Specialists will: <ul style="list-style-type: none"> ◦ Visit cluster schools to conduct Title I observations. ◦ Conduct Parent Liaison training and workshops. ◦ Review Title I documentation using monthly checkpoints.
School Level Parent Survey	March or April 2015	<ul style="list-style-type: none"> • Conduct a parent survey to prepare for 2014-2015. • Collect and analyze data from survey results to determine the effectiveness of policies and practices.
Parental Involvement Documentation	March 2015	<ul style="list-style-type: none"> • Submit the Parent Involvement Documentation Notebook and all School-Parent Compacts to Family Engagement Specialist by March 28, 2014. <p>NOTE: Due date subject to change based on audit schedule.</p>
OFGPC Audit Checkpoint #5 Peer Review	March 2015	<p>Required Building Capacity Workshops (a minimum of three)</p> <ul style="list-style-type: none"> • State content standard workshop (Common Core, grade level/report cards nights and CRCT) • Academic workshops featuring make and take (Literacy, Math, Curriculum Night, Parent Portal, Technology) • Staff Professional Development (Parent-Teacher conference, Parent Liaison/Parent lead workshops with school personnel) • Transitional Workshops (Head Start, Pre-K, feeder schools) • Parent Communication/ Parent Trainings in a language for parents to understand for all stakeholders (flyer, agenda, sign-in sheets and evaluations) • Non-academic workshops (budgeting, volunteering, open house parent resource center, additional informational workshops)
April		
Distribute District Level Parent Survey	April 2015	<ul style="list-style-type: none"> • Conduct a parent survey to prepare for the 2014-2015 school year. • Collect and analyze data from survey results to determine the effectiveness of policies and practices.

Requirement	Due Date	District/School Action Steps
Title I Parent/School Connection Meeting	April 2015	<ul style="list-style-type: none"> •Conduct a Title I Informational meeting which must include sign-in sheets and detailed agenda •The agenda should include opportunities for parent feedback on the following: <ul style="list-style-type: none"> ○ Consolidated LEA Improvement Plan (CLIP) ○ District Parent Survey ○ Flexible Learning Plan (FLP) ○ Revisions of School's Parent Involvement Policy for the Upcoming School Year ○ Revisions to the School-Parent Compact for Upcoming School Year ○ School Improvement Plan ○ School Level Parental Involvement Survey Results ○ School-wide or Targeted Assistance Plan ○ Title I Budget
Parent Activities/ Building for Capacity	April 2015	<ul style="list-style-type: none"> •Parent Liaison at each school ensures all workshops and activities are linked to academics. •Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
Parent Liaisons Technical Assistance	April 2015	<ul style="list-style-type: none"> •Family Engagement Specialists will: <ul style="list-style-type: none"> ○ Visit cluster schools to conduct Title I observations. ○ Conduct Parent Liaison training and workshops. ○ Review Title I documentation using monthly checkpoints.
OFGPC Audit Checkpoint #6 Peer Review	April 2015	Title I Family Engagement Notebooks are due.
May		
Parent Activities/ Building for Capacity	May 2015	<ul style="list-style-type: none"> •Parent Liaison at each school ensures all workshops and activities are linked to academics. •Maintain the notices, agendas, sign-in sheets, and feedback forms from each meeting and/or workshop.
End of Year Parent Liaisons Technical Assistance	May 2015	<ul style="list-style-type: none"> •Family Engagement Specialists will: <ul style="list-style-type: none"> ○ Visit cluster schools to conduct Title I observations. ○ Conduct Parent Liaison training and workshops. ○ Review Title I documentation using monthly checkpoints.
End of Year Title I Review and Recommendations Forum	May 2015	<ul style="list-style-type: none"> •Coordinate/conduct a review of the April Parent Connection meeting to consolidate all feedback and recommendations from parent survey results, feedback forms and evaluations. •Use this meeting to report the consolidated summary and submit recommendations for the next school year's School wide Plan, School Improvement Plan, Title I programs, CLIP, FLP and parent activities.

Building Capacity

Atlanta Public Schools will employ multiple strategies to monitor the development and implementation of programs to address the six requirements to build parental capacity in all Title I Schools. These strategies will be implemented and managed by district and school staff that include:

- Family Engagement Specialists
- Federal Grant Specialists
- Parent Liaisons
- Title I Contacts
- School Administrators
- Local School Council - Parent Engagement Committee

FES will work with Federal Grant Specialists to review and provide feedback to schools regarding parental involvement requirements in section five (5) of all schoolwide plans. Guidance will be provided regarding activities and documentation for compliance with Title I requirements (i.e., policy, compacts, parent meetings, building capacity workshops, and professional development). FES will provide technical assistance, and trainings to meet the six requirements to build capacity for school staff and parents. FES will complete monthly site visits to schools to determine progress, check notebooks, and other documentation for Title I requirements.

School Staff (Parent Liaisons, Title I Contacts and school administrators) will work in their local schools to implement and support elements identified in the schoolwide plan. They will ensure all Title I required activities are completed and secure documentation to meet compliance. They will provide documentation to FES and the Office of Federal Grants as required for Title I. Required activities include building capacity workshops for staff and parents and opportunities for other professional development.

The Local School Council Parent Engagement Committee will play a critical role in the monitoring programs in schools to meet the six requirements for building capacity. All parental involvement events, programs and activities will be reviewed by this committee. Evaluative feedback will be provided during their meetings and included in reports submitted to the Family Engagement Specialist and Manager. A report with recommendations and suggestions regarding the parental involvement programs that address needs identified from school data reviewed by the LSC-PEC will be created and submitted to the Family Engagement Specialist.

Timeline – Actions and Individuals Responsible

- In August 2014, the Office of Federal Grants and Program Compliance held a Title I Summit to provide professional development to principals and/or Title I school contacts. Requirements were shared that will be used to monitor and implement a program to address the six requirements to build parental capacity. Procedures shared included:
 - details of how this will be monitored
 - timeline of required actions and parental involvement events
 - timeline for carrying out all six requirements
 - person(s) responsible and documentation to show that these procedures were implemented
 - sample copies of invitations to parents/flyers, meeting agendas, sign-in sheets, contracts, MOU, pictures, PowerPoint's

Schools divided by clusters and rotated to participate in the following sessions.

- Title I 101
 - Position Control
 - Budgets and Travel
 - Parental Involvement
 - Schoolwide Plans
 - Grants Management
 - Procurement/Contracts
-
- During September and subsequent years, Family Engagement Specialists (FES) will share with Title I Contacts and Parent Liaisons sample invitations to parents for the school's Building Capacity events, including an agenda, sign-in sheets and meeting minutes. FES will work with schools (parent liaisons, Title I contacts, and administrators) to develop and use a monthly calendar to document monthly Building Capacity events.
 - By September 2014 and subsequent years, the Early Learning Specialist will have invited the schools to participate in the Early Literacy Program, (Babies and Books) which will now be a collaborative program to coordinate and integrate parent involvement programs and activities with Head Start and the Family Engagement Specialist.
 - FES will work with the APS Adult Literacy Center to provide assistance to parents and connect parents to Even Start.
 - FES will collaborate with the Student Services Division and School-Home Bound Liaisons and the Home Instruction Programs for Preschool Youngsters and students/families needing assistance with instruction at home.
 - FES will collaborate with the ESOL Division and Language Translation Liaisons to meet the needs of all parents. FES will work with the District Wide Parent Center (PAPAC), Parents as Teachers Program, Literacy and technology trainings for parents and other public preschool programs.

- FES will conduct other activities with individual School Parent Liaisons through the parent resource centers that encourage and support parents in more fully participating in the education of their children.
- FES will develop a partnership with Teach for America (TFA) which provides Parent Summits to train teachers, personnel, staff, principals and staff on how to engage parents and families.
- FES will check and confirm required documentation at schools in their cluster on a monthly basis. The status/progress of requirements (notebook documentation) will be submitted in monthly reports to the Family Engagement Manager.
- FES will also provide technical assistance to all Title I Contacts/Parent Liaisons and schools to host events that build parental capacity. The documentation will include various artifacts such as flyers, minutes, PowerPoint presentations and evaluation survey. Copies of required documentation will be maintained in a binder in the Office of Federal Grants and Program Compliance.

Planning, Revision and Implementation of Parental Activities

These written procedures describe how Atlanta Public Schools will inform, train and prepare all Title I schools on how to inform all parents of Title I students of the opportunity to be involved in the planning, revision and implementation of:

- Comprehensive Improvement Plan (CLIP),
- Districtwide Parental Involvement Policy
- Flexible Learning Plan (FLP)
- Parental Involvement Workshops/Building Capacity Programs
- School Improvement Grant (SIG)
- School Improvement Plan
- School Parental Involvement Policy
- School-Parent Compact
- Schoolwide/Targeted Assistance Plan
- Input on how the Parental Involvement funds will be used at the School Level

The Family Engagement Specialist will provide each school's Parent Liaison/Title I Contact with technical assistance to train them on these procedures, help prepare the parent notifications, and provide a sample feedback form.

- Notices/letters inviting parents to participate in the planning meetings of the topics listed above
- Meeting agendas
- Sign-in sheets with identified roles
- Minutes of meetings
- Parent feedback forms/comments/surveys related to the topics listed above

All notices must contain the following information, communicated in multiple ways, and different languages, when appropriate:

- Date of the notice
- Date, time and location of the planning meeting
- A signature
- Contact information if the parents have question

To ensure that each school remains in compliance, we will follow this procedure:

- School Administrators/Parent Liaison will compose the parent notification letter, agenda, sign-in sheet, and feedback form and send a copy to the Family Engagement Specialist for review prior to distribution.
- The Family Engagement Specialist will report to the School Administrators whether the parent notification contains all required information.

- School Administrators/Parent Liaison will send the notice to parents in multiple ways including but not limited to flyers, school website, Robo Call, Mass Text, newsletters, bulletin posting, and school marque.
- The Parent Liaison/Title I Contact/Family Engagement Specialist will provide the parents with feedback forms to share their suggestions and recommendations.
- The Parent Liaison will post the various documents on the schools website with a Feedback Form to obtain online Input/Feedback from parents.
- The School Administrators will conduct planning meetings as needed and offer various dates and times convenient for parents.
- The Parent Liaison shall place all documentation for the meetings in the Title I Parental Involvement Documentation Notebooks.

Parent Right-to-Know Letter

Place on School's Letterhead

[Insert Date]

Dear Parent(s)/Legal Guardian(s):

At ***[Insert School Name]***, we are very proud of our teachers and feel they are ready for the coming school year and are prepared to give your child a high-quality education. As a Title I school, we must meet federal regulations related to teacher qualifications as defined in ESEA. These regulations allow you to learn more about your child's teachers' training and credentials. We are happy to provide this information to you. At any time, you may ask:

- Whether the teacher met state qualifications and certification requirements for the grade level and subject he/she is teaching,
- Whether the teacher received an emergency or conditional certificate through which state qualifications were waived, and
- What undergraduate or graduate degrees the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

You may also ask whether your child receives help from a paraprofessional. If your child receives this assistance, we can provide you with information about the paraprofessional's qualifications.

Our staff is committed to helping your child develop the academic knowledge and critical thinking he/she needs to succeed in school and beyond. That commitment includes making sure that all of our teachers and paraprofessionals are highly skilled.

If you have any questions about your child's assignment to a teacher or paraprofessional, please contact ***[Insert Principal's Name]*** at ***[Insert School's Name]*** at ***[Insert Phone Number]*** or email me at ***[Insert E-mail Address]***.

Sincerely,

[Insert School Principal Name]



Elementary School-Parent Compact

[Insert School Name]

[School Year XXXX – XXXX]

[Insert Revision Date]

School logo

Dear Parent/Guardian,

Our School-Parent Compact is our pledge to commit ourselves to the academic career of our students. It is jointly developed by parents, students, teachers and staff based on the district's and school's goals for student academic achievement.

APS District Academic Goals:

Literacy: At least 85% of educational leaders and teachers will implement the literacy framework

Science: Increase the number of students who exceed on the CRCT by 10% compared to the state

School Goals from Schoolwide Plan:

1. Increase CRCT scores in Science by 10% based on 2013-2014 school data
2. Provide additional academic assistance in Literacy and Science to ensure success and mastery of newly implemented CCGPS standards

School Responsibilities:

1. Provide workshops (literacy night and science fairs) to build parent capacity
2. Provide resources for check/out and use in the parent center and/or at home for assisting their child with homework and assignments
3. Offer science and literacy lunch and learn sessions for parent participation

4. Hold monthly parent-teacher conferences to discuss student progress in math, literacy and science
5. Provide parents with frequent reports on their children's progress through weekly progress reports, Parent Portal, and student agendas
6. Provide opportunities for parents to observe and/or volunteer in the science lab, at reading events, and at book fairs to monitor their child's involvement and progress
7. Provide tutorial programs to assist students with literacy and science assignments

Teacher Representative Signature:

Date: _____

Principal's Signature:

Date: _____

Student Responsibilities:

1. Encourage my parents to participate in workshops and utilize resources available at my school
2. Log homework daily in agenda, complete homework, increase time to read and study outside of assignments
3. Participate in Literacy and Science tutorial programs.
4. Complete study and practice tests and exercises for passing the literacy and science sections of the CRCT
5. Learn and apply revising and editing processes for writing

Office of Federal Grants and Program Compliance

6. Utilize complete thoughts and sentences when speaking and writing
7. Read with parents and peers at least twice a week
8. Check out, read and return books from school and local library

Student Signature:

Date: _____

Parent Responsibilities:

- Obtain a public library card for my child
- Take my child to the library to check-out books and resources for reading and homework assistance
- Utilize literacy and science resources checked-out from the parent center to help assist my child with literacy and Science homework assignments
- Ensure my child reads on a daily basis
- Participate in Literacy night, science fairs and lunch & learn sessions offered at my child's school
- Attend regular Parent-Teacher conferences
- Check student progress reports on parent portal and student agenda
- Participate in book fairs and reading events to obtain resources and strategies for helping my child with literacy assignments

Parent Signature:

Date _____

Middle School-Parent Compact

[Insert School Name]

[School Year XXXX – XXXX]

[Insert Revision Date]

School logo

Middle School is the transitional bridge that takes our families from Elementary to High School. The School–Parent Compact is a partnership of all stakeholders {school staff, students, and parents} to ensure academic excellence. By signing this commitment to excellence, we agree to commit ourselves to the academic career of our students.

APS District Academic Achievement Goals 2014 – 2015 - By the end of the 2014-2015 school year:

Math: Increase by 5% the number of students who score at the “meets or exceeds” level on the mathematics portion of the CRCT

Science: Increase the number of students who pass the 8th Grade Science CRCT from 59.8% to 65%

Schoolwide Plan Goals (please use two from your schoolwide plan)

1. Increase by a minimum of 5% the percentages of students in the “Meet/Exceeds” range on the CRCT in Math and Science

2. Increase Math and Science scores a minimum of 5% based on 2013-2014 performance data.

School Academic Agreement

We agree to the following to ensure student success and increased achievement based on our primary focus for academic achievement from our school wide plan:

- Provide opportunities for students to participate in Math and Science clubs
- Host workshops (math night, science fairs, test preparation) to build parent capacity
- Provide parent math and science resources for check/out and use in the parent center and/or at home for assisting students with homework and assignments
- Offer math and science lunch and learn sessions for parent participation
- Hold monthly parent-teacher conferences to discuss student progress in math and science
- Provide parents with frequent reports on their student’s progress through weekly progress reports, Parent Portal, and student agendas
- Invite parents to observe and/or volunteer in science lab sessions to monitor their child’s involvement and progress
- Provide online instructional support for parents and students via school website

Principal Signature _____ Date _____

Teacher/Instructional Coach/Academy Leader Signature _____ Date _____

Student Academic Agreement:

I agree to do the following so that I will grow academically and be successful:

- Inform my parent about workshop opportunities and resources available at my school
- Participate in Science and Math Clubs
- Complete study and practice tests and exercises for passing the CRCT
- Participate in Science labs and test preparation events
- Discuss my test scores and progress reports with my parent(s)
- Participate in test preparation, tutoring and homework sessions at school/home

Student Signature _____ Date _____

Parent/Guardian Academic Agreement:

I (We) agree to the following to support my (our) child:

- Utilize academic based games at home to help improve student success in Math and Science
- Participate in math & science nights
- Attend regular Parent-Teacher conferences
- Check student progress reports on parent portal and student agenda
- Volunteer to participate in science labs, book fairs, and reading events
- Check out math and science resources from the parent center to provide homework assistance

Parent/Guardian Signature _____ Date _____

[Insert School Name]

[School Year XXXX – XXXX]

[Insert Revision Date]

By signing this commitment to excellence, we agree to commit ourselves to the academic career of our students. The School-Parent Compact is an ongoing agreement throughout the school year of all invested parties for academic success of the student. This partnership will help drive the academic goals for the school staff, parent and students.

APS District Academic Achievement Goals 2014 – 2015 - By the end of the 2014-2015 school year:

Math Goal: Increase by 5% the number of students who score at the “meets or exceeds” level on the mathematics portion of the EOCT.

Science Goal: Increase the number of students who “meet or exceeds” on the Biology EOCT from 58.2% to 64%.

Schoolwide Plan Goals (please use two from your schoolwide plan)

3.To increase by a minimum of 5%, the number of students who “meets and exceeds” level math skills on the EOCT

4.To increase by a minimum of 5%, the number of students who “meets and exceeds” science skills on the EOCT

School Academic Agreement

We agree to the following to ensure student success and increased achievement based on our primary focuses for academic achievement from our school wide plan.

- Provide workshops (math night, science night, test preparation) to build parent capacity
- Host Science fair(s) for students to showcase their individual and group projects
- Provide parents with resources for check/out and use in the parent center and/or at home for assisting their child with homework and assignments
- Provide multiple remediation and enrichment opportunities for students to improve EOCT scores
- Hold monthly parent-teacher conferences to discuss student progress in math and science
- Provide students’ progress to parents through weekly progress reports, Parent Portal, and student agenda
- Provide math and science tutorial services

Principal Signature Date Instructional Coach/Academy Leader Signature Date

Student Academic Agreement:

I agree to do the following so that I will grow academically and be successful:

- Attend school tutorial programs in math and science
- Join math and science clubs to enhance problem-solving skills
- Participate in school fairs/labs (Math, Science)
- Participate in enrichment and/or remediation sessions to prepare for EOCT
- Utilize advisement to get career, college and academic assistance
- Schedule conferences with my counselor and teachers to become knowledgeable about my academic progress
- Participate in student-teacher conference and check parent portal for student academic progress
- Utilize peer conferences and peer tutors to increase math & science skills and ensure success on EOCT

Student Signature Date Teacher Representative Signature Date

Parent/Guardian Academic Agreement:

I (We) agree to the following to support teaching and learning for my (our) child:

- Ensure my child participates in tutorial programs for math and science
- Monitor and review progress reports from my child’s participation in enrichment and/or remediation programs
- Participate in parent capacity building workshops (math, science workshops, test preparation)
- Attend workshops to stay aware and/or increase knowledgeable about math and science assessments
- Utilize math and science resources through the Parent Center and outside learning opportunities for homework assistance
- Hold my child accountable for adhering to academic plans and achieving academic goals

Parent/Guardian Signature Date

**LETTER TO PARENTS(S)/LEGAL GUARDIANS(S) NOTIFICATION OF A STUDENT
ASSIGNED TO A NON HIGHLY QUALIFIED TEACHER FOR FOUR
CONSECUTIVE WEEKS OR MORE**

[Insert Date]

Dear Parent(s)/Legal Guardian(s):

The Elementary and Secondary Education Assistance Act of 1965 (ESEA) requires schools to notify parents if the following circumstance occurs in the class room:

- When your child has been assigned to a teacher who does not meet the qualifications for highly qualified teacher, or
- When your child has been taught four consecutive weeks or more by a teacher who does not meet the highly qualified requirements.

We are notifying you that your child's *[Insert Grade]* grade regular teacher, *[Insert Teacher's Name]*, will be on a temporary leave beginning, *[Insert Date]* and will be away for twelve weeks. In his/her absence, we have hired *[Insert Teacher's Name]* to teach his/ her class. *[Insert Teacher's Name]* does not meet the definition of a highly qualified teacher under ESEA, but he/she has served as a substitute teacher in our school several times in the last three years. We are confident that *[Insert Teacher's Name]* is capable of implementing lesson plans that *[Insert Teacher's Name]* regular teacher left for class instruction.

[Insert Teacher's Name] has a bachelor's degree in *[Insert Name of Degree]* from *[Insert College/University and State]* and has taught in a local school for more than *[Insert Number of Years]* years.

[Insert Teacher's Name] has attended new staff orientation and understands the school's policies and procedures and gets along well with students, teachers and staff. Along with the lead teacher, *[Insert Teacher's Name]*, I closely monitor all classrooms staffed with substitute teachers.

However, if you have additional questions or concerns about your child's educational progress or substitute teacher, you may come to my office at *[Insert School's Name]*; call me immediately at *[Insert Telephone Number]* or email me at *[Insert Email Address]*.

Sincerely,

[Insert Principal's Name]

School – Parent Compacts are ongoing documents utilized in parent/student/teacher conferences and advisement. A copy of this compact will be available in the school Parent Center and Main Office for all parents/guardians.

SCHOOL/PARENT COMPACT CHECKLIST

2014-2015

Met	Not Met	NA		Notes
()	()	()	1. Involve parents in the joint development of the school-parent compact that outlines how parents will be responsible for supporting student learning.	
()	()	()	2. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student performance standards.	
()	()	()	3. Explain the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.	
()	()	()	4. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. a. Frequent reports to parents on their children's progress. b. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	
()	()	()	5. Distribute a copy of parent-school compact to parents.	



Atlanta Public Schools
(Insert Name of School) School
Title I Meeting
Day, Month Day, Year

(INSERT SCHOOL LOGO)

AGENDA

I. Welcome

II. Area Updates

- a. Comprehensive LEA Improvement Plan
- b. School Wide, School Improvement and Targeted Assistance Plans
- c. Budgets
- d. Calendars
- e. Technical Assistance Visits
- f. Fiscal Year Planning
- g. Parental Involvement

III. Program Updates

- a. Title I
- b. Title II
- c. FLP
- d. SIG Grants

IV. Input and Recommendations

- a. Parents
- b. Students
- c. Staff
- d. Teachers
- e. Community

V. Issues/Concerns



Office of Federal Grants
and Program Compliance
Meeting Sign-In Sheet

Meeting Title: _____

Date: _____

Time: _____

Print Name:

Position:

Signature:

Charter Schools

CHARTER SCHOOLS

Charter schools are public schools governed by nonprofit boards. They operate through a performance-based contract with the district. The Atlanta Public Schools Board of Education approved the district's first charter school in 1999. There are currently eighteen charter schools operating in the district.

Title I allocations are provided to all eligible Charter Schools under contract with the Atlanta Public Schools district. The Title I accountability requirements apply to Charter Schools in the same manner as traditional public schools.

Charter Schools that receive Title I funds are required to use the same operational guidelines and procedures for the expenditure of Title I funds, with the exception of a few areas. In areas of exceptionalities, the **Title I Charter Reimbursement Form** must be submitted along with supporting receipts/documentation. The assigned Federal Grant Specialist in the Office of Federal Grants and Program Compliance will provide technical assistance and support to schools on the reimbursement process. Charter schools operate through a performance-based contract with the district. Atlanta Public Schools authorizes charter schools in order to increase educational options for the children and parents of Atlanta.

Charters are allowed to waive specific portions of state education law in return for greater accountability. This means that they have greater flexibility in terms of their programming. This flexibility may result in smaller class sizes, longer school days, longer school years, themed programming emphasizing math and science, the arts, foreign languages and cultures or many other possible programs. Greater accountability means that charter schools are expected to set and meet high academic and other performance goals.

Written Procedures for Title I Expenditure Requests

1. School submits personnel recommendation form for all employees to be paid by Title I funding at the beginning of the school year.
2. School follows its local board/approving authority hiring process.
3. After work is completed and payments made, required payroll documentation is submitted along with the expense check request (Reimbursement Request Form) to LEA on a monthly basis.
4. Payments will be submitted to local school using object code 321.
5. All non-salary expenditure requests (i.e. materials and supplies, books, software and technology) are to be entered into the LEA's Lawson system or purchase requisition forms with the exception of travel related expenditures and parent refreshments.
6. A Reimbursement Request Form and supporting documentation should be submitted for all travel related expenditures (i.e., educational conferences), parent refreshments, consultant contracts and teacher stipends.

New or Significantly Expanding Charter Schools

The purpose of Public Law 107-110, Section 5206, Federal Formula Allocation during First Year and for Successive Enrollment Expansions, and its accompanying regulation (34 CFR Part 76, Subpart H), is to ensure that charter schools that are new or significantly expanding their enrollment receive the full amount of federal funds to which they are entitled within five months of the opening or significant expansion.

Neither the law nor the United States Department of Education provides a specific definition for the term, significantly expanding, as it relates to the enrollment figures at charter schools and the required adjustment in allocation of federal funds for same. According to guidance received during the recent federal programs monitoring of the GaDOE Charter School Department, this definition is left to the individual states to develop and implement.

Through coordinated efforts between the Title I Department and the Charter School Department, it is proposed that the following definition for the term, significantly expanding, be adopted.

In order for a charter school in the state of Georgia to meet qualifications for status as a significantly expanding school, a charter school must meet at least one of the following:

- Projected enrollment growth must exceed 33% of the previous year's October FTE-1 enrollment
- Expansion of more than one grade level as outlined in a predetermined program growth design in the charter school approved charter or a newly approved charter school amendment

Charter Schools that meet the qualifications for significant expansion outlined above will receive an adjusted Title I allocation after the enrollment report of the October FTE-1 and the Free/Reduced Lunch reports of the new fiscal year have been successfully verified.

Charter schools that are experiencing enrollment growth, but do not meet either qualifications described above will be funded on the previous October FTE-1 and state Free/Reduced Lunch figures, as it is done with all other Georgia public school/systems.

**APS Charter Schools
Start-Up Charters**

Atlanta Classical Academy (Non- Title I)

3260 Northside Drive
Atlanta, GA 30305
Dr. Terrence Moore, Principal

**Atlanta Neighborhood Charter Elementary School
(Non Title I)**

Grades K-5
688 Grant Street SE
Atlanta, GA 30315
404-624-6226 phone
404-624-9093 fax
Ms. Lara Zelski, Principal

Atlanta Neighborhood Charter Middle School

Grades 6-8
820 Essie Avenue SE
Atlanta, GA 30316
678-904-0051 phone
678-904-0052 fax
Ms. Cathey Goodgame, Principal

Charles R. Drew Charter School

Grades PreK -5
301 East Lake Blvd.
Atlanta, GA 30317
404-687-0001 phone
404-687-0480 fax
Ms. Barbara Preuss, Principal
Mr. Don Doran, Lead Principal

Charles R. Drew Middle/High School

Grades 6-10
225 James P. Brawley Drive
Atlanta, GA 30314
Mr. Gregory Leaphart, Middle School
Principal
Mr. Peter McKnight, High School
Principal
Mr. Don Doran, Lead Principal

Intown Academy Charter School

Grades K-8
386 Pine Street
Atlanta, GA 30308
404-892-7733 phone
404-870-0086 fax
Mr. Gene Dunn, Principal

The Kindezi School

Grades K-6
1890 Detroit Ave, NW
Atlanta, GA 30314
404-671-4900 phone
404-671-4901 fax
Ms. Hyla Hardwick-Penn, Principal

KIPP Atlanta Collegiate Academy

Grades 9-12
98 Anderson Avenue NW
Atlanta, GA 30314-1820
404-326-4858 phone
404-574-5129 fax
Mr. David Howland, Principal

KIPP STRIVE Academy

Grades 5-8
1444 Lucile, Ave.,SW
Atlanta, GA 30310
404-753-1530 phone
404-753-1532 fax
Ms. Christy Harris, Principal

KIPP STRIVE Primary

Grade K-2

144 Lucile, Ave, SW
Atlanta, GA 30310
404-753-1530 phone
404-753-1532 fax
Mr. Mi'Nima Shaheed, Principal

**KIPP Vision Academy Charter
School**

Grades 5-8
660 McWilliams Road SE
Atlanta, GA 30315
404-537-5252 phone
404-671-4882 fax
Mr. Steven Jones, Principal

**KIPP Vision Primary Charter
School**

Grades K-1
660 McWilliams Road, SE
Atlanta, GA 30315
404-537-5252 phone
404-671-4882 fax
Ms. Wheda Carletos, Principal

Start-Up Charters

KIPP West Atlanta Young Scholars (WAYS) Academy

Grades 5-8
80 Joseph E. Lowery Boulevard, NW
Atlanta, GA 30314
404 475-1941 phone
404 475-1946 fax
Mr. Dwight Ho-Sang, Principal

KIPP Ways Primary

Grade - K
350 Temple Street NW
Atlanta GA, 30314
404-475-1941 phone
Tandie Tyler, Principal

Latin Academy

Grade 6-8
1442 Metropolitan Pkwy, SW
Atlanta, GA 30310
404-753-4050 phone
Mr. Chris Clemons, Principal

Wesley International Academy

Grades K-8
1049 Custer Avenue SE
Atlanta, GA 30316
678-904-9137 phone
678-904-9138 fax
Mr. Duke Bradley, Principal

Westside Academy Charter School

Grades K-3
1903 Drew Drive
Atlanta, GA 30318
404-228-9678 phone
Mr. Peter Settlemeier, Principal

Conversion Charter

Centennial Place

Grades K-8
531 Luckie Street
Atlanta GA, 30313
404-802-8550 phone
Alison Shelton, Principal

Private Schools

PRIVATE SCHOOLS

The Office of Federal Grants and Program Compliance consult with the private school official to ensure that all private school students are correctly identified for participation in a Title I Targeted Assistance program. The following procedures should be in place:

To be eligible for Title I services, a private school child must reside in a participating school attendance area and must meet the requirements of the Atlanta Public Schools District's multiple educationally related and objective criteria.

A grade appropriate referral form should be completed for every student who lives in the city of the Atlanta Public School District. The information from the Title I Multiple Selection Criteria Checklist is used to list students in rank order by total points from highest to lowest on the Title I Reading and Math Eligibility Ranking Roster. Students are rank ordered by total points with the highest score first.

If a private school student is homeless, or in the two preceding years has participated in Head Start, Even Start, Early Reading First, a Title I preschool program, or a Title I Migrant Education program, the student is identified as eligible and is listed first on the ranking roster. The rank order is verified by district personnel before services begin.

Procedures for Evaluating the Title I Program Serving Eligible Private School Students

The APS Private School Coordinator and private school officials meet and agree on a student academic achievement standard to be used to determine whether or not the Title I program for the private school students is successful.

Both the APS Private School Coordinator and the private school officials will agree on the assessment to be used to measure achievement. APS expects success to show that 80 percent of the assessed students have achieved a proficient or better score. If less than 80 percent of the students receive a proficient or better score, both parties agree that the Title I program design needs to be reconsidered and modifications made.

The APS Private School Coordinator and the private school officials will review the assessment results together and based on the percentage of students scoring at the proficient level or higher, determine the next steps to improve the program or to ensure the program's continued success.

The annual evaluation of the program will use the following assessments to measure the progress of the private school students participating in the Title I program:

- Kindergarten students – Kindergarten checklist
- Grades 1-2 reading students – Merrill Linguistics Reading Series Test or Iowa Test of Basic Skills (ITBS)
- Grades 1-2 math students – Mathematics in Action Math Series Test or Iowa Test of Basic Skills
- Grades 3-8 reading and math students – Iowa Test of Basic Skills

Office of Federal Grants and Program Compliance

- Grades 9-12 reading and math students – An assessment instrument will be selected in consultation with the private school.

The results of the assessment will be the primary resource used to plan the following school year's instructional program, professional development, and parent involvement programs.

In addition to reviewing the overall percentage of students failing, passing with proficient scores, and passing with advances scores, the APS Private School Coordinator and the private school officials will review the skill sets and achievement of participating students within these sets. Lack of significant student achievement will indicate a need to redesign the program, improve particular program elements, or strengthen professional development and parent involvement activities.

Title I Private School Program Timeline

The Title I private school program is designed for children who are at risk of failing to meet the State's student academic achievement standards or other more appropriate standards for private school Title I students as determined in consultation. Consultation consists of planning discussions between Atlanta Public Schools and private school officials. Additionally, consultation provides a genuine opportunity for all parties to express their views and to have those views considered. Successful consultation establishes positive and productive working relationships.

The consultation process for Title I private schools is conducted over a two year period. This period has two phases:

1. Phase I: Planning Year – October thru July
2. Phase II: Program Year – August thru July

Returning schools are involved in overlapping phases during the fiscal year. During the year, schools plan for the upcoming fiscal year's program in addition to implementing and evaluating the current fiscal year's services.

Timeline by Phase and Month

August/September – (Program Year)

Atlanta Public Schools begins Title I services for private schools' students identified the previous spring as participants and provide private school officials with students' names, services to be provided, and names of the Title I teachers/tutors. APS obtains a list of newly enrolled students who meet eligibility criteria and consult with private school officials on how new students might be accommodated in the program. APS initiates parent involvement and professional learning activities based on the previous spring's consultation, hosts Title I parent meetings and reviews criteria to be used for evaluation of the effectiveness of the Title I program including the areas of academics, parent involvement, and professional learning.

October / November / December / January / February / March – (Program Year)

APS monitors the private school program by: meeting with the private school officials and Title I teachers/tutors periodically to determine if the program is operating smoothly and effectively; making ongoing adjustments to ensure students' needs are being met, monitoring implementation of the parent involvement and professional learning components of the program; ensuring conferences are occurring between the Title I teacher/tutor and the private school teacher and the parent(s) of the participating students; conducting Title I teacher/tutor observations periodically to verify effectiveness of teaching skills and instruction.

April – (Program Year)

Gather documentation to evaluate the effectiveness of the Title I program based on criteria established for the current year program in areas of academic, parent involvement and professional learning.

June – (Program Year)

Evaluate program. Attach the following private school documentation to the Consolidated Application no later than June 30th: **Affirmation of Consultation, Affirmation of Equitable Services** and evaluation of the Title I Private school program.

October – (Planning Year)

Letters are sent to private schools by certified mail with return receipt, inviting them to participate in the Title I program. APS must contact private school officials with children who reside in the district boundaries regardless of private school location. The letter must include the date, time and place of the consultation meeting. All **return receipts** are kept to verify that contact was made. The notice about the Migrant Education Program is also included in the letter.

November – (Planning Year)

APS holds 1st group consultation meeting for next fiscal year's program. At the meeting, the timeline and consultation process are reviewed. A calendar and procedures for collecting poverty data are established. Eligibility and multiple educationally-related objective criteria to identify students are determined. Evaluation of program and the Private School's Right to Complain are discussed.

December – (Planning Year)

The **Private School Title I Participation** Form is returned by the private schools that want to participate in the program. Private schools begin collecting poverty data.

January – (Planning Year)

Private schools complete the collection poverty data and return the **Family Income Eligibility Form**.

February – (Planning Year)

Private schools evaluate and rank eligible students and return the Atlanta Public Schools' Title I Referral Forms.

March – (Planning Year)

APS holds 2nd group consultation meeting to continue the discussion on how the program will be evaluated – what standards and assessment will be used, what annual progress and what percentage of participants must meet the progress in order for the program to be effective, what criteria will be used to measure the effectiveness of the parent involvement and the criteria that will be used to measure the effectiveness of professional learning.

April/May – (Planning Year)

Consult with each private school individually to continue the discussion on the implementation of the program. Also remind private schools about the Migrant Education Program.

June – (Planning Year)

APS holds 3rd group consultation meeting to finalize the designs of the Title I programs, the delivery of services to the eligible students, the activities for private schools teachers' professional learning, and parent involvement activities. Private schools will receive information pertinent to the Migrant Educational Program.

July – (Planning Year)

Hire needed staff for private schools.



Flexible Learning Program



Flexible Learning Program (FLP)

Priority Schools

Priority Schools will be identified **every three years and the identified school will be served for 3 years through Flexible Learning Program (FLP) support interventions.**

These Title I schools are among the lowest five percent of Title I schools in the state based on the achievement of the All Students group in terms of proficiency on the statewide assessments and has demonstrated a lack of progress on those assessments over a number of years in the All Students group; are a Title I-participating or Title I-eligible high school with a graduation rate less than 60 percent over a number of years; or a Tier I or Tier II school under the School Improvement Grants (SIG) program that is using SIG funds to implement a school intervention model years.

Focus Schools

Focus Schools will be identified **every three years and the identified school will be served for 3 years through Flexible Learning Program (FLP) support interventions.** These schools are Title I participating high schools with a graduation rate less than 60 percent over two years; or Title I school that has the largest within-school gaps between the highest-achieving subgroup or subgroups and the lowest-achieving subgroup or subgroups, or at the high school level, has the largest within-school gaps in graduation rates (within-school-gaps Focus School).

Title I Alert Schools

Title I, Alert Schools will be identified **annually.** These schools are both Title I and non-Title I schools that fall into one of the three following categories using ESEA disaggregated subgroups or subject performance on both statewide assessments and graduation rate: Graduation Alert, Subgroup Alert or Subject Alert.

Notification to Parents

Each school designated as Priority and Focus schools participates in the Flexible Learning Plan (FLP) enrollment process for the 2013-2014 school year. All vendors must have an approved APS Contractual Agreement and background check before FLP services may begin. The school FLP contact person will notify the parents that services have been approved. Parents will be notified of time and date of services as well. If a student declines to participate, the next ranked student will be notified. Only those students whose names appear on the master list are allowed to receive services under the FLP program. If students have not been contacted by the FLP contact person at the school, parents should notify the Federal Grant Specialist for FLP at (404) 802-2714, immediately.

Georgia Department of Education data also showed that less than 5% of eligible students took advantage of the public school choice option under ESEA. However, in 2009, Georgia introduced a state law which parents can still exercise called the **Georgia's Permissive School Transfer Option. This law provides an option for parents to request permissive transfers providing comparable options for parents and students.** Parents who took advantage of public school choice under ESEA can still keep that option until the child reaches the highest grade level in the school, but **school districts are no longer required to pay for transportation.**

- The Intradistrict transfer option allows a parent/guardian the option to request a transfer from the child's assigned school, to a school of the parent's choice within the school zone/district in which the child resides.
- Transfers will be granted to children, only if there is available classroom space at the school that the parent chooses to transfer their child.
- Parent/guardians are responsible for the transportation to and from school if the Intradistrict transfer is granted.
- Students who transferred under NCLB may stay until the highest grade level
- Georgia's approved Flexibility Waiver allows, but does not require, districts to continue to pay for NCLB Choice transportation.

Further, Atlanta Public Schools has recommended, and since been approved, to operate according to a cluster model as opposed to our former four School Reform Teams and an Office of High Schools. There will be 10 clusters composed of dedicated elementary schools feeding into dedicated middle schools and ultimately into high schools. The expectation being that every school within every cluster will follow a rigorous curriculum and operate a more efficient and effective school system. All Title I designated Focus Schools and Priority Schools within each cluster will meet this expectation by offering a ***Flexible Learning Program***.

Agreements and Contracts

APS Contractual Agreements are disseminated at the FLP Providers Meeting by a representative from the Procurement Division. The APS representative from Procurement and the Legal department explain and review the APS contractual Agreement and the APS required Criminal Background Check. The APS Procurement and Legal representatives along with the APS-FLP contact person respond to all questions. Contracts are submitted to the APS-FLP contact person.

Contracts are reviewed for accuracy and completeness. After review, contracts are forwarded to the Procurement Department. The Procurement Department reviews the contracts and forwards all contracts to the Legal Department. Contracts are reviewed by the Legal Department for approval. A Board Action Item is created. Contracts are submitted to the school board to be voted upon for approval. After Board approval, the contracts are forwarded to the Superintendent for signature.

FLP Providers are notified in writing that they may begin to provide FLP tutorial services to students.

Developing a Flexible Learning Program

Once a school has been identified as Priority or Focus and is not designated as a SIG or Race to the Top school, a Flexible Learning Program (FLP) must be offered. Prior to offering a FLP, a plan must be developed. Steps to developing a FLP are as follows:

- Review FLP Components
- Complete FLP Ten Components
- Submit FLP (10 Components) to Federal Grant Specialist
- Federal Grant Specialist submits reviewed plan to GaDOE for approval
- GaDOE provides approval
- Implement FLP Tutorial



School Improvement Program



SCHOOL IMPROVEMENT

Atlanta Public Schools procedures for overseeing and monitoring of School Improvement

Atlanta Public Schools is organized in regional areas led by Associate Superintendents to provide oversight and monitoring of school improvement plans and processes. The Associate Superintendents also approve school improvement plans, assist with professional development and provide technical support to the schools within their regions. The APS Center of Expertise also provides technical assistance and professional development on the school improvement processes. Staff members within the Office of Teaching and Learning and APS Center of Expertise support schools identified as SIG, Priority, Focus or Alert schools. Additionally, they provide support to schools that have demonstrated low growth in terms of student learning and achievement.

The Federal Grant Specialist assists and/or the School Improvement Coordinator assist in the monitoring of schools identified as Priority, Focus or Alert schools. Monitoring consists of visiting schools to provide one-on-one support to schools. These visits are also used to ensure proper use of all resources provided by federal funds in an attempt to increase academic achievement, and assist the district office with maintaining compliance. Technical Assistance/Monitoring checklists are used during each visit to provide a record of the support provided and to document any problems or areas that need to be addressed. Monitoring schedules are developed; however, the district office may conduct visits any time throughout the year. Documentation of each visit conducted is maintained in the district office.

The Federal Grant Specialist and/or the School Improvement Coordinator also provide technical assistance through monitoring the school improvement budget and reviewing purchases and travel requests to ensure the requests are supported by the school's School Improvement Plan. Once approved, the requests are submitted to the Director of Federal Programs for final approval. The Federal Grant Specialists and/or the School Improvement Coordinator work collaboratively with the schools identified as Priority, Focus or Alert in the development of the school improvement budget and justification to ensure that the guidelines and purpose of the funds are followed.

APS procedures that describe how support is provided to schools in developing, revising, implementing and coordinating targeted assistance, schoolwide and school improvement plans:

The Office of Federal Grants and Program Compliance is responsible for APS Assurances. To ensure compliance with federal and state guidelines, the Office of Federal Grants and Program Compliance organizes Peer Review teams that include Federal Grant Specialists, Parent Involvement Specialists, Title I Coordinator, and Title II Specialist to review Targeted Assistance and Schoolwide plans. Further extensive technical assistance is provided to schools throughout the year by Federal Grant Specialists in relation to monitoring and evaluating the school plans. Participants are provided in-service by the Office of Federal Grants and Program Compliance on the 18 Title I components and how those components should be addressed within the plans. The Office of Federal Grants and Program Compliance hosts the Peer Review sessions where

each plan is reviewed by the appointed personnel. Once reviewed, the plans are returned to schools for revisions based on the suggestions and findings of the reviewer. The school then re-submits the plans with completed edits and the plans are reviewed a second time for verification that suggestions and findings have been adequately addressed. APS provides on-going technical assistance to schools identified as needing improvement.

For school improvement, there is a review of continuous improvement plans within regions and clusters to ensure that all elements, as outlined at the Annual Georgia Department of Education Summer Leadership Conference, are included in each plan. Associate Superintendents of Schools will work collaboratively to review all region and cluster plans. Principals will collaborate to create and review cluster plans, and principals will lead their leadership teams in the development of school-based plans.

The process is as follows:

The following individuals or groups will submit electronic reviews of plans:

- Associate Superintendents of Schools will submit a review of region and cluster plans to the Deputy Superintendent after they have collaboratively reviewed plans across all regions and clusters.
- Cluster principals will submit a review of cluster plans to the Regional Executive Director.
- Principal colleagues will review the plans of all other principals within the cluster.
- Each principal should receive one completed checklist from cluster colleagues
- Once uploaded, the plans (region, cluster, school) will be available to all leaders across the district.

The levels of evidence indicators below are used when reviewing each plan:

Continuous Improvement Plan(s) Levels of Evidence of Key Elements:

Element is **NOT EVIDENT** in the Plan.

Element is **PARTIALLY EVIDENT** in the Plan.

Element is **FULLY EVIDENT** in the Plan.

After each principal has received feedback from cluster colleagues, the principal must work with the school's leadership team to revise the plan, if necessary. Each principal will electronically submit the following documents:

- School Improvement Plan
- School Profile

School Improvement Process Uploads:

School Improvement Plan

September 30, 2014

School Profile

September 30, 2014

ATLANTA PUBLIC SCHOOLS

Office of Federal Grants and Program Compliance

CONTINUOUS IMPROVEMENT PLAN REVIEW CHECKLIST
2014-15

Region: _____
Cluster: _____
School: _____

CONTINUOUS IMPROVEMENT PLAN	PERFORMANCE LEVEL		
	NOT EVIDENT	EVIDENT	
COVER SHEET			
Names of school improvement team members are listed.			
Names of parents who reviewed the plan are listed.			
Names of students who reviewed the plan are listed.			
GOALS	NOT EVIDENT	PARTIALLY EVIDENT	FULLY EVIDENT
All goals are written as SMART goals: S-Strategic and Specific Goals clearly describe <u>what</u> will be measured.			
M-Measurable Goals clearly describe <u>how</u> progress will be measured			
A- Attainable Goals can be reached in a reasonable and specific timeframe.			
R-Results-Oriented, Relevant, Rigorous Goals are aligned with district goals and are focused on student achievement.			
T-Time Bound Each goal has a defined timeframe including a target date.			
The principal indicated that the school's leadership team determined goals based on greatest areas of need.			
The plan includes goals and strategies related to school climate and culture.			
All goals will directly impact student engagement and achievement.			
Rigor is evident in goals, and the focus is to raise achievement for students at <u>all</u> levels of performance.			
The principal indicated that the number of goals identified is manageable and progress on these goals is sustainable.			
The plan includes a goal that focuses on a safe and orderly environment.			
The goals identify and address achievement gaps.			
Goals address areas identified on school-level profile and include the College and Career Ready Performance Index indicators.			
The plan includes a goal for all subgroups that did not meet the AMO in core content areas in 2013.			
The plan includes a goal for all subgroups that came within 5 percentage points of not achieving the AMO in all content areas in 2013			
ACTIONS, STRATEGIES, INTERVENTIONS	NOT EVIDENT	PARTIALLY EVIDENT	FULLY EVIDENT
School Keys Strands are indicated for all Action Steps, Strategies, and Interventions.			

Action steps, strategies, and interventions are research-based and data driven.			
Estimated costs and funding sources are identified.			
The plan identifies specific person(s) who are primarily responsible for each action step.			
The <i>Evaluation of Implementation of Strategies</i> column clearly indicates the specific artifacts/evidence that will be used to show evidence of progress due to implementation of that strategy.			
The <i>Evaluation of Implementation of Strategies</i> column clearly indicates how the implementation of this strategy will impact student learning.			
The plan includes strategies that focus on the school's transition to a standards-based environment.			
The plan includes appropriate job-embedded professional learning to support each goal.			
MONITORING	NOT EVIDENT	PARTIALLY EVIDENT	FULLY EVIDENT
The plan outlines how every teacher and leader will receive communication about the CIP and will be involved in the implementation of the CIP.			
The plan outlines the process that will be used to monitor implementation.			
The plan outlines the frequency of monitoring for effectiveness.			
The plan outlines the artifacts and evidence teachers and leaders will present to ensure full implementation.			
The plan describes the evidence and artifacts that will show the impact on student engagement and learning.			
The plan describes the steps teachers and administrators will take when there is evidence that students are not learning.			
The principal has confirmed that the plan has been or is scheduled to be presented to the faculty and staff at the school.			
The principal has confirmed that the school's <i>Plan on a Page</i> in the school's colors and logo is posted in the office, lobby, and throughout the school.			
The principal has confirmed that the plan has been or is scheduled to be presented to parents and other stakeholders.			

APS procedures that describe how support is provided to schools in analyzing data to identify and develop solutions to problems in instructional strategies, implementing requirements for parent involvement, identifying effective professional learning, and analyzing and revising the school's budget so that resources are allocated effectively.

APS utilizes Associate Superintendents, Content Coordinators, and Federal Grant Specialists to conduct site visits to monitor implementation and make recommendations to the schools' administration and staff. APS requires schools to administer benchmark assessments; the data from benchmark assessments is collected and analyzed. Targeted professional development is provided based on an item analysis of data to identify areas of instructional deficits. Team members from The Center of Expertise and the School Improvement Coordinator participate in the Georgia Department of Education's school visits and assist with implementation of recommendations made by the GADOE. APS provides continuous support, on-going professional development, assessment, and frequent monitoring.

School Improvement plans are reviewed and monitored for implementation. Plans are written to reflect best instructional practices and must identify strategies that are clearly defined and address the needs of the school. Schools are required to include a variety of instructional strategies for students performing below expectations. Principals, as instructional leaders of schools, are required to conduct a specified number of classroom observations and provide on-going feedback.

Family Engagement Specialists at the district level work with each school's individual Parent Involvement program. They serve as liaisons between the district and the school in order to implement parent involvement requirements, increase parent involvement and build capacity of parents. They are charged with facilitating monthly meetings, forums and workshops across the district that focus on information pertaining to guidance and communication to schools on parental notification and participation requirements of Title I, Part A. Information that must be disseminated to parents includes:

- Georgia's ESEA Waiver status
- Teacher and paraprofessional qualifications
- Non-highly qualified teacher placement
- Parent's right to provide input on the Parental Involvement budget, policy, compact, and planning activities
- Flexible Learning Program
- Intra-District Transfers
- Parents "Right to Know" information.

The Federal Grant Specialists and/or the School Improvement Coordinator monitor the expenditure of professional development and school improvement funds at the school level by cross referencing professional development travel, workshop registrations, teacher stipends, materials and supplies, and consultant requests with the school's Schoolwide, Targeted Assistance, and/or School Improvement plans. Expenditure requests are reviewed and monitored to ensure alignment with the school's needs assessment and goals outlined in the school's program plans prior to approval.

The Federal Grant Specialists maintain budget documents including a current log of all purchases made against the budgets. The budgets are constantly monitored to ensure alignment with school program plans. Monitoring of expenditures includes the following:

- Federal Grant Specialists verify that funds are appropriate for use.
- Monthly reports are generated documenting all expenditures and balances.
- Expendable equipment expenditures are further monitored through technical school site visits where Specialists conduct equipment inventories of Title I and School Improvement funded equipment.
- Specialists determine that the use of equipment is in alignment with the school's plan by conducting equipment inventories
- Final end-of-year reports are generated outlining use of funds by each school.

Schoolwide Programs

SCHOOLWIDE PROGRAMS

The purpose of schoolwide Title I programs is to improve the entire educational program in a school which should result in improving the academic achievement of all students, particularly the lowest achieving students. The goal of such a program is to assist those students to demonstrate proficiency on academic standards.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. This schoolwide reform strategy requires that schools:

- Conduct a comprehensive needs assessment
- Identify and commit to specific goals and strategies that address those needs
- Create a comprehensive plan
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan annually or as necessary

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Schoolwide programs are not required to identify specific students as eligible. They must supplement (enhance) rather than supplant (take the place of) the services participating students would receive if they were not participating in the schoolwide program.

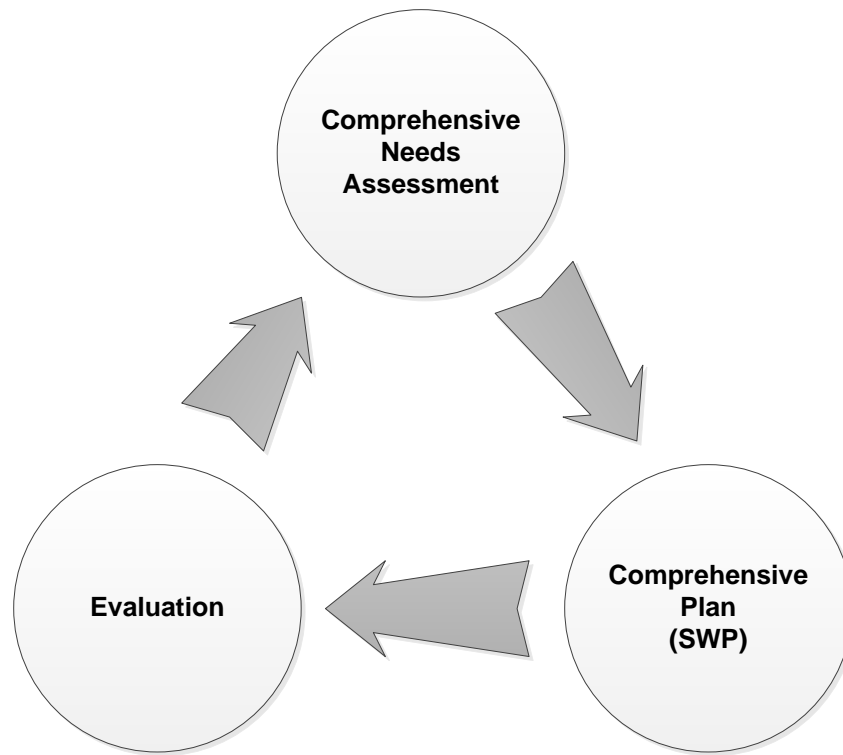
To assist schoolwide program schools and local educational agencies meet their responsibility to provide for all their students served under this part the opportunity to meet the state's challenging student academic achievement standards in subjects as determined by the state. Each schoolwide program under this section shall create a plan to address the 18 components of a schoolwide program listed below, 10 of which are required:

1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.
2. Schoolwide reform strategies that are scientifically research based and:
 - a.) Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of students' performance.
 - b.) Are based upon effective means of raising student achievement.
 - c.) Use effective instructional methods that increase the quality and amount of learning time.
 - d.) Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under Elementary and Secondary Education of 1965 (ESEA).
3. Instruction by highly qualified professional staff.
 - a.) Strategies to attract highly qualified teachers to high-needs schools.
4. Professional development for staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to increase parental involvement.
6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs, from elementary to middle school programs and from middle to high school programs.
7. Measures to include teachers in the decision regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.

8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
 - a.) Measures to ensure that students' difficulties are identified on a timely basis.
 - b.) Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties
 - c.) Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community
9. Coordination and integration of Federal, State, and local services and programs.
 - a.) List of State and local educational agency programs and other federal programs that will be included
 - b.) Description of how resources from Title I and other sources will be used.
 - c.) Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
10. Description of how individual student assessment results and interpretation will be provided to parents.
11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
13. Provisions for public reporting of disaggregated data.
14. Plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
16. Plan available to the LEA, parents, and the public.
17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
18. Plan is subject to the school improvement provisions of Section 1116 of ESEA as amended by Georgia's ESEA Flexibility waiver.

In addition, the school providing a schoolwide program must also evaluate their plan by reviewing, on an ongoing basis, the progress of all children. If necessary, the school must adjust their plan to provide additional assistance such as an extended school year, before and after school programs, summer programs, and training for teachers on how to identify students requiring additional assistance and how to implement student achievement standards in the classroom.

Core Elements of Schoolwide Programs



Comprehensive Needs Assessment

- Must be based on academic achievement data of all students including disaggregated student groups and Migratory students regarding the State's academic standards.
- Provide information on the subjects and skills for which teaching and learning need to be improved.
- Identify specific academic needs of students and disaggregated student groups who are not achieving at proficiency.
- Must be developed with the participation of individuals who conduct the schoolwide program.
- Must be conducted annually.
- Must document how the school conducted the needs assessment.

Comprehensive Schoolwide Plan (SWP)

- Must be developed by a school that operates a schoolwide program using the results of the comprehensive needs assessment.
- Must describe how the school will improve academic achievement throughout the school, particularly for students who have not achieved proficiency.
- Improve teaching and learning throughout the school.
- Develop in consultation with the LEA, its school support team or other technical assistance providers.
- Describe how the school will conduct the needs assessment, develop the plan and evaluate the results
- Describe how the school will use Title I funds and other resources.
- Include a list of State and local programs and other Federal programs that the school will consolidate in the schoolwide program.
- Involve parents, community members, teachers, principals, Title I administrators, and if appropriate, pupil services, personnel technical assistance providers, other school staff and students if the school is a secondary school.
- Must be developed annually.
- Must be available to parents and the public.
- Must be understandable and in a uniform format, including alternative formats upon request.
- Must be provided in a language that the parents understand to the extent possible.

The comprehensive plan remains in effect for the duration of the school's status as a schoolwide program and is revised annually.

Evaluation

The evaluation of the program should be conducted annually to determine the effectiveness of the program and revised annually and as necessary.

Atlanta Public Schools Office of Federal Grants and Program Compliance

“Procedures for Developing Schoolwide Plans”

- The Office of Federal Grants and Program Compliance will conduct an Annual Title I Summit to provide school administrators and central office staff professional development focused on developing comprehensive Schoolwide Plans. (July 2014)
- Federal Grant Specialists will provide school administrators with the FY15 Schoolwide Plan Template, and Checklist. (July 2014)
- APS Title I Schools will develop Schoolwide Planning Teams to include school administrators, teachers, parents, community members, students, and specific stakeholders to begin developing the schoolwide plan. (July 2014 - August 2014)
- Federal Grant Specialists and Family Engagement Specialists will participate in Schoolwide Plan training to support assigned schools. (August 2014 – September 2014)
- Federal Grant Specialists will provide technical assistance and confirm individual school planning team members, dates/time of the schoolwide planning meetings, and the appropriate stakeholders that are involved in the planning process. (August 2014)
- Federal Grant Specialists will schedule on-going schoolwide planning meetings for assigned schools to include Schoolwide Planning Team and School Stakeholders. (August 2014 - September 2014)
- APS Title I Schools will submit the first draft of Schoolwide Plans and Title I, Part A Budgets to include meeting documentation: Dated agendas, sign-in sheets, minutes and Schoolwide Planning Checklist. (August 26, 2014)
- The Office of Federal Grants and Program Compliance will conduct two rounds of Peer Reviews of Schoolwide Plans. (August 2014-September 2014)
- Federal Grant Specialists will conduct first round of peer reviews of assigned schools schoolwide plans and complete schoolwide plan checklists for each school. (September 2-5, 2014)
- Atlanta Public Schools Federal Grants and Program Compliance Office selected Peer Review Team Members will conduct Level-2 Peer Review for schoolwide plans and complete schoolwide plan checklist. (September 9-12, 2014)
- APS Title I Schools will receive schoolwide plans checklists from both peer reviews to edit and revise schoolwide plans. Schools will include Schoolwide Planning Team and stakeholders in final revision process. (September 15-18, 2014)
- APS Title I Schools will submit final schoolwide plans and supporting revision documents such as agendas, sign-in sheets, and minutes to the Office of Federal Grants and Program Compliance. (September 19, 2014)
- APS Title I Schools will conduct Annual Title I Parent Meeting to review final FY14 Schoolwide Plan with parents, teachers, students (high), and community members. APS Title I Schools will provide the Office of Federal Grants and Programs a copy of tentative Title I Annual Meeting and date. (July 2014 – September 2014)

- Federal Grant Specialists will obtain all required signatures for schoolwide plans and checklists. (September 22-24, 2014)
- APS Title I Director will review and sign all approved schoolwide plans and checklists. (October 2014 – November 2014)
- APS Title I Schoolwide Planning Team will participate in Amended Schoolwide Plan Professional Development. (December, 2014)
- Federal Grant Specialists assigned to APS Title I schools will complete the **first Schoolwide Plan Evaluation** to prepare for the amendment process. Schoolwide Planning Teams will participate in the evaluation process. (December 2014)
- Federal Grant Specialists will participate in cluster meetings with assigned schools to support schoolwide planning teams and administrators with amended schoolwide plans and Title I, Part A budgets. (January 2015)
- APS Title I Schoolwide Planning Team will amend schoolwide plan and Title I budgets to include required documentation agendas, sign-in sheets, and minutes. (January 2015- February 2015)
- Atlanta Public Schools Federal Grants and Program Compliance Office will conduct Level-3 Amended Peer Review for amended plans. (January 2015- February 2015)
- Federal Grant Specialists will provide to schools, peer review feedback, if applicable, to make revisions to amended plan. **District-Level Second Evaluation of Schoolwide Plans** will also be conducted during amended process. (January 2015- February 2015)
- APS Title I Schoolwide Planning Teams will review final amended schoolwide plan utilizing Schoolwide Plan Checklist. (January 2015-February 2015)
- Final amended Schoolwide Plans and final signed Schoolwide Plan Checklist will be submitted to assigned Federal Grant Specialist. (January 2015-February 2015)
- Federal Grant Specialists will confirm all required signatures for amended schoolwide plans and checklists. (February 2015)
- APS Title I Schools will conduct **second Schoolwide Plan Evaluation** to prepare for FY16 Schoolwide Plan (pre-planning). (March 2015)
- The Office of Federal Grants and Program Compliance Office will offer pre-planning schoolwide plans professional development for Title I schools via Professional Learning Center (PLC). Several opportunities will be available for schoolwide planning teams. (April 2015 - May, 2015)
- APS Title I Schoolwide Planning Teams will conduct **End-of Year Evaluation of the FY15 Schoolwide Plans** to provide parents information addressing the effectiveness of the plans. Parents, community members, and students will have opportunity to provide feedback during the final evaluation process. (May 2015 – June 2015)
- Federal Grant Specialists will schedule pre-planning work sessions with assigned Title I schools for FY16 Schoolwide Plans. (May 2015 - June, 2015)

- Cluster meetings will be scheduled to provide an opportunity for the School administrators, Curriculum and Instruction team, Teaching and Learning team, Associate Superintendents, and Research and Evaluation for School Improvement to participate in a FY16 schoolwide plan work session. Plans will be reviewed and the teams will provide feedback to the individual schools during the work session. (July 2015)
- APS Title I Schools will submit the first draft of FY16 Schoolwide Plans and Title I, Part A Budgets to include meeting documentation: Dated agendas, sign-in sheets, minutes and Schoolwide Planning Checklist. (August 2015)

Procedures for Developing Schoolwide Plans will be recurring, revisited and revised as updates are received from GaDOE and/or USED.

LEA FORM FOR INITIAL IMPLEMENTATION OF SCHOOLWIDE PROGRAMS

Please note: Use of this form is optional. LEAs may submit a letter of intent.

School District:		
School:		
School Principal:		
School's Address:		
School technical assistance provider and qualifications (for example, individual outside consultant)		
Expected date the school will become a schoolwide program		
<p>Please check and initial assurances</p> <p>_____ An assurance that the school staff made the decision to become a schoolwide program</p> <p>_____ An assurance that the school will meet the plan development requirements Title I, Part A Elementary and Secondary Education Act of 1965 (ESEA), Section 1114</p> <p>_____ An assurance that the LEA will provide the necessary technical assistance and support to the school</p> <p>_____ If the state educational agency (SEA) deems it is not necessary for the LEA to develop a comprehensive plan during a full one-year period, an assurance that the school conducted appropriate planning with support from the LEA</p> <p>_____ An assurance that the LEA will make available the schoolwide plan when requested by the Georgia Department of Education (GaDOE) or the Georgia Department of Audits</p> <p>_____ An assurance that the LEA will monitor the annual evaluation and revision of each approved schoolwide plan.</p> <p>_____</p> <p>Print or Type Superintendent's Name</p> <p>_____ Signature of Superintendent Date (Signature certifies agreement to all assurances)</p>		

**GEORGIA DEPARTMENT OF EDUCATION
TITLE I PROGRAMS**

Schoolwide Planning Timeline

1. APS Establishes School Eligibility	Prior to Planning Year
2. APS Notifies School of Eligibility	Spring Prior to Planning Year
3. School consults with Stakeholders and makes decision to become Schoolwide Program	Prior to August 15 of the Planning Year
4. APS sends Letter of Intent or Intent Form to Notify SEA of Plan to Develop Schoolwide	By August 15 Prior to Planning Year
• Designates high quality technical assistance providers	July-August Planning Year
• Identifies Writing Team Members	August of Planning Year
• Develops comprehensive needs assessment	August-November of Planning Year
5. APS engages in planning and writing process	November-March of Planning Year
6. APS sends Draft of Schoolwide Plan to Title I Area Specialist	April 30 of Planning Year
7. Title I Area Specialist Responds to APS	May 30 of Planning Year
8. APS Submits Edited/Revised Plan	June 30 of Planning Year
9. SEA notifies APS to Include Schoolwide status in Consolidated Application	July 31 of Implementation Year
10. SEA sends Schoolwide Program Approval Letter	August 1 of Implementation Year
11. School begins Implementation of Schoolwide Program	August 1



Georgia Department of Education

Office of Federal Grants and Program Compliance

**SCHOOLWIDE PROGRAM CHECKLIST FOR USE
BY LOCAL EDUCATIONAL AGENCY (LEA) COORDINATOR
AND GEORGIA DEPARTMENT OF EDUCATION
TITLE I EDUCATION PROGRAM SPECIALISTS**

SCHOOL: _____

LEA: _____

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.
*Denotes required components as set forth in Section 1114 of Elementary and Secondary Education Act of 1965 (ESEA).

MET	NOT MET	
		*1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.
		*2. Schoolwide reform strategies that are scientifically researched based, directly tied to the comprehensive needs assessment and academic standards, and
		(a) Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
		(b) Are based upon effective means of raising student achievement
		(c) Use effective instructional methods that increase the quality and amount of learning time.
		(d) Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with approved improvement plans.
		(e) Must include documentation to support that any educational field trip used as an instructional strategy is aligned to the comprehensive needs assessment found in the schoolwide plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring.
		*3. Instruction by highly qualified professional staff.
		*(a) Strategies to attract highly qualified teachers to high-needs schools.
		*4. Professional development for staff to enable all children in the school to meet performance standards.
		*5. Strategies to increase parental involvement.
		*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs
		*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program.
		*8. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
		(a) Measures to ensure that student's difficulties are identified on a timely basis.
		(b) Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
MET	NOT MET	
		(c) Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and the additional assistance available to the student at the

		school or in the community.
		*9. Coordination and integration of federal, state, and local services and programs.
		(a) List of state and local educational agency programs and other federal programs that will be included.
		(b) Description of how resources from Title I and other sources will be used.
		(c) Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
		10. Description of how individual student assessment results and interpretation will be provided to parents.
		11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
		12. Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
		13. Provisions for public reporting of disaggregated data.
		14. Plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
		15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
		16. Plan available to the LEA, parents, and the public.
		17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
		18. Plan is subject to the school improvement provisions of Section 1116.

Comments:

Principal's Signature

Date

Title I Coordinator's Signature

Date

The image shows a document cover with a cream-colored background. At the top is a dark red horizontal band. On the right side, a tab-like shape is cut out from the red band, revealing a lighter red layer underneath. At the bottom is a thin, light gray horizontal band.

Targeted Assistance Program

TARGETED ASSISTANCE PROGRAMS

In schools that are ineligible for a schoolwide program, the local LEA serving such schools may use Title I, Part A funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. Schools must have a poverty rate of at least 35 percent. The eligible population for service is:

- Children not older than age 21 who are entitled to a free public education through grade 12.
- Children who are not yet at a grade level at which the LEA provides a free public education.

Eligible children are children identified by the school as failing, or most at risk of failing, to meet the Georgia Department of Education's (GaDOE) challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the LEA and supplemental to the school. Multiple means more than one, so it would not be appropriate to base eligibility on the score from a single test. The term educationally related means that there must be an academic component to the criteria. The term objective means that the criteria must not be based on teacher judgment or other subjective means.

There must be separate multiple, educationally related, objective criteria for each core content area (English/language arts, reading, mathematics, science or social studies) being targeted. Point values must be assigned for each criterion and for each subject area being targeted. This will result in objective rank order lists of students by grade level/subject area to determine the priority order in which students will be served. Most often, this rank order list is completed in an Excel spreadsheet. The Excel spreadsheet allows the staff to quickly sort the group of students by rank order of points to identify students who are most at-risk for failure for each targeted subject area. The selection criteria must be clearly identified in each school's targeted assistance plan.

These standards above do not apply, however, to children from preschool through the second grade. These younger students must be chosen solely on the basis of the judgment of the teacher, interviews with parents, and other developmentally appropriate measures. Pencil-and-paper tests are considered inappropriate for identifying young children. Children, who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services under Title I, Part A:

- A child who, at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Even Start, or early Reading First program, or in preschool services under Title I
- A child who, at any time in the two years preceding the year for which the determination is made, received services under Title I, Part C, Education of Migratory Children
- A child in a local institution for neglected or delinquent children and youth or a child attending a community day program for such children
- A child who is homeless and attending any school served by the local educational agency

Targeted Assistance Program Requirements

- Must participate in a one year planning process to upgrade the schools entire educational program
- Must ensure that Title I funding is used solely to benefit targeted students
- Must use a multiple selection criteria and ranking procedure to identify targeted students

Methods of Delivering Targeted Assistance Services

Students most at risk of failing to meet standards on state academic assessments are tutored in before and after school tutorials, in-class, limited pullouts, Saturday school, extended year and summer school. Highly qualified teachers tutor targeted students. The inclass model is used for small group or one-on-one instruction for low-performing students. Instruction is differentiated based on identified needs of individual students. Teachers must provide supplementary instruction for reinforcement. Paraprofessionals work under the direct supervision of a highly qualified teacher. Every effort is made to minimize use of the pullout model for instruction. Trained volunteers tutor individual and small groups of students under teacher supervision. Schools have established partnerships with community businesses, colleges and universities and other stakeholders. Title I funds are used to provide highly qualified teachers, tutors, instructional materials, bus transportation and other resources as needed for identified Title I Targeted Assistance students only.

Targeted Assistance Program Core Academic Instructional Strategies

Scientifically Based Research instructional strategies are implemented in schools. Teachers engage in ongoing professional development. Teachers plan and collaborate to ensure that best teaching practices are implemented in line with Georgia state standards. Effective instructional objectives at appropriate levels are communicated. Tutorial sessions are driven by the assessment data provided. A variety of assessment data is utilized to plan for instruction and monitor instructional effectiveness. Strategies to promote higher order thinking are implemented. Instruction is direct, guided, independent, differentiated and small group based.

Targeted Assistance Plan Components

Each targeted assistance school shall create a written plan to address the eight required components of a targeted assistance program as listed below:

1. Description of instructional strategies and programs which coordinate with and support the regular program:
 - a. Grades and subject areas to be served
 - b. Instructional strategies to be used for non-identified Priority, Focus and Alert Schools
 - c. Instructional strategies to be used with Priority, Focus and Alert Schools
 - d. Scheduling models to be used
2. Description of the method by which children with the greatest need are selected:
 - a. Pre K-2 multiple selection criteria
 - b. 3-12 multiple selection criteria
 - c. Copy of multiple, educationally related, objective criteria worksheet for each subject and grade level of students being served

3. Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children as well as those who have participated in Head Start or Even Start or who received services from a neglected or delinquent institution during the previous two years.
4. Description of provisions for instruction by highly qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.
5. Strategies planned to increase the level of parental involvement based on the LEA parental involvement policy. The school level parental involvement policy and parent compact should be attached to the targeted assistance plan.
6. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the state content standards and state student performance standards.
7. Process for reviewing the progress made by participating children, on an ongoing basis and the process for evaluation and revising the program as needed to provide additional assistance to enable these children to meet the state content standards and state student performance standards.
8. Procedures for annual assessment of students for meeting state and local expectations. The school providing targeted assistance must also evaluate their plan annually by reviewing, on an ongoing basis, the progress of participating children. If necessary, the school must adjust their plan to provide additional assistance such as extended school year, before and after school programs, summer programs, and training for teachers on how to identify students requiring additional assistance and how to implement student achievement standards in the classroom. Written documentation of such evaluation must be on file in the district Title I office.

High Quality Instruction and Expectations

Student eligibility forms for math and reading are completed for targeted students in rank order. K-2 and 3-12 grade levels are ranked separately and age appropriate assessments must be used. All schools and the district are accountable for student progress based on the content and academic achievement standards required by the state. Instruction to Targeted students is provided by highly qualified teachers. The curriculum requirements are the same for all students based on the State Standards. All students must meet state academic achievement standards. The school district maintains high standards and expectations for all students. Title I eligible students in Targeted Assistance Programs are subject to the same standards, assessments and accountability requirements as all other public schools.

Sample Educationally-Related Multiple Selection Criteria for Identification of Targeted Assistance Students

- Georgia Criterion Reference Test (CRCT)
- Iowa Test of Basic Skills (ITBS)
- Math Assessments
- Report Cards
- Retention
- Teacher Recommendation
- Measures of Academic Progress (MAP)
- Parent Interviews
- Students Failing Reading/Math
- Scholastic Reading Inventory
- Benchmark Assessments

Georgia Department of Education
**TARGETED ASSISTANCE CHECKLIST FOR USE
 BY LOCAL EDUCATIONAL AGENCY (LEA) COORDINATOR
 AND GEORGIA DEPARTMENT OF EDUCATION
 TITLE I EDUCATION PROGRAM SPECIALISTS**

SCHOOL: _____

LEA: _____

MET	NOT MET	
		<p>1. Description of instructional strategies and programs which coordinate with and support the regular program.</p> <ul style="list-style-type: none"> a. Grades and subject areas to be served b. Instructional strategies to be used c. Scheduling models to be used d. Supplemental instructional activities e. Any educational field trip used as an instructional strategy must include documentation to support that the trip is aligned to the comprehensive needs assessment found in the targeted assistance plan and must be connected to the support of assisting students to achieve proficiency or advanced status in relation to the State Academic content standards. Documentation must be provided during the budget approval process. Required based on FY12 US ED monitoring. f. Flexible Learning Program plan that addresses Priority, Focus and/or Alert Schools.
		<p>2. Description of the method by which children with the greatest need are selected.</p> <ul style="list-style-type: none"> a. Pre K–2 multiple selection criteria b. 3-12 multiple selection criteria c. Copy of Multiple, educationally related, objective criteria worksheet for each subject and grade level of students being served, including Priority, Focus and/or Alert schools, if applicable.
		<p>3. Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children, as well as, those who have participated in Head Start or Even Start or who received services from a neglected or delinquent institution during the previous two years.</p>

MET	NOT MET	
		4. Description of provisions for instruction by highly qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.
		5. Strategies planned to increase the level of parental involvement based on the LEA parental involvement policy. The school level parent involvement policy and parent compact should be attached to the targeted assistance plan.
		6. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the State content standards and State student performance standards.
		7. Process for reviewing the progress made by participating children, on an ongoing basis and the process for evaluating and revising the program as needed to provide additional assistance to enable these children to meet the State content standards and State student performance standards.
		8. Procedures for annual assessment of students for meeting state and local expectations.

Comments:

Principal's Signature

Date

Title I Coordinator's Signature

Date

Title I, Part A Targeted Assistance Schools Targeted Assistance Equipment Use Plan

All participating Title I Targeted Assistance Schools along with the Office of Federal Grants and Program Compliance determines that the equipment is reasonable and necessary to effectively operate its Part A program. When Title I equipment is used, adequate records are maintained to justify use and documentation of use by the specified targeted population. Only Title I eligible Targeted Assistance students are entitled to use the equipment. Title I Targeted Assistance schools will ensure that only Title I eligible students will use Title I purchased equipment in a locked location and allowing the Title I purchased equipment to be checked out by the Title I designee. The Title I Equipment Checkout log will document that only Title I Eligible students use the Title I purchased equipment. The Title I Federal Grants Specialist maintains records at the central office and the Site Administrator maintains a copy of the records at the school.

The Office of Federal Grants and the Office of Program Compliance requests a semi-annual inventory of Title I equipment. The Site Administrator takes an annual inventory of equipment which has to be verified with his/her signature. Copies of inventories are forwarded to the Title I Federal Grant Specialist in the Office of Federal Grants and Program Compliance during the first semester and/or second semester of each school year. The Title I Federal Grant Specialist will validate the equipment inventory at each site. The following information is provided in the inventory of Title I property.

- Description of the Item
- Acquisition Cost
- Date of Purchase
- Vendor
- Serial Number
- Location of Property
- Funding Source

Inventorying and Disposition

When the equipment is not needed in the program for the reason for which it was purchased, not needed elsewhere in the program, or if property is no longer functional, the site administrator then contacts the Office of Federal Grants and Program Compliance for removal. The Office of Federal Grants and Program Compliance follows the procedures for removal of equipment as outlined in the *Atlanta Public Schools Internal Fixed Assets Control Guide*.

Title II, Part A

TITLE II, PART A

Paraprofessional Certification and Highly Qualified (HiQ) Requirements

On January 8, 2002, Federal legislation, known as the Elementary and Secondary Education Act (ESEA), established mandatory federal guidelines for the hiring of paraprofessionals in specified school settings. These guidelines are found in Section 1119 of the federal legislation, and are available on the Georgia Professional Standards Commission's (PSC) website which is certification rule 505-2-.11 (www.gapsc.com).

The ESEA mandates that all teachers and paraprofessionals that directly impact instruction meet the "highly qualified" requirements by holding a valid state paraprofessional certificate. These certificates are issued as clear renewable certificates.

Georgia Paraprofessional Certification Requirements

- The applicant must be employed as a paraprofessional in a Georgia school system.
- The applicant must hold an Associate's Degree or higher in any subject; or
- The applicant must have completed two years of college coursework (90 quarter or 60 semester hours); or
- The applicant must have passed a PSC-approved paraprofessional assessment. If eligibility is established through the assessment, the applicant must also hold a minimum of a high school diploma or GED equivalent.

Renewal Requirements

The Clear Renewable Paraprofessional certificate is valid for 5 years, with the beginning date of the first 5-year certificate to be the date of employment and the ending date to be June 30 of the fifth certificate year.

- To renew the certificate the applicant must:
- Be employed as a paraprofessional in a Georgia school system; and
- Satisfy renewal requirements as outlined in PSC Rule [505-2-.24](#).

Contact the PSC at www.gapsc.com or 404-232-2500 with questions relating to Georgia certification.

I understand the ESEA requirements specific to maintaining valid certification and highly qualified status. I also understand that failure to maintain valid certification as a paraprofessional educator may result in termination of my employment with Atlanta Public Schools.

Signature_____ Date_____

Print
Name_____

Title II, Part A

Teacher Certification and Highly Qualified (HiQ) Requirements

On January 8, 2002 Federal legislation, known as the Elementary and Secondary Education Act (ESEA), established mandatory federal guidelines for the hiring of teachers in specified school settings.

The ESEA mandates that all teachers and paraprofessionals that directly impact instruction meet the “highly qualified” requirements by holding valid state certification. These certificates are issued as clear renewable certificates.

Traditionally Prepared *New Teachers*: To be considered “highly qualified” to teach in the State of Georgia, traditionally prepared new teachers must:

- Hold a bachelor’s degree from a GaPSC accepted, accredited institution of higher education;
- Hold a valid Georgia teaching certificate;
- Have evidence of subject matter competence in the subjects they teach by an academic major **OR** the equivalent (minimum of 15 semester hours for middle grades;
- Hold a minimum of 21 semester hours for secondary), **AND** a passing score on the State approved, required content assessment for the area/subjects they teach;
- Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Non-Traditionally Prepared *New Teachers*: To be considered “highly qualified” to teach in the State of Georgia, non-traditionally prepared new teachers must:

- Hold a bachelor’s degree from a GaPSC accepted, accredited institution of higher education;
- Hold a valid Georgia teaching certificate;
- Have evidence of subject matter competence in the subjects they teach by an academic major **OR** the equivalent (minimum of 15 semester hours for middle grades;
- Hold a minimum of 21 semester hours for secondary) – Exception: an academic major or the equivalent is not applicable to elementary teachers; **OR** a passing score on the State approved appropriate core academic content assessment (GACE).

All completers of non-traditional programs must pass the State approved program content assessment upon program completion. However, the GaTAPP paths of One Year Supervised Practicum (OYSP) and Core Academic (CA) require passing the state approved content assessment upon admission. Teachers must have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

A non-traditionally prepared teacher who holds a valid, non-renewable teaching certificate with either the major concentration or passing score on the required content assessment in the core academic area/subject he/she teaches is considered “highly qualified,” but must complete and receive the appropriate Georgia clear, renewable professional certificate within three years from the date of initial certificate validity to remain “highly qualified.” Any teacher having a teaching assignment for a non-core academic area/subject(s) is not required to meet highly qualified

requirements and must complete and receive the appropriate Georgia clear, renewable professional certificate by the end of the validity period for his/her certificate.

Veteran teachers: To be considered “highly qualified” to teach in the State of Georgia, veteran teachers must:

- Hold a bachelor's degree from a GaPSC accepted, accredited institution of higher education;
- Hold a valid Georgia teaching certificate;
- Have evidence of subject matter competence in the subjects they teach by a passing score on the State approved, required content assessment for the area/subjects they teach **OR** meet the requirement of a “high objective uniform state standard of evaluation” (HOUSSE), as adopted by the Georgia Professional Standards Commission, which is applicable to Veteran teachers who are 1) multi-subject special education teachers who are the teacher of record for multi-subjects, 2) retired teachers returning to service, or 3) life certificated teachers.
- Have a teaching assignment that is appropriate for the field(s) listed on the Georgia teaching certificate.

Additional options may be available to veteran teachers in the following situations:

- Teachers from out-of-state with appropriate experience
- Teachers holding middle grades concentrations obtained by coursework before July 1, 2006
- Teachers holding special education content concentrations obtained by coursework before August 31, 2006 (For GaPSC certification information, see www.gapsc.com)

Contact the PSC at www.gapsc.com or 404-232-2500 with questions relating to Georgia certification.

I understand the ESEA requirements specific to maintaining valid certification and highly qualified status. I also understand that failure to maintain valid certification as a paraprofessional educator may result in termination of my employment with Atlanta Public Schools.

Signature: _____ Date: _____

Print Name: _____

TEACHER QUALITY

Procedures for Verification that All Paraprofessionals are Assigned to Highly Qualified Teachers

- Federal Grant Specialists will conduct Title I technical assistance meetings and school visits to review Title I program requirements for the assignment of paraprofessionals. These meetings and school visits will include a review of the paraprofessional's job description.
- Periodic schools visits will be scheduled to monitor and verify the assignment of paraprofessionals to highly qualified teachers.
- Periodic Certification forms and Title I Daily Teaching Schedules will be collected for all paraprofessionals.
- All Title I Daily Teaching Schedules will include the name(s) of the teachers with whom paraprofessionals are assigned to work. The principal will sign the teaching schedule as verification that the paraprofessional is assigned to work under the direct supervision and in close and frequent proximity to a highly qualified teacher.
- The Office of Federal Grants and Program Compliance will work collaboratively with APS Human Resource Services to verify the highly qualified status of all supervising teachers for paraprofessionals.
- The highly qualified status of paraprofessionals and supervising teachers will be provided in writing to the assigned Federal Grant Specialist for each school.
- Federal Grant Specialists, Human Resource Services, and the Title I Director will monitor the implementation of the assignment of all paraprofessionals to highly qualified teachers.



Equipment and Property Inventory



Title I, Part A and LEA Equipment Procedures

The purpose of Title I, Part A funds is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the state content standards and to meet the challenging state performance standards. The law provides many flexibilities and opportunities for local educational agencies (LEAs) and schools to meet the purpose of Title I, Part A. In schoolwide programs, an LEA may use Title I, Part A funds for any activities that are part of the schoolwide program plan. Any equipment purchased with Title I, Part A funds must be reasonable, necessary, allocable and allowable to implement a properly designed program for Title I, Part A participants. Title I equipment must be used to supplement and not to supplant.

A physical inventory of the property must be taken and the results reconciled with the property records semi-annually to confirm proper use. The inventory must also be signed and dated by the person conducting the inventory. Inventory must be taken of property located in all Title I schools, including charter schools, private schools, residential treatment facilities, and the central office. Documentation of use by the targeted population should be reviewed by the Principal and/or Title I contact. Each principal must have a plan for the protection of school property from fire, vandalism, theft and misuse. There must be a check-out process for the use of equipment. Items such as, VCRs, TVs, camcorders, laptops, digital cameras, iPads, printers, etc., are traceable equipment and must be tagged with an orange bar code label or permanent marker, that says, "Property of Title I".

In a Targeted Assistance (TA) Program, only those students served in the TA program and only the TA teacher or teacher(s) who teach the TA students are entitled to the use of the equipment. If the Title I teacher does not have a classroom, the Title I equipment should be secured in a locked location and only the Title I teacher will be allowed to check out the equipment to use with the students served in the Title I program. The Title I Equipment Checkout log will be used to document the check in and check out of the Title I equipment by the Title I teacher.

The Office of Federal Grants and Program Compliance requests semi-annual inventories of Title I equipment. The principal and Federal Grant Specialist must conduct an inventory of the equipment which has to be verified by the respective signatures. Copies of the inventories are kept at the local school and at the central office. The following information must be included on the Title I Equipment Inventory form:

- Description of the item
- Acquisition Cost
- Date of purchase
- Vendor
- Serial number
- Location of the property
- Funding source

Disposition of Equipment

When equipment purchased with federal funds is not needed for the originally authorized purpose, not needed for other programs supported by state or federal government, or if property is no longer functional, disposition of the equipment will be as follows:

Equipment Loss, Damage, or Theft

Equipment that is lost, stolen, or maliciously damaged must be reported to the Office of Federal Grants and/or police department. Title I school officials should follow up with the police department to obtain a copy of the police report and complete a *Certificate of Loss Form*. A copy of the *Certificate of Loss Form* and police report should be kept on file at the school and a copy should be sent to the Title I office.

Equipment Disposition

Obsolete equipment may be disposed of by completing the *Technology Assets Transfer Form*. This form should also be utilized when equipment is no longer needed for the operation of the program and is available for transfer. Items should be identified as Title I equipment on the form. The school will contact the assigned Federal Grant Specialist to coordinate the removal of obsolete equipment. The Federal Grant Specialist will contact the Facilities Department to schedule a pick up for the designated school site. The facilities department will notify the school of the date/time of scheduled pick up and physically remove the equipment. Facilities personnel will sign/date and enter a transaction number on the form. A copy of the surplus form is to be kept on file at the school and a copy should be submitted to the Title I office. The school's inventory designee should enter the disposition information on the Title I Inventory spreadsheet.

Inventory of Equipment for School Closure

When a Title I school is designated for closure, the principal or designee of the school must inventory all equipment. The equipment must be verified using the Title I Equipment Inventory form for mobile (items such as, VCRs, TVs, camcorders, laptops, digital cameras, and printers) and mounted equipment (Promethean boards, LCD projectors, desktops and TVs, etc.). If Title I equipment inventoried is not on the Title I Inventory form, then the equipment must be added. If equipment on the inventory form is missing, there must be a record of a police report or disposition (follow procedures outlined in the *Atlanta Public Schools Internal Fixed Assets Control Guide*).

In addition, any equipment assigned to a staff member must be collected and recorded on the *Equipment Purchased with Federal Funds-Return Form*. Upon completion of the form, return to the Federal Grant Specialist in the Office of Federal Grants and Program Compliance (OFGPC). Equipment collected must be stored and secured. OFGPC will make arrangements for pick up and redistribution.

NO EQUIPMENT SHOULD BE REMOVED FROM CLOSED SCHOOLS WITHOUT APPROVAL FROM THE DIRECTOR OF FEDERAL PROGRAMS.

Atlanta Public Schools Title I Inventory Procedures Update

Any equipment purchased with Title I, Part A funds must be used to implement instructional programs for Title I eligible students. Title I equipment/laptops cannot be purchased for nor utilized by employees for personal use. Any equipment purchased with Title I funds must be used in the classroom for instructional purposes only.

All Title I principals must collect iPads/laptops or other computer equipment assigned to employees purchased with federal funds. All federally purchased equipment must be collected and recorded on the Equipment Purchased with Federal Funds-Return Form. Upon completion of the form, return to the Federal Grant Specialist in the Office of Federal Grants and Program Compliance (OFGPC). Equipment collected must be stored and secured. OFGPC will make arrangements for redistribution.

Use of Title I Equipment in Targeted Assistance Schools

Materials and equipment purchased at Targeted Assistance Title I schools participating with federal funds may only be used for the identified targeted students, their teachers, and parents. These materials and equipment are kept separately from other school materials and equipment and must be checked out and back in. Non-targeted students and school personnel who do not work with the targeted students may not have access to these materials and equipment. It is the responsibility of the principal at the Targeted Assistance School to inform all staff of these guidelines and to ensure that they are followed.

Use of Title I Equipment in Private School Programs

The LEA will consult with the participating private schools to develop an instructional plan during the planning year. Goals and objectives will be established during consultation based on eligible students' academic performance. As a result of the consultation, program modifications will be implemented. Based on an agreement between the LEA and the private school, instructional materials and/or equipment will be identified. If both parties agree that equipment is needed to support the academic program in an APS private school program, it will be identified in the instructional plan designed for the private school.

Measure to evaluate the effectiveness of equipment use

An established measure to evaluate the effectiveness of using Title I equipment must be included in the design and evaluation of the APS program operated at the private school. Both parties will review the assessment results together. Based on the percentage of students scoring at the proficient level or higher, next steps will be determined to improve the program and to ensure the program's continued success. If equipment is deemed necessary, the specific technology related goals will be established to measure and evaluate the effectiveness of using the equipment in the design and evaluation of the APS Title I Private School Program.

Process to order, receive, identify, and inventory equipment for use at a private school program

The Office of Federal Grants and Program Compliance (OFGPC) has developed procedures to order, receive, identify, and inventory equipment for use at an APS private school program. The LEA and Private school officials will determine the equipment needed to support the instructional program. Equipment will be *ordered by the LEA and delivered to the OFGPC. Upon receipt, equipment is logged on the APS Equipment Inventory Form. All purchased equipment is also labeled with a Title I sticker prior to delivery to the private school. The LEA Equipment Procedures Assurance form is reviewed and signed by the LEA representative and the private school official. A copy is maintained at the OFGPC and at the private school site. The LEA semi-annually conducts physical inventories of Title I equipment during site visits (once each semester). The Title I Private School's Equipment Inventory Review form is completed and signed by the LEA and the Private School.

Process for inventory of equipment semi-annually

The OFGPC maintains records to document the procurement and location of equipment and real property purchased with federal funds. The Education Department General Administrative Regulations EDGAR Section 80.32(d)(2) states that a "physical inventory of the property must be taken and the results reconciled with the property records at least once every two years". The OFGPC works closely with public, private and charter schools receiving federal Title I monies to monitor the ordering and usage of equipment purchased with said federal funds. The LEA semi-annually conducts physical inventory of Title I equipment during site visits (once each semester). The Title I Private Schools Equipment Inventory Review form is completed and signed by the LEA and the Private School.

Process to keep equipment in good condition and the control system to ensure adequate safeguards to prevent loss, damage or theft of the property

The LEA and the Private School Official develop an adequate plan for the protection of school property from fire, vandalism, misuse, or malicious mischief. This plan includes a separate inventory sheet and/or log of all items purchased with Title I funds regardless of the cost. The LEA and the Private School Official shall maintain a log of the equipment. Sensitive items such as VCR's, televisions, camcorders, digital cameras, pencil sharpeners, printers, etc., are also traceable equipment and are to be considered traceable assets and tagged with a Title I label.

Process for missing or damaged equipment

All missing or damaged items must be reported immediately. A police report must be provided for any stolen or missing equipment. The private school must notify the police department immediately upon discovery of any missing item(s) and request a copy of the police report. The private school must also notify the OFGPC and provide a copy of the incident/issue report to the OFGPC. The report must outline the condition of the equipment. If equipment is inoperable or

obsolete, the OFGPC will review equipment and assist the private school in completion of the Fixed Assets form for submission to the APS Facilities Department for disposal.

Process for removal of equipment

If the private school is no longer participating in the Title I program or there is no longer a need for the equipment, the private school official must notify the OFGPC immediately. The OFGPC will follow the procedures for removal of the equipment as outlined in *APS Internal Fixed Assets Control Guide*.

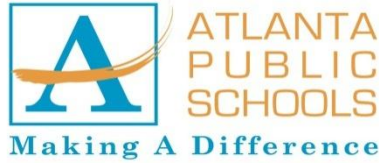
Control system to ensure that the equipment is used only for Title I purposes, including location and security of Title I equipment during the school year and summer

During consultation, the LEA informs eligible private school participants of federal guidelines pertaining to usage of equipment. All equipment purchases (i.e. computers, printers) by participating private schools are to be used only by Title I teacher/tutors and eligible Title I students. The equipment purchased must be secured in a separate location for the use by only the Title I participating students and APS Title I Teacher/tutor. The OFGPC reserves the right to monitor Title I equipment purchased and/or loaned. All Title I materials, resources, equipment purchases or loaned items are the sole property of the Title I department of the Atlanta Public Schools. It is the private school's responsibility to secure and maintain all Title I loaned items and the items are only to be used to benefit the private school's identified eligible Title I students. The OFGPC reserves the right to monitor and remove all Title I items if a school is non-compliant or no longer eligible to participate in the Title I program. Title I equipment may not be repaired, replaced, moved, loaned, or sold by the private school.

Technical assistance to the private school regarding allowable use and security of Title I equipment

APS will enforce and monitor Title I equipment to ensure that the district is in compliance with all mandates pertaining to Title I and Private Schools. Specifically, to ensure fidelity of federal funds and equipment purchased, the Office of Federal Grants and Program Compliance will continue to work closely with the GaDOE, attend state workshops and provide annual training to participating private schools on local and federal policies and procedures.

Complaint Procedures



COMPLAINT PROCEDURES

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA)

Board policy GAE describes the complaint and grievances procedures for certified and non-certified personnel. Board policy JCE describes student complaints and grievances procedures. Employee communication is described in the employee handbook and on the Atlanta Public Schools' (APS) website. Parents/school communication is described in student handbooks and on the Atlanta Public Schools' website.

Complaint procedures under the Elementary and Secondary Education Act of 1965 (ESEA) are available from the Office of Federal Grants and Program Compliance. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, filing and investigation of a complaint, as well as rights to appeal. The address to which complaints should be filed is included in the procedure. Information regarding complaint procedures is distributed annually to school administrators to share with their staff. Copies are kept on file at each school and in the Curriculum and Instruction's SharePoint portal.

ESEA Complaint Procedures

A. Grounds for a Complaint

Any individual, organization or agency (complainant) may file a complaint with Atlanta Public Schools if that individual, organization or agency believes and alleges that a violation of Federal statute or regulation that applies to a program under ESEA has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed:

- a. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- b. Title I, Part C: Education of Migrant Children
- c. Title I, Part D: Prevention or Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- d. Title II, Part A: Teacher and Principal Training and Recruiting Fund
- e. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- f. Title IV, Part B: 21st Century Community Learning Centers
- g. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
- h. Title X, Part C: McKinney-Vento Homeless Assistance Act
- i. School Improvement 1003(g) SIG
- j. School Improvement 1003(g)—AARA (SIG—AARA)
- k. RT3

C. Complaints Originating at the Local Level

As part of its Assurances within ESEA program grant applications and pursuant to Section 9306 of ESEA, an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve through local written complaint procedures. If the complainant has tried to file a complaint with Atlanta Public Schools to no avail, the complainant must provide the Georgia Department of Education written proof of their attempt to resolve the issue with Atlanta Public Schools.

D. Filing a Complaint

A formal complaint must be filed in writing and signed by the complainant (form included with this document). The complaint must include the following:

1. A statement that the LEA has violated a requirement of a Federal statute or regulation that applies to an applicable program;
2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant's position; and
7. The address of the complainant.

The complaint must be addressed to:

**Director of Federal Grants and Program Compliance
Atlanta Public Schools
Office of Federal Grants and Program Compliance
130 Trinity Avenue, SW
Atlanta, GA 30303**

E. Investigation of Complaint

Within ten (10) days of receipt of the complaint, the Assistant Superintendent will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date APS received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which APS may investigate or address the complaint; and
4. Any other pertinent information.

If additional information or an investigation is necessary, the school system will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included.

The 60-day timeline may be extended, if exceptional circumstances exist.

The Letter of Findings will be sent directly to the complainant.

F. Right of Appeal

If the complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the Georgia Department of Education. For complaints filed pursuant to Section 9503 (20 U.S.C. 7883, complaint process for participation of private school children), a complainant may appeal to the Georgia Department of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the school system's decision and include a complete statement of the reasons supporting the appeal.

The appeal must be addressed to:

**Georgia Department of Education
Office of Legal Services
205 Jesse Hill Jr. Drive, SE
2052 Twin Tower East
Atlanta, GA 30334**

Atlanta Public Schools
Complaint Form
Title I, Part A of the Elementary and Secondary Education Act of 1965
(ESEA)

Please print

Name (Complainant):
Mailing Address:
Phone Number (home): Phone Number (work):
Person/department complaint is being filed against:
The date on which the violation occurred:
Statement that Atlanta Public Schools has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation—attach additional sheets if necessary):
The facts on which the statement is based and the specific requirement allegedly violated attach additional sheets if necessary):

List the names and telephone numbers of individuals who can provide additional information.

Please attach/enclose copies of all applicable documents supporting your position.

Has a complaint been filed with any other government agency? If so, provide the name of the agency.

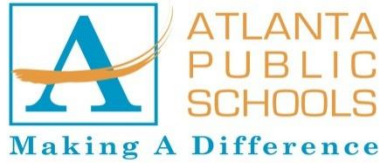
Signature of Complainant:

Date:

Mail or deliver this form to:

**Director of the Office of Federal Grants and Program Compliance
Atlanta Public Schools
Office of Federal Grants and Program Compliance
130 Trinity Avenue, SW
Atlanta, GA 30303**

Date Received:



COMPLAINT PROCEDURES HOMELESS EDUCATION AND MCKINNEY-VENTO

The following is a complaint resolution process recommended by Atlanta Public Schools when a dispute arises regarding the education of a homeless child or youth and also to be used as guidance in operating McKinney-Vento Grant.

It is the responsibility of the school district to inform the complainant of the district's Complaint Resolution Procedure when a question concerning the education of a homeless child or youth arises. Atlanta Public School has identified a Homeless Specialist who also serves as the contact for the McKinney-Vento Grant. The Homeless Specialist serves as a liaison between the homeless child and the school the child attends.

If a concern arises and an individual would like to file a complaint, the following procedures should be followed:

1. Notify the district's Homeless Specialist.
 - (A) Request a copy of or access to the district board of education policies addressing the education of homeless children and youths and review them. Make an appointment with the homeless specialist to discuss the complaint.
 - (B) If the dispute is not resolved after the initial discussion with the district's Homeless Specialist the complainant may file a complaint in writing to the district's Homeless Specialist for further review.
 - (C) The complaint should include a request that a written proposed resolution of the dispute or a plan of action be provided within (5) days of the date the complainant was received by the district's Homeless Specialist.
 - (D) The proposal or plan of action must be reviewed by the Homeless Specialist and the district's legal designee, if applicable. If the response exceeds 5 days, the parties involved may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.
2. If the dispute is not resolved at the district Homeless Specialist level, the complaint may be forwarded to the Assistant Superintendent of Student Services and the Assistant Superintendent of Administrative Services to review the dispute and action plan. A written resolution should be provided within (5) days of the date of the discussion. The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.
3. If the dispute is not resolved at the Assistant Superintendent level, the Deputy Superintendent of Curriculum and Instruction will review the dispute and the action plan with the district's Superintendent. A written resolution should be provided within (5) days of the date of the discussion. The parties may mutually agree on an extension; however every effort should be made to resolve the complaint in the shortest possible time.
4. If the dispute is not resolved at the District's Superintendent level in a satisfactory manner, the complaint may be brought to the attention of Georgia Department of Education/Federal Program Division.

In compliance with the McKinney-Vento Homeless Education assistance Act of 2001, the Office of Federal Grants and Program Compliance will support students, parents, and

schools in the following the Atlanta Public Schools Administrative Regulation Policy JBC(1)-R(1) Section F in reference to Dispute resolution.

The link below grants public access to the Atlanta Public Schools Homeless Student Board Regulation approved on May 6, 2011 and is listed below:

[https://eboard.eboardsolutions.com/ePolicy/policy.aspx?PC=JBC\(1\)-R\(1\)&Sch=4004&S=4004&RevNo=1.01&C=J&Z=R](https://eboard.eboardsolutions.com/ePolicy/policy.aspx?PC=JBC(1)-R(1)&Sch=4004&S=4004&RevNo=1.01&C=J&Z=R)

Also, are attached are the dispute resolution forms that are governed by the aforementioned regulation.

**Atlanta Public Schools
Program for the Education of Homeless Children and Youth**

Dispute Resolution Form

This form should be completed by parent, caretaker or unaccompanied youth when a dispute arises regarding school selection or enrollment. The school should immediately fax the Dispute Resolution Form to the Homeless Liaison at (404) 802-2245. The parent, caretaker or unaccompanied youth may also verbally report this information to the Homeless Liaison at (404) 802-2245.

A copy of a completed Dispute Resolution Form should be provided to the parent, caretaker or unaccompanied youth by the school.

Date: _____ School: _____

Parent or Guardian: _____

Student(s): _____

I may be contacted at: () _____ - _____

I wish to appeal the enrollment decision made by: _____

I have been provided with:

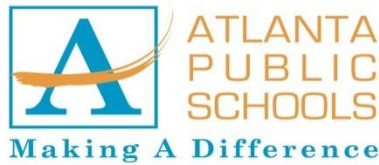
- ☐ A written explanation of the school's decision
- ☐ Contact information for the local homeless education liaison
- ☐ A copy of the District's Dispute Resolution Process for students experiencing homelessness

Optional: You may include a written explanation to support your appeal in the space below:

Signature

Date

The Atlanta Public School System does not discriminate on the basis of race, color, religion, sex, age, national origin, disability, veteran status, marital status, or sexual orientation in any of its employment practices, educational programs, services or activities. For additional information about nondiscrimination provisions, please contact the Office of Internal Resolution/Employee Relations (OIR), 130 Trinity Avenue, Atlanta, Georgia 30303, Phone number: (404) 802-2362
Fax number: (404) 802-1305.



Atlanta Public Schools
Flexible Learning Program Complaint Process

General –

Atlanta Public Schools' parents, students, vendors and employees have the right to appeal to the State education agency if they believe that the Atlanta Public School (APS) District officials have not complied with Flexible Learning Program (FLP) requirements.

Procedures –

Complaints from APS parents, students, vendors and employees shall be signed and addressed in writing to:

Director of the Office of Federal Grants and Program Compliance
Atlanta Public Schools
130 Trinity Avenue, S.W.
Atlanta, GA 30303

The complaint shall include a statement that APS has violated a requirement of the FLP program and the facts on which the statement is based.

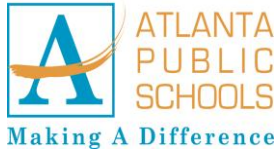
The Office of Federal Grants and Program Compliance shall address the issue with the appropriate personnel in writing and request a response within 10 business days.

A copy of the letter shall be sent to the complainant.

The appropriate personnel involved shall respond directly in writing and shall describe any explanation and/or actions relevant to the allegations.

The Office of Federal Grants and Program Compliance shall review the response and a decision may then be made that no further action is required.

If the complainant wishes to complain to the State education agency, he must provide the agency with the basis of his claim of noncompliance. APS is then required to forward to the state education agency the appropriate documentation in response.



**Atlanta Public Schools
Flexible Learning Program (FLP)
Complaint Form**

Date: _____

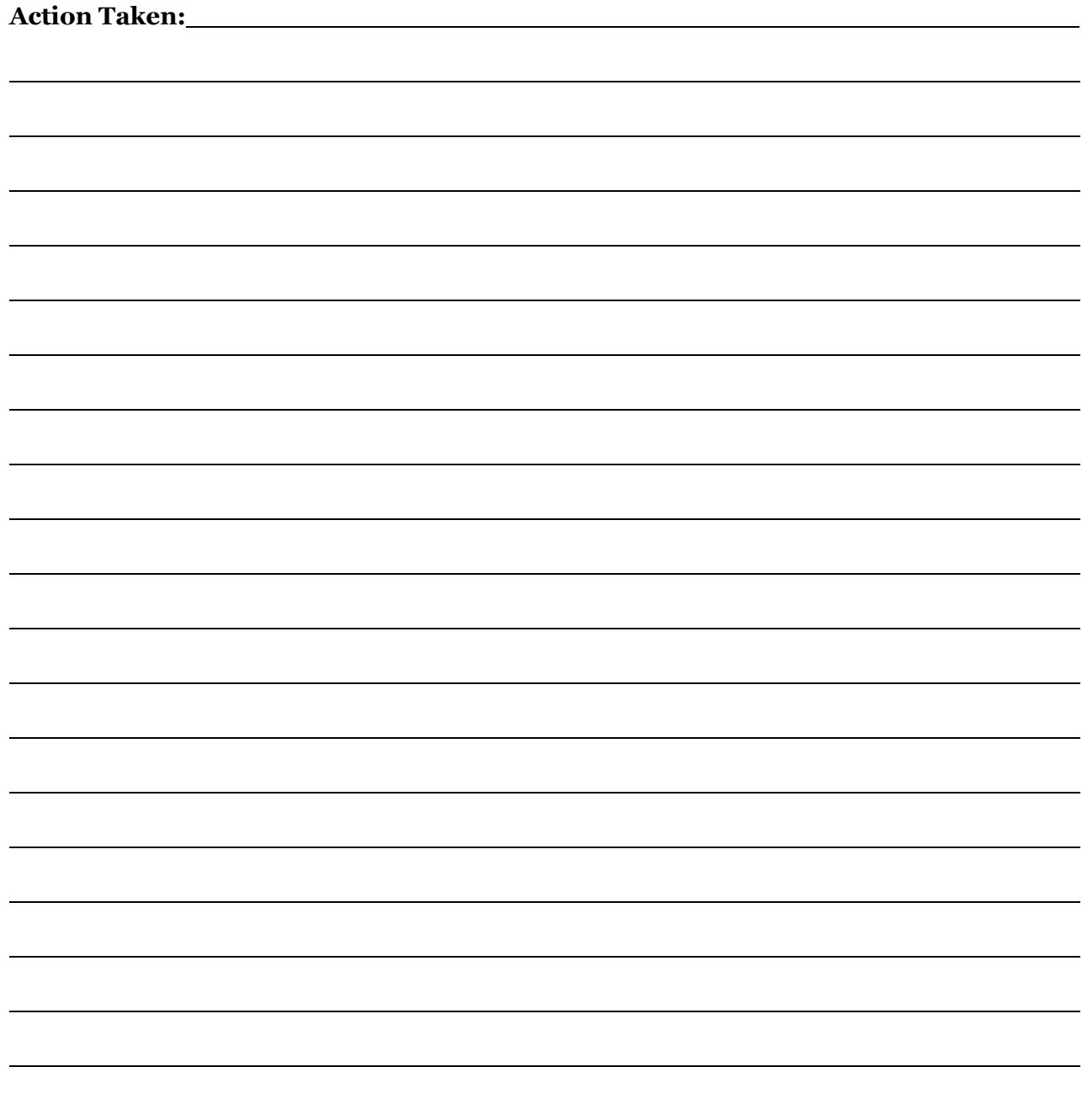
Name of Person Filing Complaint: _____

Title (parent, provider, etc.): _____

Address: _____

Phone: () _____

Complaint: _____



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Atlanta Public Schools Private School Complaint Process

General –

A private school official has the right to appeal to the State education agency if they believe that the Atlanta Public School (APS) District officials have not complied with the requirements of Title IX, Part E, and Subpart 1.

A private school official has the right to complain to the State education agency that the APS did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.

A private school official has the right to complain to the State education agency if he believes APS did not give due consideration to the views of the private school officials.

Procedures –

Complaints from a private school shall be signed and addressed in writing to:

**Director of the Office of Federal Grants and Program Compliance
Atlanta Public Schools
130 Trinity Avenue, S.W.
Atlanta, GA 30303**

The complaint shall include a statement that APS has violated a requirement of the Title I program and the facts on which the statement is based.

The Office of Federal Grants and Program Compliance shall address the issue with the appropriate personnel in writing and request a response within 10 business days.

A copy of the letter shall be sent to the private school that filed the complaint.

The appropriate personnel involved shall respond directly in writing and shall describe any explanation and/or actions relevant to the allegations.

The Office of Federal Grants and Program Compliance shall review the response and a decision may then be made that no further action is required.

If the private school official wishes to complain to the State education agency, he must provide the agency with the basis of his claim of noncompliance. APS is then required to forward to the state education agency the appropriate documentation in response.

Title I Daily Schedule

**TITLE I
DAILY SCHEDULE**

Name: _____ School: _____

Title I Position: _____ Teacher Assigned to: _____
(Paraprofessionals only)

TA: _____ SWP: _____

Instructions:

- To be completed by any Title I paid Teachers, Paraprofessionals, Parent Liaisons, and Instructional Coaches
- For those who do not have a well-defined schedule, i.e. Instructional Coaches and Parent Liaisons, provide a brief description of your daily activities in the space provided.

Submit schedules for all personnel in both Targeted Assistance Programs and Schoolwide Programs paid with Title I funds

TIME *	GRADE LEVEL(S)	# OF STUDENTS	SUBJECT	BRIEF DESCRIPTION OF ACTIVITIES

***Account for the Entire School Day**

Title I Employee: _____ Date: _____

Signature

Principal: _____ Date: _____

Signature

Please submit monthly to your assigned Federal Grant Specialist

FY'15 Account Numbers

TITLE I, PART A - FY2015 ACCOUNT NUMBERS		
Budget Detail: Function Code 1000 - Instruction	Object	Item Description
761-402-2400-School Code-1750-1000	1100	Teacher
761-402-2400-School Code-1750-1000	1400	Paraprofessional
761-402-2400-School Code-1750-1000	1991	Teacher Tutor
761-402-2400-School Code-1750-1000	1991	Paraprofessional Tutor
761-402-2400-School Code-1750-1000	2100	State Health Insurance
761-402-2400-School Code-1750-1000	2200	FICA
761-402-2400-School Code-1750-1000	2300	TRS
761-402-2400-School Code-1750-1000	2904	Dental Insurance
761-402-2400-School Code-1750-1000	2905	Life Insurance
761-402-2400-School Code-1750-1000	2200	FICA (HOURLY)
761-402-2400-School Code-1750-1000	3000	Independent Contractors/Consultants
761-402-2400-School Code-1750-1000	4320	Repair Technology related
761-402-2400-School Code-1750-1000	5950	Student admissions
761-402-2400-School Code-1750-1000	6100	Materials and Supplies-P-card
761-402-2400-School Code-1750-1000	6100	Materials and Supplies-Lawson
761-402-2400-School Code-1750-1000	6110	Supplies - Technology Related
761-402-2400-School Code-1750-1000	6120	Computer Software
761-402-2400-School Code-1750-1000	6150	Expendable Equipment
761-402-2400-School Code-1750-1000	6160	Expendable Equipment Computer
761-402-2400-School Code-1750-1000	6420	Books other than text-P-card
761-402-2400-School Code-1750-1000	6420	Books other than text-Lawson
Budget Detail: Function Code 2210 - Improv. Inst. Svcs.	Object	Item Description
761-402-2400-School Code-1750-2210	1910	Instructional Coach
761-402-2400-School Code-1750-2210	1160	Professional Development Teacher Stipend
761-402-2400-School Code-1750-2210	1160	Professional Development Para Stipend
761-402-2400-School Code-1750-2210	1130	Supply Teacher@\$100 per day
761-402-2400-School Code-1750-2210	2100	State Health Insurance
761-402-2400-School Code-1750-2210	2200	FICA
761-402-2400-School Code-1750-2210	2300	TRS
761-402-2400-School Code-1750-2210	2904	Dental Insurance
761-402-2400-School Code-1750-2210	2905	Life Insurance
761-402-2400-School Code-1750-2210	2200	FICA (HOURLY)
761-402-2400-School Code-1750-2210	3000	Independent Contractors/Consultants

761-402-2400-School Code-1750-2210	4320	Repair Technology related
761-402-2400-School Code-1750-2210	5800	Out of town Travel
761-402-2400-School Code-1750-2210	6100	Materials and Supplies-P-card
761-402-2400-School Code-1750-2210	6100	Materials and Supplies-Lawson
761-402-2400-School Code-1750-2210	6110	Supplies - Technology Related
761-402-2400-School Code-1750-2210	6120	Computer Software
761-402-2400-School Code-1750-2210	6420	Books other than text-P-card
761-402-2400-School Code-1750-2210	6420	Books other than text-Lawson
761-402-2400-School Code-1750-2210	8100	Local Registration
Budget Detail: Function Code - 2700 Student Transportation	Object	Item Description
761-402-2400-School Code-1750-2700	5190	Marta Breeze Cards - Tutorials
761-402-2400-School Code-1750-2700	5950	Bus Transportation - Tutorials
Budget Detail: Function Code 2900 - Other Support Svcs.	Object	Item Description
761-402-2400-School Code-1750-2900	1991	Parent Liaison
761-402-2400-School Code-1750-2900	2200	FICA
761-402-2400-School Code-1750-2900	3000	Independent Contractors/Consultants
761-402-2400-School Code-1750-2900	4320	Repair Technology related
761-402-2400-School Code-1750-2900	5300	Postage
761-402-2400-School Code-1750-2900	5800	Out of Town Travel
761-402-2400-School Code-1750-2900	6100	Materials and Supplies-P-card
761-402-2400-School Code-1750-2900	6100	Materials and Supplies-Lawson
761-402-2400-School Code-1750-2900	6110	Supplies - Technology Related
761-402-2400-School Code-1750-2900	6120	Computer Software
761-402-2400-School Code-1750-2900	6150	Expendable Equipment
761-402-2400-School Code-1750-2900	6160	Expendable Equipment Computer
761-402-2400-School Code-1750-2900	6420	Books other than text-P-card
761-402-2400-School Code-1750-2900	6420	Books other than text-Lawson

**TITLE I, PART A
FY2015 ACCOUNT NUMBERS
CHARTER SCHOOLS**

Budget Detail: Function Code 1000 - Instruction	Object	Item Description
761-402-2400-School Code-1750-1000	3210	Teacher
761-402-2400-School Code-1750-1000	3210	Paraprofessional
761-402-2400-School Code-1750-1000	3210	Teacher Tutor
761-402-2400-School Code-1750-1000	3210	Paraprofessional Tutor
761-402-2400-School Code-1750-1000	3210	State Health Insurance
761-402-2400-School Code-1750-1000	3210	FICA
761-402-2400-School Code-1750-1000	3210	TRS
761-402-2400-School Code-1750-1000	3210	Dental Insurance
761-402-2400-School Code-1750-1000	3210	Life Insurance
761-402-2400-School Code-1750-1000	3210	FICA (HOURLY)
761-402-2400-School Code-1750-1000	3210	Independent Contractors/Consultants
761-402-2400-School Code-1750-1000	4320	Repair Technology related
761-402-2400-School Code-1750-1000	6100	Materials and Supplies-P-card
761-402-2400-School Code-1750-1000	6100	Materials and Supplies-Lawson
761-402-2400-School Code-1750-1000	6110	Supplies - Technology Related
761-402-2400-School Code-1750-1000	6120	Computer Software
761-402-2400-School Code-1750-1000	6150	Expendable Equipment
761-402-2400-School Code-1750-1000	6160	Expendable Equipment Computer
761-402-2400-School Code-1750-1000	6420	Books other than text-P-card
761-402-2400-School Code-1750-1000	6420	Books other than text-Lawson
Budget Detail: Function Code 2210 - Improv. Inst. Svcs.	Object	Item Description
761-402-2400-School Code-1750-2210	3210	Instructional Coach
761-402-2400-School Code-1750-2210	3210	Professional Development Teacher Stipend
761-402-2400-School Code-1750-2210	3210	Professional Development Para Stipend
761-402-2400-School Code-1750-2210	3210	Supply Teacher @\$100 per day

761-402-2400-School Code-1750-2210	3210	State Health Insurance
761-402-2400-School Code-1750-2210	3210	FICA
761-402-2400-School Code-1750-2210	3210	TRS
761-402-2400-School Code-1750-2210	3210	Dental Insurance
761-402-2400-School Code-1750-2210	3210	Life Insurance
Budget Detail: Function Code 2210 - Improv. Inst. Svcs.	Object	Item Description
761-402-2400-School Code-1750-2210	3210	FICA (HOURLY)
761-402-2400-School Code-1750-2210	3210	Independent Contractors/Consultants
761-402-2400-School Code-1750-2210	4320	Repair Technology related
761-402-2400-School Code-1750-2210	3210	Out of town Travel
761-402-2400-School Code-1750-2210	6100	Materials and Supplies-P-card
761-402-2400-School Code-1750-2210	6100	Materials and Supplies-Lawson
761-402-2400-School Code-1750-2210	6110	Supplies - Technology Related
761-402-2400-School Code-1750-2210	6120	Computer Software
761-402-2400-School Code-1750-2210	6420	Books other than text-P-card
761-402-2400-School Code-1750-2210	6420	Books other than text-Lawson
761-402-2400-School Code-1750-2210	3210	Registration
Budget Detail: Function Code - 2700 Student Transportation	Object	Item Description
761-402-2400-School Code-1750-2700	5190	Marta Breeze Cards - Tutorials
761-402-2400-School Code-1750-2700	5950	Bus Transportation - Tutorials
Budget Detail: Function Code 2900 - Other Support Svcs.	Object	Item Description
761-402-2400-School Code-1750-2900	3210	Parent Liaison
761-402-2400-School Code-1750-2900	3210	FICA
761-402-2400-School Code-1750-2900	3210	Independent Contractors/Consultants
761-402-2400-School Code-1750-2900	4320	Repair Technology related
761-402-2400-School Code-1750-2900	3210	Postage
761-402-2400-School Code-1750-2900	3210	Out of Town Travel
761-402-2400-School Code-1750-2900	3210	Refreshments for Meetings

761-402-2400-School Code-1750-2900	6100	Materials and Supplies-P-card
761-402-2400-School Code-1750-2900	6100	Materials and Supplies-Lawson
761-402-2400-School Code-1750-2900	6110	Supplies - Technology Related
761-402-2400-School Code-1750-2900	6120	Computer Software
761-402-2400-School Code-1750-2900	6150	Expendable Equipment
761-402-2400-School Code-1750-2900	6160	Expendable Equipment Computer
761-402-2400-School Code-1750-2900	6420	Books other than text-P-card
761-402-2400-School Code-1750-2900	6420	Books other than text-Lawson
761-402-2400-School Code-1750-2900	3210	Local Registration