

Stamford Public Schools



Non-Public Schools Grants Related Information



Funding is Fundamental



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Stamford Public Schools



Stamford Public Schools

EXCELLENCE IS THE POINT.

MANAGING YOUR GRANT ALLOCATIONS

*Office of
Grants Programs*

STAMFORD PUBLIC SCHOOLS OFFICE of GRANTS PROGRAMS

Managing Your Grants Allocations

Forms requested for Grant Related Expenditures	Action to be taken for Grants Funds ONLY
1. Monthly Reporting	Grant statements will be mailed monthly for your review
2. Conference Forms	MUST be pre-approved, submit to Marie Underwood prior to conference
3. Invoices for Purchases Claimant must be setup in our system to be paid-complete 'New Vendor' form.	Payable to staff only – schools cannot be reimbursed for expenses Claimant completes invoice – (attach original receipts taped to 8 ½ X 11 paper). Submit all original documentation to Marie Underwood
4. Travel Reimbursement Forms Claimant must be setup in our system to be paid-complete 'New Vendor' form.	Payable to staff only Completed after a pre-approved conference to pay for expenses-(attach original receipts taped to 8 ½ X 11 paper and copy of conference form)
5. Tutor	Must be highly qualified (certified) <ul style="list-style-type: none"> • Tutor Request form - complete form for all new tutors • Tutoring Log – to be completed by teacher/tutor after services provided • Payroll voucher – complete and submit by teacher monthly to Marie Underwood
6. Purchasing:	All purchases must directly relate to your budget breakdowns as planned on the explanation of Grant Funds by School form. Your monthly reports reflect the account breakdowns. <ul style="list-style-type: none"> • Complete the "New Vendor" form – one time ONLY for each vendor (form included in this packet) • Complete the HTE form in full for request of materials (included in this packet) • Fax HTE form to Marie Underwood @ (203)977-4128
7. Expenditures	All expenditures must be PRE-APPROVED . The non-public school assumes responsibility of the cost related to goods or services received related either to a denied request or to requests that exceed school allocation amounts. Items purchased with Title I or Title IIA funds must be clearly labeled "Property of SPS Federal Grant Programs"
8. Expend ALL GRANTS	All expenditures must be submitted to Marie Underwood by April 15 th
9. Supplement NOT Supplant	The law requires that all uses of Title II, Part A funds supplement non-federal funds that would otherwise be used for activities, and hence, the professional development provided with Federal funds needs to be in addition to, and not in place of, what the private school would otherwise provide.

All expenses must be submitted to:

Marie Underwood

888 Washington Blvd. 5th flr.

Stamford, CT 06901

or fax:

(203) 977-4128

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CONFERENCE FORMS AND PROCEDURES

*Office of
Grants Programs*

STAMFORD PUBLIC SCHOOLS *Office of Grants Programs*

How To Go On A Conference And Get Paid In A Timely Manner

1. Get approval to attend the conference
2. Complete the "Authorization to Attend Conference and/or Make Out-of-Town Trip" form **PRIOR** to attending, Keep a copy.
3. Attach maximum one-page literature about conference.
4. Attach Conference Support form.
5. Send the form to the Marie Underwood, BoE Grants Office.
6. Within 30 days of your return- Fill out "Travel Reimbursement Form" in complete detail by day.
7. Attach a copy of the ""Authorization to Attend" form to the Travel Reimbursement Form
8. Tape all receipts on 8½ by 11 white paper and attach to form.
9. Submit proof of mileage through Mapquest print out.
10. Meal allowance per BoE policy as of January 2019 is:
 - **No alcohol**
 - Breakfast \$12.00
 - Lunch \$18.00
 - Dinner \$35.00

**Meal allowance is per day-
MUST have itemized receipts for each meal indicating what was purchased**
11. Make a copy for yourself.
12. Remit to Marie Underwood, BoE Grants Office
13. Payment should be received within 6-8 weeks.

ALL INCOMPLETE FORMS WILL BE RETURNED

**Grants Funded Pre-Approval Form
For
Conference Attendance**

Attach this form to the original "Authorization to Attend Conference and/or Make Out-of-Town Trip" form. Include a brochure or letter announcing details of the conference.

1. School: _____ Requested by: _____
2. Name and location of Conference: _____
3. Estimated cost: _____
4. Reason/Rationale: _____

5. Relationship to District Goals and student achievement, needs of student population: _____

6. How will you share what you will learn at your conference: _____

7. Describe how you will apply this new learning in your own work (classroom, school program, etc.) _____

8. Funding Source: _____
(Grant funding source)

Principal/Administrator

Date

☐ **Approved**

☐ **Not Approved**

Director of Grants Programs

Date

Assistant Superintendent

Date

**STAMFORD PUBLIC SCHOOLS
STAMFORD, CONNECTICUT**

**AUTHORIZATION TO ATTEND CONFERENCE
AND/OR MAKE OUT-OF-TOWN TRIP**

NOTE: PRIOR APPROVAL FOR ATTENDANCE AT A CONFERENCE, MEETING, OR TO MAKE A TRIP MUST BE OBTAINED FROM THE SUPERINTENDENT OF SCHOOLS. ALL EXPENSES MUST BE FULLY DOCUMENTED BY RECEIPTS IF REIMBURSEMENT IS DESIRED. IF NO EXPENSES ARE INVOLVED, PLEASE SO INDICATE.

NAME		DATE
POSITION	BUILDING/OFFICE/DEPARTMENT	

PERMISSION IS HEREBY REQUESTED TO ATTEND THE FOLLOWING CONFERENCE, MEETING, OR TO MAKE THE FOLLOWING OUT-OF-TOWN TRIP:	
CONFERENCE/MEETING/TRIP	
LOCATION	INCLUSIVE DATES OF ATTENDANCE
REASON FOR ATTENDING CONFERENCE OR MAKING TRIP	
A SUBSTITUTE <input type="checkbox"/> WILL <input type="checkbox"/> WILL NOT BE REQUIRED.	PERSONNEL DEPT. AUTHORIZATION
CHARGE EXPENSES TO: ACCOUNT #	
ATTACH COPY OF BROCHURE OR LETTER ANNOUNCING DETAILS OF CONFERENCE AND PROVIDE ESTIMATE OF MAXIMUM EXPENSE INVOLVED ON SPACE BELOW.	SIGNATURE OF APPLICANT X

ESTIMATE OF MAXIMUM EXPENSE INVOLVED	
TRANSPORTATION	\$ _____
HOTEL/MOTEL	_____
MEALS	Breakfast \$12.00 Lunch \$18.00 Dinner \$35.00 Per day-MUST have itemized receipts
REGISTRATION FEE	_____
GRATUITIES	_____
OTHER EXPENSES (Explain)	_____
NOTE: ONLY FULLY DOCUMENTED EXPENSES WILL BE REIMBURSED.	
<input type="checkbox"/> REQUESTING DISTRICT CAR	

RECOMMENDED	
PRINCIPAL/ADMINISTRATOR	DATE
REVIEWED AND APPROVED	
ASST. SUPT./DIRECTOR	DATE
FINANCIAL REVIEW	
<input type="checkbox"/> FUNDS AVAILABLE <input type="checkbox"/> FUNDS NOT AVAILABLE <input type="checkbox"/> NO EXPENSES INVOLVED	
ACCOUNTING DEPT.	DATE
SUPERINTENDENT OF SCHOOLS REVIEW	
<input type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED	
SUPERINTENDENT OF SCHOOLS	DATE



TRAVEL REIMBURSEMENT FORM

Stamford Public Schools

EXCELLENCE IS THE POINT.

NAME: _____

DATE: _____

ADDRESS: _____

INVOICE # _____

CITY/STATE/ZIP: _____

REQUISITION # _____

PO # _____

**PLEASE ATTACH REQUIRED DOCUMENTATION OR OTHER PERTINENT INFORMATION
NECESSARY TO EXPEDITE PAYMENT**

EXPENSES		MON	TUES	WED	THUR	FRI	SAT/SUN	TOTAL EXPENSES
Transportation	DATES							
Air/Rail/Bus								
Local (Taxi,Limo,Bus)								
Personal Car @\$____ per mile								
School District Vehicle (Gas,Oil, Etc.)								
Tolls								
Parking Fees								
Other: _____								
Subsistence								
Room (Hotel, Motel, Etc.)								
Per day-MUST have itemized receipts								
Meals (Include Tips) Breakfast								
Lunch								
Dinner								
Registration Fees								
Other: _____								
TOTALS								
Auto Miles Traveled by Date:								
Personal Vehicle								
District Vehicle								
TOTAL								\$ -

NOTE: Attach Receipts, Sign & Send

GRANTS: Marie Underwood
Govt.Center - 5th flr.

OPERATING: City Accounts Payable
Govt. Center - 10th flr.

SP-ED: Wayne Holland's Office
Govt. Center - 5th flr.

CERTIFICATION: This is to certify that all reimbursements claimed are true and just and no expenses have been prepaid by the school district.

Approved for Payment/Date

Finance Approval

Signature/Staff Member

Principal/Administrator

Director of Grants

Assistant Superintendent

Date

Stamford Public Schools



Stamford Public Schools

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TITLE I TUTORS

*Office of
Grants Programs*



**STAMFORD PUBLIC SCHOOLS
OFFICE OF GRANTS PROGRAMS
NON-PUBLIC TITLE I TUTOR REQUEST FORM**

School

Date

Grade(s)

K 1 2 3 4 5 6 7 8 9 10 11 12

Subject Area _____

Name of Staff _____ **Employee ID #** _____

Phone (home) _____ **Cell** _____

Street Address _____

City _____ **State** _____ **Zip Code** _____

Connecticut Certified ☐ **Yes** ☐ **No**

If Yes, specify Certification: _____

If No, specify status: _____

Under Teacher Contract with B.O.E.? ☐ **Yes** ☐ **No**

If No, Specify status _____

Program Name (i.e. Title I) Title I – NP Tutoring _____

Funding Source Account# _____

Principal Signature _____

FOR CENTRAL OFFICE USE ONLY

Grants Office Approval _____

Please return to Cheryl Poltrack – FAX 4128

Hourly rate for grant funded non-public tutors:

Certified teacher ONLY: \$30.00 per hour

MUST BE PROCESSED BEFORE TUTOR BEGINS SERVICES

(Tutor must not exceed 20 hours per week)



Stamford Public Schools

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**Office of Grants Programs
Title I
Non-Public Tutoring Log**

Tutor's Name _____

School _____

Fax to Cheryl Poltrack @ 977-4128.

<i>Student Name</i>	<i>Hours Worked</i>	<i>Date</i>	<i>Subject</i>

Principal's Signature _____



Stamford Public Schools

Extra Service Voucher

☒ Title I – NP Tutors

Name: _____ Employee #: _____

Activity Name: _____ After-school Tutoring _____

Total Hours: _____

Hourly Rate: _____ \$30.00 _____

Total Amount: _____

Date of Work	Hours Worked		Date of Work	Hours Worked

Total Hours Worked For All Days: _____

Fax this form to: Cheryl Poltrack c/o Marie Underwood
Office of Grants Programs
Fax # 977-4128

Your employee ID number must be included on the time sheet. Failure to do so may delay processing. Incomplete time sheets will be returned to sender. Many thanks for your support!

Employee Signature: _____ Date: _____

Principal Signature: _____ Date: _____

Director of Grants Signature: _____ Date: _____

HR Administrator Signature: _____ Date: _____

Stamford Public Schools



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EXCELLENCE IS THE POINT.

PURCHASING

*Office of
Grants Programs*



STAMFORD PUBLIC SCHOOLS
Grants Office

Grants Funded Request/Approval Form
for
Instructional Materials

Include a completed HTE form

1. School: _____ Requested by: _____

Estimated cost: _____

2. Requested materials: _____

Description of materials: _____

Teacher/class using materials: _____

Number of targeted students: _____

3. Reason/Rationale: _____

4. Relationship to District Goals and student achievement, needs of student population:

5. Funding Source: _____
(Grant funding source)

Principal/Administrator

Title

Date

☐ Approved

☐ Not Approved

Director of Grants Programs

Date

Assistant Superintendent

Date

REQUEST TO ADD OR CHANGE VENDOR INFORMATION IN H T E

Instructions: Obtain a completed IRS W-9 FORM and minority business certification from the vendor and submit with this form. **Note:** W-9 not required for vendor changes in address.

SEND to Marie Underwood, munderwood@stamfordct.gov or fax: 203-977-4128

INCOMPLETE FORMS AND FORMS WITHOUT A W-9 OR CERTIFICATION WILL NOT BE PROCESSED.

Date: Vendor #:
(Purchasing Dept. use only.)

Vendor Name:

Vendor Mailing Address:

City State Zip

If different "Remit to Address":

City State Zip

Does the vendor accept POs electronically (If yes, provide an email address.): ☐ Yes ☐ No

Vendor Email:

Vendor Phone#:

Federal Tax Id #:

Vendor SS #:

Requested By:
Name Ext.#

School/Dept.:

Requesting Department to Complete

Verification – Exempt from W-9

☐ State/Federal Agency

☐ Parent

☐ Citizen

☐ BOE Staff

☐ Legal Settlements

Requesting Department to Complete

1099: ☐ Yes ☐ No

Vendor Minority Status

(If yes, attach certification.)

None ☐ Yes ☐ No

DBE ☐ Yes ☐ No

MBE ☐ Yes ☐ No

WBE ☐ Yes ☐ No

Purchasing Department Use Only

: W-9 Completed Form

: H T E Vendor Form Completed

02/04/2020

Request for Taxpayer Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

Go to www.irs.gov/FormW9 for instructions and the latest information.

Print or type. See Specific Instructions on page 3.	1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.	
	2 Business name/disregarded entity name, if different from above	
	3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes.	4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):
	<input type="checkbox"/> Individual/sole proprietor or single-member LLC <input type="checkbox"/> Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=Partnership) ▶ Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner. <input type="checkbox"/> Other (see instructions) ▶	<input type="checkbox"/> C Corporation <input type="checkbox"/> S Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Trust/estate Exempt payee code (if any) Exemption from FATCA reporting code (if any) (Applies to accounts maintained outside the U.S.)
5 Address (number, street, and apt. or suite no.) See instructions.		Requester's name and address (optional)
6 City, state, and ZIP code		
7 List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN*, later.

Note: If the account is in more than one name, see the instructions for line 1. Also see *What Name and Number To Give the Requester* for guidelines on whose number to enter.

Social security number	
or	
Employer identification number	

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.

Sign
Here

Signature of
U.S. person ▶

Date ▶

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following.

- Form 1099-DIV (dividends, including those from stocks or mutual funds)

- Form 1099-DIV (dividends, including those from stocks or mutual funds)
 - Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
 - Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
 - Form 1099-S (proceeds from real estate transactions)
 - Form 1099-K (merchant card and third party network transactions)
 - Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
 - Form 1099-C (canceled debt)
 - Form 1099-A (acquisition or abandonment of secured property)
- Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding*, later.



Contract

Req. Number: _____ P.O. Number: _____
Account Code: _____

This agreement made this _____ day of _____, 2____ by and between the Stamford Public Schools (“SPS”) PO Box 9310 Stamford, CT 06904 and the Vendor (“Vendor”):

(Full Name of Individual, Firm, or Organization) (Social Security or Tax ID number)

(Street Address) (City and State) (Zip Code)

SPS agrees to pay to the consideration set forth below to the Vendor for the following services:

Date(s) service(s) to be performed:

Maximum Consideration to be paid: \$_____
Basis for determination of Maximum Consideration: _____

Other Financial Understandings and agreements: _____

Equal Employment Opportunity: The vendor shall be bound by “Equal Employment Opportunity” requirements of the SPS, attached hereto and made a part hereof.

Gifts: The vendor shall be bound by the City of Stamford’s prohibition as to Gifts, attached hereto and made a part hereof.

Insurance: If the value of the contract exceeds \$100,000, the vendor shall be bound by the insurance provisions attached hereto and made a part hereof. Otherwise,

The vendor agrees to effect and maintain, for the term of this Contract, commercial and general liability insurance, automobile liability and workmen’s compensation insurance. The commercial general liability insurance policy shall contain minimum limits of liability of \$1,000,000/\$2,000,000 combined single limit per occurrence for bodily injury and property damage and \$2,000,000 in the aggregate and shall name the City of Stamford, the Board of Education and their respective officers, agents, and employees as additional insureds.

The Vendor also agrees to hold the city of Stamford and SPS, and their respective officers, agents and employees, safe and harmless from liability during the performance of this contract and a waiver of subrogation in favor of the City of Stamford, SPS and their respective officers, agents, and employees.

The Vendor acknowledges that SPS’s obligation to make payments under this Agreement is contingent upon the appropriation by the SPS of funds sufficient for such purposes, for each budget year in which this Agreement is in effect. If sufficient funds to provide for the payment(s) hereunder are not appropriated, the SPS may terminate this Agreement upon notice in writing to the vendor, without penalty.

This contract represents the entire agreement between the parties; it cannot be amended orally, and neither party shall be liable for any representations not set forth herein.

Vendor: _____ SPS: _____
Title: _____ Title: _____
Date: _____ Date: _____

This contract is not valid without the signature of the SPS Director of Finance.

SPS Director of Finance & Date: _____ / ____ / ____

White- Vendor Yellow- Accounting Pink- Purchasing Gold – Originating Department



INVOICE

NAME: _____ ADDRESS: _____ CITY/STATE/ZIP: _____	DATE: _____ INVOICE # _____ REQUISITION # _____ PO # _____
DESCRIPTION	AMOUNT
MUST SUBMIT ORIGINAL RECEIPTS TAPED TO 8 1/2 X 11 PAPER	<div style="text-align: right; font-size: 1.2em;">\$ -</div>
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p>NOTE: Attach Receipts, Sign & Send</p> <p>GRANTS: Marie Underwood Gov't. Center - 5th flr.</p> <p>OPERATING: City Accounts Payable Gov't. Center - 10th flr.</p> <p>SP-ED: Wayne Holland's Office Gov't. Center - 5th flr.</p> </div> <div style="width: 50%;"> <p>NOTE: Use this form in all instances where staff members or other authorized individuals request reimbursement for funds expended out-of-pocket while on official business of the Stamford Public Schools. Please note that the system is tax-exempt and can neither pay nor reimburse for taxes paid out. This form will not be processed for payment unless it is properly executed and signed by the claimant.</p> </div> </div>	
<p><i>ALL SIGNATURES REQUIRED!!</i></p>	
<p>CLAIMANT SIGNATURE: _____</p> <p style="font-size: 0.8em;">This is to certify that the services charged and included in the above claim have been actually performed to the above named school system and no payments have been received except as noted herein.</p>	
<p>SCHOOL/DEPT NAME: _____</p> <p>FUNDING SOURCE: _____</p>	
<p style="text-align: center;">PRINCIPAL/ADMINISTRATOR: _____</p> <p style="text-align: center;">FINANCE DEPT (check receipts and totals) _____</p>	
<p style="text-align: center;">IF GRANT FUNDED:</p> <p style="text-align: center;">DIRECTOR OF GRANTS: _____</p> <p style="text-align: center;">ASSISTANT SUPERINTENDENT: _____</p>	



Stamford Public Schools

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STAMFORD PUBLIC SCHOOLS
H.T.E. ORDER FORM

Requisition # _____

Requesting _____

P.O. # _____

Funding Source _____

Requisition For: _____

Person

Ship to

School Name _____

School Address _____

Account Number

-

-

-

(Grants Office use only)

Vendor Name: _____

Address: _____ City _____ State _____ Zip _____

Phone: _____ FAX # _____

	Qty.	Vendor Part Number	Description	Unit Cost	Sub Total	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
Sub-Total						
Shipping & Handling						
Grand Total						

Please print clearly and use current catalogs.

Date Input: _____

Stamford Public Schools



Stamford Public Schools

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STATE MANDATED GRANT INFORMATION AND GUIDELINES

*Office of
Grants Programs*

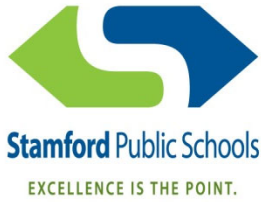
STATE MANDATED GUIDELINES AND INFORMATION FOR GRANTS

REQUIRED TO BE DISSEMINATED TO GRANT FUND USERS

Overview of grants included in this section are:

- **Title I** – funds are to be expended on academic support in reading and math. Professional Development may also be funded through this grant. Parent involvement is an important focus for this grant.
 - Use of federal funds
 - Assurances
 - Targeted Assistance school use of funds
- **Title IIA** – Improving Teacher Quality funds are to be expended on ‘high-quality’ professional development. Professional development includes, but is not limited to activities that;
 - Improve and increase teachers’ knowledge of academic subjects and enable teachers to become highly qualified;
 - Are an integral part of broad school-wide and district-wide educational improvement plans;
 - Give teachers and principals the knowledge and skills to help students meet challenging State academic standards;
 - Improve classroom management skills;
 - Are sustained, intensive, and classroom-focused and are not one-day or short-term workshops;
 - Advance teacher understanding of effective instruction strategies that are based on scientifically based research; and
 - Are developed with extensive participation of teachers, principals, parents, and administrators.
- **Title IVA** –Student Support and Academic Enrichment Program (SSAE)
Funding is allowable under three areas:
 - A Well-Rounded Education, (ESEA Section 4107)
The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. It includes programs and activities that integrate multiple academic disciplines.
 - Safe and Healthy Students (ESEA section 4108)
 - Effective Use of Technology, (ESEA section 4109)
SSAE funds may be used to improve the use of technology to improve the academic achievement, academic growth and digital literacy of all students.

**ALL EXPENDITURES MUST BE PROCESSED THROUGH THE
BOE GRANTS OFFICE**



Dr. Tamu Lucero, Superintendent

Stamford Public Schools

Office of Grants Programs

☎ (203) 977-5271 Telephone

📠 (203) 977-4128 Facsimile

Memo

To: Title I Private School Administrators

From: Cheryl Poltrack

Re: Title I Funded Programs

The Title I program in the Stamford Public Schools is a Targeted Assistance Program. A Targeted Assistance Program provides services to specific, identified children who are failing, or at risk of failing, to meet state academic standards. The services must be supplementary to the regular education program, and coordinate with and support the regular education program.

If you have any questions regarding Title I requirements or the Targeted Assistance Program please call or email me.

SECTION 3: TITLE I, PART A

Improving Basic Programs Operated By Local Educational Agencies

Assurances

The LEA will:

1. *Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from federal, state and local sources.*
2. *Provide technical assistance and support to schoolwide programs.*
3. *Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards.*
4. *Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).*
5. *Provide services to eligible children attending private elementary and secondary schools in accordance with section 1120, and have timely and meaningful consultation with private school officials regarding such services; maintain control of the Title I program when serving private school children; ensure that Title I-funded equipment or supplies placed in private schools are used for Title I purposes only; ensure that materials and equipment used to provide Title I services to private school children are properly identified as district property purchased with Title I funds; ensure that private school officials are informed of Title I funds that are available for equitable services.*
6. *Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.*
7. *In the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.*
8. *Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119.*
9. *Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.*
10. *Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under title IX and, if the state is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999.*
11. *Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.*
12. *Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.*
13. *Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to*

ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year.

- 14. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
- 15. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).*
16. Ensure that migratory children and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive Title I services.
17. Participate, if selected, in the State National Assessment of Educational Progress in 4 and 8 grade reading and mathematics to be carried out under the National Education Statistics Act of 1994.
18. Comply with section 1118 parental involvement requirements, including the submission of the LEA's parental involvement policy for review by the CSDE.
19. Ensure that there is coordination with other programs under the No Child Left Behind Act of 2001, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.
20. Ensure that schools in school improvement status under No Child Left Behind spend not less than 10 percent of each school's Title I, Part A allocation (under section 1113 and as determined on the Title I "Ranking Schools and Allocating Funds" worksheet in this application) for the purpose of providing to the school's teachers and principal high-quality professional development that directly addresses the academic achievement problem(s) that caused the school to be identified for school improvement.
21. Ensure that if the district is in need of improvement under No Child Left Behind, at least 10 percent of the district's Title I, Part A allocation will be spent for professional development for each fiscal year the district is identified. This includes funds reserved for professional development for schools in need of improvement but excludes funds reserved for professional development under section 1119 for highly qualified teachers and qualified paraprofessionals.
22. Ensure that children and youth who are homeless and are attending any school in the LEA are automatically eligible for Title I services, regardless of their current academic performance.
23. Ensure that parents, teachers, staff and appropriate private school officials or representatives are aware that there is a statewide complaint procedure in place for resolving issues concerning possible violations of a federal statute or regulation that apply to Title I and other federal programs under No Child Left Behind.

Purpose

The purpose of Title I is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Targeted Assistance Schools

If a school is selected to receive Title I funds and is ineligible for a schoolwide program, or chooses not to operate a schoolwide program, then the school is a targeted assistance school. A local educational agency serving a targeted assistance school may use

Title I funds only for programs that provide supplementary services to eligible children identified as having the greatest need for special assistance. Eligible children are:

1. children not older than 21 who are entitled to free public education through grade 12; and
2. children who are not yet at the appropriate grade level for free public education.

The school selects eligible children from this larger pool of students by identifying those who are "failing, or most at risk of failing, to meet the state's challenging student academic achievement standards." The selection of eligible

children should be based on multiple, educationally related objective criteria established by the LEA and supplemented by the school. Children from preschool through the second grade, however, must be chosen solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Automatically eligible for services are students served in the previous two years under the Migrant Education Program; any child who participated in Head Start, Even Start, the Early Reading First program, or Title I preschool services at any time within the previous two years; any child attending a community day program or living in a state or local institution for neglected or delinquent children; and any child who is homeless and attending any school serviced by the LEA.

Title I funds may be used for salaries and benefits for teachers, paraprofessionals, and related services personnel, parental involvement, planning and evaluation, books, instructional materials, computers, etc. Title I funds may not be used to provide services that are otherwise required by law to be made available to eligible children but may be used to coordinate or supplement such services.

In addition, the statute specifically permits expenditure of funds for health, nutrition, and other social services in Title I targeted assistance programs when no other funds are available and the school has engaged in a comprehensive needs assessment, if appropriate, and established a collaborative partnership with local service providers. Eligible expenses under this authority include, but are not limited to, basic medical equipment, such as eyeglasses or hearing aids, compensation of a social services coordinator, and training for personnel to identify and meet the comprehensive needs of eligible children.

School personnel who are paid with Title I funds may participate in general professional development and school planning activities; and assume limited duties that are assigned to similar personnel who are not so paid, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

In a targeted assistance program the school must:

1. Use Title I resources to help participating children meet the state's challenging student academic achievement standards expected for all children.
2. Ensure that planning for students served under Title I is incorporated into existing school planning.
3. Use effective methods and instructional strategies that rely on scientifically based research that strengthens the core academic program of the school and that-
 - a. give primary consideration to providing extended learning time, such as an extended school year, before-and after-school programs, and summer programs and opportunities;
 - b. help provide an accelerated, high-quality curriculum, including applied learning;
 - c. minimize removing children from the regular classroom during regular school hours for instruction provided under Title I;
 - d. coordinate with and support the regular education program, which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or state-run preschool programs to elementary school programs that-
 - i. provide instruction by highly qualified teachers (assisted by qualified paraprofessionals if appropriate); and
 - ii. provide opportunities for professional development using Title I resources, and to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents and other staff, who work with participating children in Title I programs or in the regular education program, including assisting teachers to become "highly qualified;"
 - e. provide strategies to increase parental involvement, such as family literacy services; and
 - f. coordinate and integrate federal, state and local services and programs for violence prevention, nutrition, housing, Head Start, adult education, vocational and technical education, and job training.
4. Review, on an ongoing basis, the progress of participating children and revise the targeted assistance program, if necessary, to provide additional assistance to enable such children to meet the state's challenging student academic achievement standards.

Title I students in a targeted assistance school may be served simultaneously, and in the same educational setting with ineligible children who have similar educational needs. This special rule regarding simultaneous service is meant to discourage the pullout of Title I students and enable Title I students to remain in the regular classroom.

Participation of Children Enrolled in Private Schools

An LEA must provide equitable educational services and benefits to eligible students enrolled in private elementary and secondary schools, as compared to the services provided to public school students. An LEA is required to engage in timely and meaningful consultation with appropriate private school officials during the design and development of a program for eligible private school students. Consultation shall include meetings of LEA and private school officials and occur before the LEA makes any decision that affects the opportunities of eligible private school children to participate in programs under Title I. Such meetings shall continue throughout implementation and assessment of services. Consultation must include a discussion of service delivery mechanisms an LEA can use to provide equitable services. It also must focus on issues including, but not limited to: how the children's needs will be identified; what services will be offered; how, where, and by whom the services will be provided; how the services will be academically assessed and how the results of that assessment will be used to improve those services; the size and scope of the equitable services to be provided; the proportion of the LEA's funds allocated to private school students; the method or sources of poverty data that are used to derive the allocation for private school students (for the purposes of allocating Title I funds for services to eligible private school children, an LEA has the option of determining either each year or every 2 years the number of private school children from low-income families); and how and when the LEA will make decisions about the delivery of services to eligible private school students, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with potential third party providers; and how, if the district disagrees with the views of the private school officials on the provision of services through a contract, the school district will provide in writing to such private school officials an analysis of the reasons why the school district has chosen not to use a contractor.

LEAs shall retain in their records and provide to the State Department of Education, a written affirmation signed by officials of each participating private school that the required consultation has occurred; and forward, if such officials do not provide such affirmation within a reasonable period of time, the documentation that such consultation has taken place to the State Department of Education.

A private school official shall have the right to complain to the State Department of Education that an LEA did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official. If the private school official wishes to complain, the official shall provide the basis of the noncompliance by the LEA to the State Department of Education, and the LEA shall forward the appropriate documentation to the State Department of Education.

LEAs shall maintain control of the Title I program when serving private school children and cannot delegate their responsibilities to the private schools or their officials. Any supplies, materials or equipment purchased with Title I funds must be provided for the sole use of the Title I-funded staff to support the Title I services provided to participating private school students. Materials and equipment used to provide Title I services to private school children must be properly identified as district property purchased with Title I funds.

LEAs must inform private school officials of Title I funds available for equitable services. After consultation with appropriate officials of the private schools regarding equitable services, the LEA must conduct professional development and parental involvement activities for the teachers and families of participating private school children either in conjunction with the LEAs' professional development and parental involvement activities or independently.

Federal non-regulatory guidance on serving eligible private school children under Title I can be found at:
<http://www.ed.gov/programs/titleiparta/psguidance.doc>

In addition, a tool kit published by the U.S. Department of Education is available to assist districts in ensuring that effective equitable services are provided to private school children, their teachers and their families.

***Ensuring Equitable Services to Private School Children Title I Resource Tool Kit* may be found at:**

<http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>

Services for Homeless Children and Youth

Students experiencing homelessness are part of Title I, Part A's target population of disadvantaged students and are automatically eligible for Title I, Part A services, whether or not they attend a Title I school or meet the academic standards required of other children for eligibility. This automatic eligibility acknowledges that the experience of homelessness puts children at significant risk of academic failure, regardless of their previous academic standing.

The term "homeless children and youth" means children and youth who lack a fixed, regular, and adequate nighttime residence, and includes children and youth who:

- are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;

- are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless because they are living in circumstances described above.

In accordance with Title I, Part A, LEAs must reserve (or set aside) such funds as are necessary to provide comparable services to homeless children who are not attending Title I schools [20 USC 6313(c)(3)]. In addition, federal guidance states that LEAs may use reserved funds to provide homeless students with services that are not ordinarily provided to other Title I students and that are not available from other sources (e.g., using reserved funds to provide clothing to meet a school's dress or uniform requirements). Therefore, in determining appropriate expenditures for the funds set aside for homeless students, it is important to note that *comparable* services do not mean services that are necessarily *identical* to other Title I, Part A services.

LEAs must establish a method for allocating Title I, Part A set-asides for homeless children and youth who are not attending Title I schools. Generally, these methods involve conducting a needs assessment for homeless students in the LEA or basing the set-aside amount on a formula, such as a per pupil expenditure. Determining an appropriate amount requires coordination between the LEA's Title I and homeless education programs.

In addition to serving homeless students not enrolled in Title I schools, federal guidance states that set asides also can be used to provide services to homeless students who *are* attending Title I schools. In determining the set-aside amount, LEAs should allow for the provision of services to homeless students who attend Title I schools that will meet the unique needs of these children above and beyond the regular Title I programs at those schools, as well as for the provision of services to homeless students who do not attend Title I schools.

Federal non-regulatory guidance on providing Title I services to homeless children and youth can be found at: <http://www.ed.gov/programs/homeless/guidance.doc>

Qualifications of Teachers and Paraprofessionals

All teachers hired to teach core academic subjects (English, mathematics, reading/language arts, sciences, world languages, arts (includes music), history, geography, civics and government, and economics) in a school or program supported with Title I funds must be highly qualified. This includes teachers teaching core academic subjects in a targeted assistance school who are paid with Title I funds or all teachers teaching core academic subjects in a Title I schoolwide program school, regardless of funding. This includes all public school districts and all public schools regardless of receipt of ESEA federal funds. The requirements also apply to teachers employed by an LEA using Title I funds who provide services to private school students in the core academic subjects. LEAs may use Title I funds for professional development activities to ensure that teachers in Title I schools who are not highly qualified become highly qualified.

Paraprofessionals who provide instructional support in Title I-funded programs must meet the higher standards of qualification required in the No Child Left Behind Act of 2001. The requirements apply to paraprofessionals paid with Title I funds who provide instructional support in Title I targeted assistance schools and to all paraprofessionals with instructional duties in Title I schoolwide program schools, regardless of funding source. Included are Title I paraprofessionals who provide instructional support to eligible private school students and preschool children. Individuals who work solely in non-instructional roles, such as food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, clerical support and similar positions are not considered paraprofessionals under Title I, Part A.

All Title I paraprofessionals must have a high school diploma or its recognized equivalent (GED). In addition, Title I paraprofessionals must have:

- two years of college credit; **OR**
- hold an associate's (or higher) degree; **OR**
- pass a State Board of Education adopted paraprofessional assessment which assesses content knowledge in mathematics, reading and writing and an understanding of how to assist in the instruction of these topics. (The Connecticut State Board of Education adopted Educational Testing Services' *ParaPro Assessment* and established a passing score of 457.)

Paraprofessionals who only serve as translators or who only conduct parental involvement activities must have a high school diploma or GED, but do not have to meet the other requirements.

A paraprofessional may be assigned to:

- provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- assist with classroom management, such as organizing instructional and other materials;
- provide assistance in a computer laboratory;
- conduct parental involvement activities;
- provide support in a library or media center;
- act as a translator; or
- provide instructional support services to students. **(A Title I paraprofessional may not provide any instructional support to a student unless he/she is working under the direct supervision of a highly qualified teacher.*)**

**According to federal guidance: “A paraprofessional works under the direct supervision of a teacher if (1) the teacher prepares the lessons and plans the instructional support activities the paraprofessional carries out, and evaluates the achievement of the students with whom the paraprofessional is working, and (2) the paraprofessional works in close and frequent proximity with the teacher. [§200.59(c)(2) of the Title I regulations] As a result, a program staffed entirely by paraprofessionals is not permitted.*

A program where a paraprofessional provides instructional support and a teacher visits a site once or twice a week but otherwise is not in the classroom, or a program where a paraprofessional works with a group of students in another location while the teacher provides instruction to the rest of the class would also be inconsistent with the requirement that paraprofessionals work in close and frequent proximity to a teacher.”

This means that “a paraprofessional who provides services to eligible private school students and is employed by an LEA must be under the direct supervision of a highly qualified public school teacher throughout the duration of the services/program being offered.”

Paraprofessionals may assume limited duties that are assigned to similar personnel who are not working in a program supported with Title I funds, including duties beyond classroom instruction or that do not benefit participating children, so long as the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.

LEAs receiving Title I funds shall require that the principal of each school operating a Title I program attest annually in writing as to whether the school is in compliance with the above requirements for teachers and paraprofessionals. Copies of attestations shall be maintained at each school operating a Title I program and at the main office of the LEA and shall be available to any member of the general public on request.

Federal non-regulatory guidance regarding Title I paraprofessionals can be found at:
<http://www.ed.gov/policy/elsec/guid/paraguidance.doc>

LEA Report Cards

Districts receiving Title I funds are required to prepare and disseminate an annual LEA report card, which presents information on the district as a whole and on each school within the LEA, and which must be disseminated by the LEA to all its schools and all its students' parents. The report card must contain the required elements of student performance on the Connecticut Mastery Test and the Connecticut Academic Performance Test, in the aggregate and disaggregated by race/ethnicity, gender, enrollment in special education, English proficiency, eligibility for free/reduced-price meals, migrant status and teachers' qualifications.

The No Child Left Behind (NCLB) District and School Reports issued by the SDE fulfill the report requirement. The NCLB reports are available on the SDE website at:
http://www.csde.state.ct.us/public/cedar/nclb/dist_school_nclb_results/2005-06/index.htm

If a district receives Title I funds, the NCLB District and School Reports must be publicly disseminated* to all parents in all of the district's schools, even if schools do not receive Title I funds. Therefore, each school in a district that receives Title I funds must distribute the specific NCLB School Report and District Report to the parents of students attending that school.

**Although the NCLB District and School Reports must be made widely available through such means as the internet or distribution to the media, it is not sufficient to only post the required reports on the Web. They must also be disseminated in another way that a district regularly communicates with parents.*

Federal non-regulatory guidance regarding report cards required under Title I, Part A can be found at:
<http://www.ed.gov/programs/titleiparta/reportcardsguidance.doc>

Linguistic Assessment of Limited English Proficient Students

Districts receiving Title I funds to provide services to ESL, bilingual and total immersion students shall annually assess the English proficiency of their Limited English Proficient (LEP) students in speaking, listening, reading and writing and annually report the results to the SDE; inform the parent(s) of Limited English Proficient (LEP) students who are provided language instruction using Title I funds, not later than 30 days after the beginning of school, of the following: reason for identification as LEP and need for a language program; level of English proficiency, how this was assessed and the status of the student's academic achievement; methods of instruction to be used in the program and in other available programs; the differences among programs including the use of English and native language instruction; how the program will meet their child's educational strengths and needs; how the program will specifically help their child learn English and meet age appropriate academic achievement standards and eventually meet graduation requirements; exit requirements and an estimate of how long the student may require program services; how for a child with a disability, the program meets the objectives of IEP; and written guidance detailing parent's rights to have their child removed from the program, or choose another program of instruction and assisting parents in selecting other available programs.

[Note: In 2005, the SDE adopted the revised Language Assessment Scales (LAS Links). Since all districts will now have to annually assess their K-12 LEP students, all districts will use the same linguistic assessment with LEP students. The annual linguistic assessment may take place anytime throughout the year. Results must be reported to the SDE by the date set each year. The Department has provided information on ordering the appropriate tests from the vendor, CTB McGraw-Hill. The vendor and the Department have offered a series of workshops on the administration and scoring of these tests. The linguistic assessment will include speaking, listening, reading, writing and reading comprehension in all grades, from kindergarten to 12, each year.

Parental Involvement

Parental Involvement is defined in the No Child Left Behind Act as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school and that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

LEAs receiving at least \$500,000 of Title I funds must reserve at least 1 percent to carry out parental involvement activities, including promoting family literacy and parenting skills. Not less than 95% of the funds reserved must be distributed to the school district's Title I schools. Parents of children receiving Title I services must be involved in the decisions regarding how reserved funds are allotted for parental involvement activities. An LEA may establish a district wide parent advisory council to provide advice on all matters related to parental involvement in funded programs.

Each LEA receiving Title I funds must jointly develop with, agree on with, and distribute to parents of participating children a written parental involvement policy saying how it will support the involvement of parents. If an LEA has a parental involvement plan for all parents, the LEA may amend that plan to meet Title I requirements. The written parental involvement policy should describe how the LEA will:

1. Involve parents in the joint development of a plan to help low-achieving children meet challenging academic achievement standards and the process of school review and improvement.
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and state-run preschool programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to

parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.

6. Involve parents in the activities of Title I schools.

LEA parental involvement policies and practices will be reviewed by the Department to ensure that they meet Title I requirements.

Each Title I school must jointly develop with, agree upon and distribute to parents its own written parental involvement policy. (If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet Title I requirements.) This policy must specify that the school will:

1. Convene an annual meeting, at a convenient time, to explain the Title I program to parents and inform them of their right to be involved in the program.
2. Offer a flexible number of meetings, and may provide with Title I funds transportation, child care, or home visits, as such services relate to parental involvement.
3. Involve parents, in an organized, ongoing and timely way, in planning, review and improvement of Title I programs.
4. Provide timely information about its Title I programs to parents, a description and explanation of the curriculum in use at the school, the student assessments and proficiency levels students are expected to meet, provide opportunities for regular meetings, if requested by parents, where parents can provide input, and respond as soon as practicably possible to parent suggestions.
5. Provide parents with an opportunity to submit dissenting views to the LEA if a school's schoolwide program plan is not acceptable to them.

In addition, as a component of the school-level parental involvement policy, each Title I school shall jointly develop with parents for all children served by Title I a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. Such compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served by Title I to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
2. 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; frequent reports to parents on their children's progress; and reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

Federal non-regulatory guidance on parental involvement requirements under Title I, Part A can be found at: www.ed.gov/programs/titleiparta/parentinvguid.doc. The guidance includes sample templates for a district-level parental involvement policy and a school-parent compact.

A toolkit developed for the Title I parental involvement requirements is available at: <http://www.sedl.org/connections/toolkit/>

SECTION 4: TITLE II, PART A

Teacher and Principal Training and Recruiting

Assurances

The LEA will:

1. Ensure that Title II, Part A funded activities, including the professional development provided to teachers and principals are aligned with State academic content standards and student academic achievement standards, and State assessments and the curricula and programs tied to those standards;
2. Ensure that Title II, Part A funded activities will be based on a review of scientifically based research and are designed to have a substantial, measurable, and positive impact on student academic achievement, and are part of a broader strategy to eliminate the achievement gap that separates the performance of low-income and minority students from other students;
3. Ensure that teachers hired to reduce class size with Title II, Part A funds are highly qualified;
4. Target funds to schools within the jurisdiction of the local educational agency that —
 - i. have the lowest proportion of highly qualified teachers;
 - ii. have the largest average class size; or
 - iii. are identified for school improvement;
5. Ensure that teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of activities to be undertaken and in the preparation of the application;
6. Conduct an effective assessment of needs for professional development and hiring through meaningful consultation with teachers of all grades and subject areas, including teachers in high-need schools and teachers participating in programs under part A of Title I, and take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards.
7. Ensure that the results of the needs assessment drive the development of sound multi-year program plans that (a) include teacher mentoring and incentives, as well as provision of professional development in subject-matter content and effective instructional strategies (i.e., those that are likely to have a positive impact on student achievement) that are based on a review of scientifically based research, and (b) focus particular attention on addressing the needs of students who are at highest risk of failing to meet the State's academic standards;
8. Comply with the requirements for "Professional Development" as defined in section 9101;
8. Comply with Section 9501 of ESEA (regarding participation by private school children and teachers). LEAs must consult with appropriate private school officials during the design, development, and implementation of the professional development program on such issues as:
 - how the needs of children and teachers will be identified;
 - what services will be offered;
 - how, where, and by whom the services will be provided;
 - how the services will be assessed and how the results of the assessment will be used to improve those services;
 - the size and scope of the equitable services;
 - the amount of funds available for those services; and
 - how and when the LEA will make decisions about the delivery of services.
9. Integrate Title II, Part A funds with funds the LEA receives through the Title II, Part D (Enhancing Education Through Technology) program to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy;
10. Provide training to enable teachers to (1) teach to the needs of students with different learning styles - particularly students with disabilities, students with special learning needs (including those who are gifted and talented), and those with limited English proficiency; (2) improve student behavior in the classroom; (3) involve

parents in their child's education; and (4) understand and use data and assessments to improve classroom practice and student learning; and

11. Use Title II, Part A funds to meet the requirements of Title I, Section 1119 of ESEA for teachers and paraprofessionals.

Section 1119 requires an SEA to establish annual measurable objectives for each LEA and school that, at a minimum, include an annual increase in the percentage of highly qualified teachers at each LEA and school to ensure that all teachers of core academic subjects are highly qualified. It also includes a requirement for the LEA's plan to include an annual increase in the percentage of teachers who receive high-quality professional development.

Purpose:

To increase student achievement by elevating teacher and principal quality through recruitment, hiring, and retention strategies. The programs uses scientifically based professional development interventions and holds districts and schools accountable for improvements in student academic performance.

Use of Funds:

Consistent with local planning requirements and its needs assessment, the Title II, Part A program offers an LEA the flexibility to design and implement a wide variety of activities that can promote a teaching staff that is highly qualified and able to help all students -- regardless of individual learning needs -- achieve challenging State content and academic achievement standards. Funds can also be used to provide school principals with the knowledge and skills necessary to lead their schools' efforts in increasing student academic achievement. For example, the statute specifically authorizes the following types of activities:

1. Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialists in core academic areas.
2. Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification.
3. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:
 - a. Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; and
 - b. Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills, and (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments.
4. Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, regarding effective instructional practices that:
 - a. Involve collaborative groups of teachers and administrators;
 - b. Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;
 - c. Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;
 - d. Provide training to enable teachers and principals to involve parents in their children's education, especially parents of limited English proficient and immigrant children; and

- e. Provide training on how to use data and assessments to improve classroom practice and student learning.
5. Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly in schools with a high percentage of low-achieving students, including programs that provide teacher mentoring from exemplary teachers and administrators, induction, and support for new teachers and principals during their first three years; and financial incentives to retain teachers and principals with a record of helping students to achieve academic success.
 6. Carrying out programs and activities that are designed to improve the quality of the teaching force, such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.
 7. Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders.
 8. Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.
 9. Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a mentor teacher, career teacher, or exemplary teacher) and pay differentiation.

Title IV, Part A The *Every Student Succeeds Act* (ESSA)

The *Every Student Succeeds Act* (ESSA) was signed into law December 10, 2015. The ESSA reflects the civil rights tradition of the Elementary and Secondary Education Act (ESEA) which, in turn, reflects our nation's longstanding commitment to equity and opportunity for all students.

For fiscal year 2018, a new Title IV, Part A grant, the Student Support and Academic Enrichment (SSAE) grant was introduced. This grant provides supports to ensure our education system prepares every student to graduate from high school ready for college and career success. The SSAE grant is specifically directed toward improving the lowest-performing schools and providing each and every student with:

- a well-rounded education;
- school conditions that ensure learning in safe and healthy school environments; and
- technology that improves academic achievement and digital learning.

The SSAE grant is intended to address these three priority areas in order to improve academic outcomes for all students regardless of race, ethnicity, religion, family income, sex (including gender identity), sexual orientation, disability, language status, or migrant status.

The Connecticut State Department of Education (CSDE) has identified improving school conditions that ensure learning in safe and healthy school environments as a priority aligned with *Ensuring Equity and Excellence for All Connecticut Students: The Connecticut State Board of Education's (CSBE) Five-year Comprehensive Plan 2016-21*. Within this priority, **the Department strongly encourages local educational agencies (LEAs) to focus on issues related to trauma-informed practices, reducing chronic absenteeism, reducing exclusionary discipline, and improving family engagement.** These issues are among the CSDE's major statewide goals related to the implementation of the CSBE's Plan, and are critical levers to improving academic outcomes.

Examples (but not limited to) Allowable SSAE Program Activities/Use of Funds

A Well-Rounded Education, (ESEA Section 4107)

The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. It includes programs and activities that integrate multiple academic disciplines.

- Improving access to world language instruction, arts and music education
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA
- Providing programming to improve instruction and student engagement in science, technology, engineering and mathematics (STEM), including computer science and increasing access to these subjects for underrepresented groups
- Promoting access to accelerated learning opportunities, including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high schools
- Strengthening instruction in American history, civics, economics, geography, government education and environmental education
- Providing gifted and talented programming

Safe and Healthy Students (ESEA section 4108)

- Promoting community and parent involvement in schools
- Providing school-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline, engaging in restorative practices and promoting supportive school discipline
- Establishing or improving dropout prevention
- Supporting diversion and re-entry programs and transition services for justice-involved youth
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education)
- Implementing systems and practices to prevent bullying and harassment
- Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence or abuse
- Establishing community partnerships

Effective Use of Technology, (ESEA section 4109

SSAE funds may be used to improve the use of technology to improve the academic achievement, academic growth and digital literacy of all students.

(Funding requirements are: Technology infrastructure costs cannot exceed 15% of funds allocated for Effective Use of Technology. These include devices, equipment, software applications, platforms, digital instructional resources and/or other one-time IT purchases.)

- Supporting high-quality professional development for educators, school leaders and administrators to personalize learning and improve academic achievement
- Building technological capacity and infrastructure
- Carrying out innovative blended learning projects
- Providing students in rural, remote and underserved areas with the resources to benefit from high-quality digital learning opportunities
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology

Stamford Public Schools



Stamford Public Schools

EXCELLENCE IS THE POINT.

COMPLAINT RESOLUTION PROCEDURE

**Attached information regarding
complaint resolution should be
disseminated to staff and parents.**

*Office of
Grants Programs*




STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



TO: Superintendents of Schools
RESC Executive Directors
Charter School Directors

FROM: Mark K. McQuillan 
Commissioner of Education

DATE: June 13, 2008

SUBJECT: Complaint Resolution Procedure

Federal regulations require that state education agencies adopt written procedures for the receipt and resolution of any complaint which alleges that the state education agency, or an agency or consortium of agencies, has violated a federal statute or regulation that applies to the following programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

Attached is a copy of Connecticut's Complaint Resolution Procedure. School districts are required to disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

If you have any questions regarding the complaint procedures, please contact Marlene Padernacht, State Title I Director, at marlene.padernacht@ct.gov or at 860-713-6568.

MKM:mp
Attachment

cc: Title I Coordinators

Box 2219 • Hartford, Connecticut 06145
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CONNECTICUT STATE DEPARTMENT OF EDUCATION
Complaint Resolution Procedure
Elementary and Secondary Education Act
34 Code of Federal Regulations (CFR) Part 299(10)(a)

I. Filing of Complaint

A. Violation of Law

A written complaint may be filed by an organization or individual with the Connecticut Commissioner of Education alleging that the state educational agency (SEA) or an agency or consortium of agencies is violating a federal statute or regulation that applies to the following applicable programs:

1. Part A of Title I (Improving Basic Programs Operated by Local Educational Agencies).
2. Part B, Subpart 1 of Title I (Reading First).
3. Part B, Subpart 3 of Title I (Even Start Family Literacy Programs).
4. Part D of Title I (Children and Youth Who Are Neglected, Delinquent, or At Risk of Dropping Out).
5. Part A of Title II (Teacher and Principal Training and Recruiting Fund).
6. Part D of Title II (Enhancing Education Through Technology).
7. Part A of Title III (English Language Acquisition, Language Enhancement, and Academic Achievement Act).
8. Part B, Subpart 4 of Title III (Emergency Immigrant Education Program).
9. Part A of Title IV (Safe and Drug-Free Schools and Communities).
10. Part A of Title V (Innovative Programs).

B. Review of an Appeal

A written complaint may be filed by an individual with the Connecticut Commissioner of Education appealing the decision of an agency or consortium of agencies based on prior written complaint presented by an individual to such agency or consortium of agencies.

C. Content of Complaint

The complaint shall be in writing, signed by the complainant and contain the following:

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of aggrievement with the decision rendered by the agency or consortium of agencies based on a prior written complaint.

2. A clear and concise description of the facts on which the statement is based and the specific alleged violation or aggrievement.
3. A description of prior efforts to resolve the complaint, including information demonstrating that the SEA, agency or consortium of agencies has taken action adverse to the complaint or has refused or failed to take action within a reasonable period of time.
4. Complainant's and respondent's name, address and telephone number.
5. Other materials or documents containing information which support or clarify the statement.

II. Review of Complaint

A. Analysis

Within three business days of the receipt of the complaint, the Commissioner shall assign a review official. Within five business days of the assignment, the review official shall determine whether the complaint has been properly filed in accordance with Section I. If necessary, the review official shall interview the complainant.

B. Dismissal of Complaint

The review official may dismiss the complaint in writing stating an explanation for such action. The grounds for dismissal shall include, but not limited to, the following:

1. Failure to file a proper complaint pursuant to Section I.
2. The allegations fail to state a bona fide violation of federal statute or regulations by the SEA or an agency or consortium of agencies.
3. The allegations fail to state a bona fide aggrievement with the decision rendered by an agency or consortium of agencies based on prior written complaint.
4. The allegations were not caused by the actions or failure to act by the SEA, agency or consortium of agencies.

III. Notification of Complaint and Investigation

If a complaint is not dismissed, the review official shall forward the complaint to the respondent immediately along with a copy of the Complaint Resolution Procedures.

IV. Response to Complaint

Within 10 business days of the receipt of the complaint from the review official, the respondent shall file with the Commissioner a written response to the complaint.

A. Content of Response

The response shall address each and every allegation of the complaint and shall list the respondent's name, address and telephone number.

B. Interview

The review official or the respondent may request an interview to discuss the response and to resolve the dispute informally.

V. Complaint Investigation

Upon completion of Section IV or the failure of the respondent to file a response, the review official shall conduct an investigation. All parties may be duly notified that an investigation has begun. At any time during the investigation, the review official shall attempt to resolve the dispute informally.

Within 60 calendar days of the receipt of the complaint, an investigation of the complaint shall be completed and a written report shall be mailed to both parties. Information shall be gathered in a timely manner, while minimizing any inconvenience or disruption to the complainant or respondent.

Concerning a review of an appeal of the decision of an agency or consortium of agencies, the review official may elect to disregard the procedures contained in this section using in lieu thereof the following abbreviated procedure:

1. Review all of the appropriate records and determine whether the decision of the agency or consortium of agencies shall be affirmed, reversed or modified.
2. Draft a letter of review of an appeal addressing, but not limited to, the issue in dispute, the facts found, the affirmation, reversal or modification of the lower decision and recommendation for improved practices, policies or procedures.

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the complainant, respondent and others with knowledge of the allegations may be conducted.

Pursuant to 34 CFR 99-35(a) the review official, acting on behalf of the SEA, is authorized to have access to education records in connection with an evaluation of federal or state-supported education programs or for the enforcement of or compliance with federal legal requirements which relate to those programs.

B. Independent On-Site Investigation

The review official may conduct an on-site visit to investigate the complaint if the official deems it necessary.

Any on-site visit shall be coordinated with the respondent.

C. Complaint Investigation Report

The Complaint Investigation Report shall be completed by the review official and mailed to the parties within 60 calendar days of the receipt of the complaint by the SEA. The Commissioner may grant an extension for the completion of the report upon written request of the review official or respondent if exceptional circumstances exist with respect to the particular complaint. Such extension shall be in writing and shall be mailed to the parties.

The report shall contain the following contents:

1. Summary of all investigation activities including, but not limited to, date of receipt of complaint, allegations, parties interviewed, documents received and dates of on-site visits.
2. Specific allegation of the complaint, the findings of fact, conclusions and final decisions rendered regarding each allegation, including citation to applicable federal statute or regulation.
3. Specific corrective action plan that resolves the complaint or ensures future compliance of the respondent regarding the violation of federal statute or regulation.
4. Recommendations for improved practices, policies or procedures shall be offered when no violation of federal statute or regulation is found.

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a corrective action plan within a specific period of time as determined by the review official.

Respondent may request technical assistance from the SEA in order to prepare a plan to achieve compliance.

VI. Review of Final Decision

The complainant may file a written request with the Secretary of the U.S. Department of Education to review the final decision of the SEA.

All local educational agencies shall disseminate information about the complaint procedures to teachers, staff, parents and appropriate private school officials or representatives.

A private school official shall have the right to complain that a local educational agency did not engage in consultation that was meaningful and timely, or did not give due consideration to the views of the private school official.