

Miami-Dade County Public Schools

TITLE I

ADMINISTRATION



HANDBOOK
2012-2013



Miami-Dade County Public Schools

The School Board of Miami-Dade County, Florida

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PROGRAM OVERVIEW AND GOALS

Title I - Improving the Academic Achievement of the Disadvantaged

On January 8, 2002, President George W. Bush signed into law the *No Child Left Behind (NCLB) Act of 2001* [P.L. 107-110]. This Act, which redefines the federal role in K-12 education, is the most sweeping reform of the Elementary and Secondary Education Act (ESEA), since its enactment in 1965. The law is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on proven methods. Overall, the NCLB Act is striving to close the achievement gap between disadvantaged and minority students, and their peers.

The focus of the Title I Program was changed, from a remedial track with low expectations for disadvantaged children, to a high-performance program dedicated to helping eligible children meet the same challenging academic standards that States are required to establish for all children.

The NCLB Act requires each State to demonstrate that challenging student academic achievement standards will be used by the State, its Local Education Agencies (LEA's), and its schools. Such standards must apply to all schools and children in the State. Further, they must align with the State's academic content standards, describe two levels of high achievement that determine how well children are mastering the materials in the State academic content standards, and describe a third level of achievement to provide complete information about the progress of the lower-achieving children toward mastering the proficient and advanced levels of achievement. Other major changes that the law delineates include the following:

- a strong emphasis on adequate yearly progress for all public school students;
- a strong emphasis on teacher certification and paraprofessional qualifications;
- State and LEA report cards to detect the percentage of schools that require school improvement;
- a greater level of authority for local schools to design their own programs; and
- an emphasis on school safety and choice.

The law also authorizes the following programs:

- Education of migratory children to support high-quality and comprehensive educational programs, to help reduce the educational disruptions that result from repeated moves;
- Prevention and intervention programs for children and youth who are neglected, delinquent, or at risk, and to provide such children and youth the same opportunity to meet the same challenging State academic standards that other children in the State meet;
- Comprehensive School Reform to provide financial incentives for schools to develop comprehensive school reforms, based upon scientifically based research and effective practices;

- Advanced Placement Programs Access through the High Standards Act to support State and local efforts to raise academic standards through advanced placement programs; and
- School Dropout Prevention programs, to provide grants that challenge all children to attain their highest academic potential, and to ensure that all students have opportunities to attain their highest academic potential.

The Title I Program will continue to focus on improving the integration of Title I and regular classroom instruction. The District will provide assistance to schools in support of their programs. The Title I Handbook provides a clear understanding of the overall program.

NO CHILD LEFT BEHIND ACT OF 2001

Listed below are summaries for some of the major sections of the *No Child Left Behind Act of 2001*, which reauthorized Title I.

Section 1114. Schoolwide Programs:

Title I funds may be used in combination with other Federal, State and local funds in order to upgrade the entire educational program of a school. However, funds allocated to the Title I Program may not be used to fund other programs. Any school in the Miami-Dade County Public School System (LEA) generating funds through the Title I Program is eligible to implement a schoolwide program, if at least 40 percent of the students are from low-income families.

Section 1115. Targeted Assistance Schools:

The new term, "targeted assistance schools" applies to schools that are not eligible, or do not choose to operate as schoolwide project schools. In these schools, eligible children are identified and selected, or targeted for assistance by Title I. Specific requirements for a targeted assistance school are outlined, with special emphasis on extending learning time through before and after-school and summer programs, minimizing the removal of students from the regular classroom, using effective instructional strategies, increasing parental involvement through programs such as family literacy, and providing an accelerated curriculum.

Section 1116. Assessment and School Improvement:

Each LEA receiving Title I funds shall use the State academic assessments described in the State plan, and any additional measures or indicators described in the local educational agency's plan, to review the progress of each school annually that is served under this part, to determine whether the school is meeting, or making adequate progress. Further, each LEA shall identify for school improvement, any elementary or secondary school that fails for two consecutive years to meet adequate yearly progress. Students in such schools shall be provided the opportunity, no later than the first day of the school year following such identification, to transfer to another public or charter school.

Section 1117. Assistance for School Support and Improvement:

Each State Education Agency (SEA) shall establish a statewide system of intensive and sustained support and improvement for each LEA and school receiving funds under this section, including schoolwide programs, and schools in need of program improvement, in order to increase the opportunity for all students in such schools to meet the State's academic content standards and student achievement standards.

Section 1118. Parental Involvement

All of the schools implementing Title I Programs must allocate at least one percent of the Title I budget towards programs, activities, and procedures for parental involvement. Each school shall develop a written Parental Involvement Policy and a Parent Compact that describes the means for embracing the parents, and informing them of Title I regulations. These activities shall be planned and implemented through meaningful consultation with parents of participating children.

Section 1119. Qualifications for Teachers and Paraprofessionals

Beginning with the first day of the first school year after the enactment of the *No Child Left Behind Act of 2001*, each local educational agency receiving assistance under this section shall ensure that all teachers hired after such date, and teaching in a program supported with funds under this section, are highly qualified. Further, each State educational agency shall require each LEA receiving funds under this section to publicly report, each year, beginning with the 2002-2003 school year, the annual progress of the LEA, and of each school served by the agency. Additionally, each LEA shall ensure that all paraprofessionals hired after the date of enactment of the NCLB Act and working in a program supported by Title I funds shall have:

- Completed at least two years of study at an institution of higher education;
- Obtained an associate's (or higher) degree; or
- Met a rigorous standard of quality and can demonstrate through a formal State and local academic assessment, knowledge of, and the ability to assist in instructing reading/reading readiness, writing/writing readiness and mathematics/mathematics readiness as appropriate.

Existing paraprofessionals hired before the enactment of this act, shall have no more than four years after the date of enactment to satisfy one of the aforementioned requirements.

Each LEA receiving Title I funds shall develop a plan to ensure that all teachers teaching core academic subjects under this section are highly qualified. Further, all paraprofessionals hired under the Title I Program shall have the knowledge to assist in instructing the core subject areas, and must work under the supervision of a teacher.



Miami-Dade County Public Schools
Title I Administration
School Assurance of Accountability and Compliance Document

Traditional Schools

(School Year)

School Name

Work Location

I certify that the Title I Files and the required evidence sources, verifying compliance with Title I Federal, State, and District guidelines for the school year indicated above, have been compiled and will be maintained at the school site for a minimum of five years.

My signature below serves as certification that all facts and representations made above are true.

Name of Principal:	
Signature of Principal:	Date:

A signed and dated copy of this form may be submitted by the close of this school year, via fax to 305-523-0708, via email to parteaga@dadeschools.net, or via School Mail to Work Location 9617, Attn. Title I A-TAT.



Miami-Dade County Public Schools
Title I Administration
School Assurance of Accountability and Compliance Document

Charter Schools

(School Year)

School Name

Work Location

I certify that the Title I Files and the required evidence sources, verifying compliance with Title I Federal, State, and District guidelines for the school year indicated above, have been compiled and will be maintained at the school site for a minimum of five years.

My signature below serves as certification that all facts and representations made above are true.

Name of Principal:	
Signature of Principal:	Date:

.....
As the Charter School's Governing Board Chairperson, I certify compliance with our school's Title I Budget Appropriation Details form for this school year.

Signature below serves as certification that all facts and representations made above are true.

Name of Governing Board Chairperson:	
Signature of Governing Board Chairperson:	Date:

Original signed and dated copy is to be sent by the close of this school year to:

Miami-Dade County Public Schools
Title I Administration
Attention: Mr. Edgardo L. Reyes
1450 N.E. 2nd Avenue, Suite 500
Miami, Florida 33132

----- OR -----

Location 9617, Title I Administration, Suite 500
Attention: Mr. Edgardo L. Reyes

**TITLE I ADMINISTRATION
MIAMI-DADE COUNTY PUBLIC SCHOOLS
CONSULTATION AND COMPLAINT PROCEDURES**

Miami-Dade County Public Schools Title I Administration seeks to provide high quality services to the students, parents and communities of all eligible public schools participating in the Title I Program. Additionally, this mission extends to neglected and delinquent centers as well as eligible non-public schools. The goal is to serve the needs of children and deliver services with the highest integrity and professionalism, providing them with a fair, equal, and significant opportunity to obtain a high-quality education.

In implementing the components, services, and activities of the Title I Program, Title I Administration strives to comply with all provisions of applicable federal and state laws, in particular the *No Child Left Behind Act* (NCLB) of 2001, and non-regulatory guidance that set the parameters and standards for the implementation of the program. To this end, the following procedures for providing input, comments, suggestions or filing a complaint, are available to parties who in good faith believe that services are not being delivered in compliance with federal and state laws and regulatory guidance relative to Title I.

Parent Advisory Councils

The District provides several forums for parents to provide feedback and input regarding the Title I Program implementation. In addition to the annual and ongoing parent meetings at each participating Title I school, Parent Advisory Councils (PAC) have been established representing each of the four Region Centers that comprise the District. Parents in each individual school elect at the annual meeting at the beginning of school, a representative for the school to serve on the PAC. A District Advisory Council (DAC) comprised of representatives of each PAC has also been established to consult with the District in the planning and implementation of the Title I Program. The DAC promotes awareness of the Program with parents and communities of Title I schools within the District and holds monthly meetings during the school year. Individuals seeking to provide input, comments or suggestions can utilize the PAC as a vehicle. The DAC leadership holds regular meetings with Title I Administration staff to discuss program implementation issues that are brought up by its constituents.

Other Opportunities for Input

The District also facilitates other opportunities for parents to voice concerns through yearly school climate surveys administered by the District and parental involvement surveys conducted by the Office of Program Evaluation, and funded through Title I Administration. Data gathered from these sources assist the District in developing a Local Educational Agency Plan that addresses the needs and concerns of parents and provides opportunities for parents to formulate suggestions and to participate in the decision-making process relative to the education of their children.

Complaint Procedures

A student, parent or employee that in good faith believes that the District has violated federal law and state regulatory guidance pertaining to the delivery of Title I services and programs, and the allegations cannot be resolved with the school site administrators and Regional Center administrators, may file a formal complaint, as follows:

1. A formal allegation regarding a violation of federal law and state regulatory guidance pertaining to the delivery of Title I services and programs may be filed in writing within 30 days of the incident and should specifically state the facts about the alleged incident(s) and the provision of law or rule being violated. Such a complaint must be forwarded to:

Dr. Eduardo M. Barreiro, Executive Director
Title I Administration
Miami-Dade County Public Schools
28205 SW 124 Court, Bldg F-Room F014
Homestead, Florida 33033
Tel. 305 258-4115

2. The Executive Director should hold a meeting with the Complainant within 10 business days. The Executive Director shall make every effort to review the allegation(s) and resolve the matter to the satisfaction of the Complainant. A written notice of the resolution or non-resolution of the matter shall be forwarded to the Complainant.

3. If no satisfaction can be reached, the complainant can appeal the determination with the Associate Superintendent, Office of Curriculum and Support.

4. If the Complainant feels that his complaint with the District has not been resolved to his/her satisfaction, he/she may file a complaint with the Florida Department of Education, providing the basis for the complaint.

Complaint Procedures for Non-public Schools

The District complies with the NCLB Section 1120, Participation of Children Enrolled in Private Schools. In compliance with the provisions of the NCLB, the District consults in a timely and meaningful manner on the design and development of the non-public program with appropriate private school officials of eligible schools that have opted to receive services provided by Title I Administration.

A private school official that in good faith believes that there is non-compliance on the part of the District with the provisions of the law regarding the meaningful and timely consultation or the due consideration of the views of the official or a dispute relative to the low income data for private school students, may follow the following complaint procedures:

1. A formal allegation regarding a violation of federal law and state regulatory guidance pertaining to the District's delivery of Title I services and programs to non-public schools may be filed in writing within 30 days of the incident and should specifically state the facts about the

alleged action(s) and the provision of law or rule being violated. Such a complaint must be forwarded to:

Dr. Eduardo M. Barreiro, Executive Director
Title I Administration
Miami-Dade County Public Schools
28205 SW 124 Court, Bldg F-Room F014
Homestead, Florida 33033
Tel. 305 258-4115

2. The Executive Director should hold a meeting with the Complainant within 10 business days. The Executive Director shall make every effort to review the allegations and resolve the matter to the satisfaction of the Complainant. A written notice of the resolution or non-resolution of the matter shall be forwarded to the Complainant.

4. If no satisfaction can be reached, the Complainant can appeal in writing the determination with the Associate Superintendent, Office of Curriculum and Support.

5. If the Complainant feels that his complaint with the District has not been resolved to his/her satisfaction, the individual may file a complaint with the Florida Department of Education, providing the basis for the complaint. Also, pursuant to the NCLB, non-public schools officials may appeal to the Secretary of Education no later than 30 days after the State Educational Agency resolves or fails to resolve the complaint within a reasonable period of time. A copy of the State's resolution and a complete statement of the reasons supporting the appeal shall accompany the appeal. The Secretary shall investigate and resolve the appeal no later than 120 days after receipt of the appeal.

Title I Grant Funds Auditing

All schools implementing the Title I Program will be required to meet the requirements of the No Child Left Behind Act of 2001. In a continuing effort to ensure schoolwide determination of compliance with Federal, State and District regulations and guidelines; and ensure that appropriate evidence sources document compliance, the M-DCPS, Office of Management and Compliance Audits review includes the Title I Program.

This school audit will require a review of Title I criteria statements and appropriate evidence sources that document the following areas:

- Title I Fiscal Requirements
- Title I Property
- Title I Needs Assessment, School Improvement and Parental Choice
- Title I Parental Involvement
- Title I Professional Development

The Supervising Administrator at the school site is asked to ensure that all reports and pertinent program documentation are available and in order for review. Additionally, a space for the auditor to conduct the audit in an expeditious manner will be appreciated. Please review the four pages that follow to support audit compliance.

Title I Accountability and Technical Assistance Team (A-TAT)

In an effort to further assist schools in the Title I Program meet the requirements of the No Child Left Behind Act of 2001, the Title I Accountability and Technical Assistance Team (A-TAT) will schedule meetings with the principals of all Title I schools. Meetings will initially be scheduled with Principals of schools that are new to the Title I Program and meetings with continuing schools in the Title I Program will follow.

The A-TAT's objective is to provide technical assistance with the successful completion of the Title I Administration Schoolsite Compliance Reference Document and filing system. This system has been developed to guide the schoolsite identification of appropriate evidence sources and compliance documentation that should be used to support any District, State or Federal audit of our district or the school.

Miami-Dade County Public Schools
Title I Administration
Schoolsite Compliance Reference Document
2013 - 2014
Accountability and Technical Assistance Team (A-TAT)

I – Curriculum and Instruction

I.1. Documentation of the development or identification of effective curricula (i.e., agendas and sign-in sheets of curricula centered meetings: grade level/department/Regional and District, etc.)

- Evidence of implementation for selecting District approved programs

I.2. Documentation that school holds students to same academic standards (i.e., lesson plans, District Pacing Guide (*year at a glance*), Comprehensive Reading Plan, etc.)

- Copy of master schedule (Classroom Master Schedules)
- Evidence of Local Educational Agency (LEA) notification to parents, school staff, and the public in a format/language that is understandable to all stakeholders regarding the LEA's improvement status
- Elementary and Secondary Education Act School Public Accountability Report (ESEA SPAR)
- Timelines for review of school's and student's progress (*master calendar/agendas*)

I.3. Copy of School Improvement Plan (SIP)

- Schedule of reviews and memoranda (e.g. Educational Excellence School Advisory Council (EESAC) minutes/agendas)
- Evidence of Peer Review Process
- Brochures, handouts, agendas, and minutes related to HIPPIY, Headstart, VPK, etc., if applicable
- Evidence of notification to parents regarding the availability of the SIP for review at the school main office

I.4. On-going review and documentation of actual needs assessment instruments and data sources

- Elementary and Secondary Education Act School Public Accountability Report (ESEA SPAR), Annual Measurable Objectives (AMOs), District Accountability Report, District FCAT Reports, and other State, District and school testing data

I.5. Highly Qualified Teachers/Paraprofessionals and Parent Notification Letter(s)

- List of Highly Qualified and Non-Highly Qualified teachers and evidence of their highly qualified compliance (<http://highlyqualified.dadeschools.net/>)
- List of Highly Qualified and Non-Highly Qualified Paraprofessionals and evidence of their highly qualified compliance (*For questions related to Highly Qualified Paraprofessionals, please contact Ms. Stacy Rolle, ERP Analyst, Human Resources Department at 305-995-4585*)
- Sample of parent notification letter(s) sent from the District in English, Spanish, and Haitian Creole

I.6. Documentation of additional educational assistance to students identified as not meeting State Standards

- Before/After School Tutoring, Saturday Academies, Computer Assisted Instruction, Roster of Targeted Population, Attendance Data (evidence should include policies for serving students with disabilities and English Language Learners (ELL)-*section of the School Improvement Plan (SIP) that addresses additional education assistance to ELL students and students with disabilities*)

I.7. Roster of migrant students and documentation of additional support services to those students in the school

- Evidence should include meeting agendas, sign-in sheets, and notes to demonstrate collaboration between the LEA and other programs (*download and print the roster of migrant students from the Employee Portal, Reports tab, Miscellaneous*)

Miami-Dade County Public Schools
Title I Administration
Schoolsite Compliance Reference Document
2013 - 2014

Accountability and Technical Assistance Team (A-TAT)

I.8. Appropriate documentation of confidential “as-needed services”, provided to any students in the school in “homeless situations”, through programs and mechanisms that integrate them with their non-homeless counterparts

- Evidence should include meeting agendas, sign-in sheets, and notes to demonstrate collaboration between LEA and other programs (*download and print the roster of students in homeless situations from the Employee Portal, Reports tab, Miscellaneous*)

II – Budget and Expenditures

II.1. Title I School Level Budget

Traditional Schools

- Copy of original Title I Budget form developed to be used during the May Budget Conference (Generated from the COGNOS Management Software Suite, Title I SBBS)
- Copies of Budget Transfers and JVs/Transfers of Expenditures
- Copies of year-to-date Grants Availability Report- printed from SAP on December and April

Charter Schools

- Signed copy of Approved Charter Schools Title I Budget Appropriation Details form (FM-6634) submitted prior to the beginning of the current school year. Revisions must be approved by Title I Administration
- Copy of any revised Title I Budget Appropriation Detail form approved by Title I Administration (as applicable)

II.2. Salary Related Expenditures – The Office of Management and Compliance Audits will review Title I payroll expenditures. Documentation has been included to ascertain that:

Traditional Schools

- The final Budget conference Title I SBBS Position Comparison report and mid-year SAP Position Control Report(s) for all funds are in agreement with the authorized part-time and full-time filled positions
- The substitute account for Title I payments made to substitutes adheres to the guidelines in the Title I Administration Handbook
- Expenditures in the hourly accounts are allowable
- In case of JV’s/Transfer of Payroll Expenditures, a signed copy of the Circular A-87 Payroll Certification Report must be made available as backup documentation

Charter Schools

- The name(s) and job title of staff being paid with Title I funds have been included in the Charter Schools Title I Budget Appropriation Details form
- A copy of a recent payroll document for each staff member
- Evidence of allowable hourly expenditures

Notes:

- **Hourly funds can only be utilized for staff directly involved with basic instruction or parental involvement**
- **The office of Management and Compliance Audits will select a random sampling of Title I non-salary and salary expenditures from the Business Intelligence Report - SAP and verify that funds have been used to meet the fiscal requirements for Title I**

Miami-Dade County Public Schools
Title I Administration
Schoolsite Compliance Reference Document
2013 - 2014

Accountability and Technical Assistance Team (A-TAT)

II.3. Non-Salary Related Expenditures – The Office of Management and Compliance Audits will review documents and invoices obtained through the Accounts Payable Department for the following:

- Purchases are allowable expenditures
- Copies of purchase orders and invoices using Title I funds (**also needs to be on file for audit purposes**)
- Invoices are mathematically correct and reconcile against corresponding vendor quote
- Purchases are charged to the proper funding structure (Account Classification) (*)
- All equipment is properly labeled as Title I property
- Capitalized equipment purchases that require tagging for property control (PC), are PC'd, as well as labeled as Title I property
- Items pending to be PC'd, are listed in the “Assets to be Tagged” for the school location
- Follow contract guidelines outlined in the Title I Handbook for professional services
- Purchases must follow guidelines established by Procurement Management and School Board Policy
- Credit Card (P-Card) transactions must include the following backup documentation: (*)
 - A list describing the supplemental materials purchased, as well as a justification about the direct impact on student achievement or parental involvement
 - A copy of the Purchasing Card Program Purchasing Authorization form (FM-5707) signed by the school administrator
 - A copy of the credit card statement
 - M-DCPS Purchasing Credit Card Program Monthly Reconciliation Work Sheet (FM-5828)
 - A copy of the vendor invoice

Note: (*) Not applicable for Charter Schools

II.4. Parental Involvement Funding

- Copies of documentation demonstrating use of parental involvement funding

II.5. Student Achievement

- Copies of documentation demonstrating use of Title I funds to directly impact student achievement in Reading, Mathematics and Science

II.6. Schoolsite Assurance of Accountability and Compliance Document

- Signed copy of M-DCPS Title I Administration Schoolsite Assurance of Accountability and Compliance Document (FM-7346-T (Traditional Schools) or FM-7346-CH (Charter Schools))

Note: Due date: 2013-14 – June 6th, 2014

III – Property

III.1. Review of Property Inventory Records Matching Title I Program Numbers and Dates

- Schools must identify any Capitalized (\$1,000 and over) and Non-Capitalized (under \$1,000) property purchased with Title I funds by placing on each item a “M-DCPS Title I Property” label indicating the school year of purchase
- Schools must maintain an inventory listing of Capitalized and Non-Capitalized property acquired with Title I funds (including P.O. number, date of purchase, item description, serial number, and physical location of item)
- The Office of Management and Compliance Audits conducts a complete physical property inventory for items with an individual cost of \$1,000 or more

***Note:** Special attention must be given to Capitalized equipment purchased with Title I funds that appear in the Web-based Property Report from Intranet, Property Control Download

Miami-Dade County Public Schools
Title I Administration
Schoolsite Compliance Reference Document
2013 - 2014

Accountability and Technical Assistance Team (A-TAT)

III.2. Refer to the 2013-2014 Title I Handbook and adhere to Property Procedures Documentation to support:

- Disposal of Title I Property- Request memorandum issued to Mr. Edgardo L. Reyes, Property Disposal form (FM-6587), memorandum from Dr. Magaly C. Abrahante granting permission for disposal and copy of Outgoing Controlled Equipment form (FM-1670)
- Off-campus use of Title I Property- Approval of Off-campus Use of School Board Property form (FM-2380)
- Transferring of Title I Property – Written communication requesting authorization to transfer and written approval from Title I Administration
- Vandalism of Title I Property- Plant Security Report (FM-0366) used to report stolen or damaged items

IV – Professional Development

IV.1. Copy of Professional Development Plan Calendar

IV.2. Documentation of professional development to address deficient indicators for schools based on State Assessment Performance

- Samples of memos, agendas, and handouts from professional development activities
- Sign-in sheets

IV.3. Evidence of Title I Schoolwide Program overview to staff during faculty meetings (opening of school, meeting agendas, etc.)

V – Educational Excellence School Advisory Committee (EESAC)

V.1. Documentation of Schoolwide Projects are comprehensively developed, reviewed, evaluated annually and revised accordingly as evidenced by:

- EESAC meeting notices
- Agendas
- Sign-in sheets
- Minutes

VI – Parental Involvement

VI.1. The School's Title I Parent Involvement Plan (PIP) is developed annually, in conjunction with parents, to include The School Board of Miami-Dade County Policy 2111. Additionally, parents along with school staff shall annually develop their school's Title I School-Parent-Compact, outlining how the parent, school staff, and student will share the responsibility for improved student academic achievement

- Documentation of parental involvement in the planning, reviewing, and improvements to the School (level) Title I PIP, and evidence that the hard copy of the PIP was distributed to parents. Additionally, evidence to support the School (level) PIP is made available to parents at the main office, and the parent center/parent area
- Documentation of completed Title I School-Parent Compacts. Refer to FM-6985 for sample of Title I School-Parent Compact templates in English, Spanish and Creole. Hard copy to each parent
- Evidence of technical assistance provided by the LEA such as meeting agendas, handouts and A-TAT visits
- Documentation demonstrating at least one parent conference with appropriate school staff to amend the school's compact with the parent for their child (grades K-5 only)

Miami-Dade County Public Schools
Title I Administration
Schoolsite Compliance Reference Document
2013 - 2014

Accountability and Technical Assistance Team (A-TAT)

- Documentation demonstrating that the District’s Title I PIP is distributed to parents
- Evidence that LEA is involved in the review of the school-level PIP, including agendas and notes of meetings

VI.2. Documentation for opportunities for participation in parental activities for all parents

- Evidence of providing parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, the availability of the Elementary and Secondary Education Act School Public Accountability Report (ESEA SPAR), and the proficiency level students are expected to meet through services provided
- Evidence of providing parents with information regarding the “Consultation and Complaint Procedures for Parents” (*Refer to Program Guidance Section of Title I Handbook*)

VI.3. Documentation of Meetings/Parent Conferences

- Evidence of building the school’s and parent’s capacity for involvement by offering a flexible number of meetings and workshops should be demonstrated
- Evidence of providing full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children should be substantiated through services provided by the school
- Evidence of parental involvement in the decision-making process of how the School’s Title I Allocation will be used

VII – Community Involvement Specialist (CIS)

All items within this section (except #12) are to be completed by schools implementing the 2013-2014 Title I Program. If you have not hired a CIS, a staff person should be assigned to complete items and compile appropriate documentation.

VII.1. Community Involvement Specialist Documentation

1. Title I Annual Meeting (PAC/DAC Rep., agenda, minutes, sign-in sheets, Parent Survey and Compilation of Results, School and District Title I Parent Involvement Plan, and evidence of the following documents in multi-languages: flyers, Title I Program Notification Letter on school letterhead, and sample of School-Parent Compact)
2. Telephone/Email Contact Logs
3. Connect-Ed Telephone Messages
4. Documentation of Parental Support/Home Visits with signatures
5. Records of Incomplete Home Visits (those without signatures)
6. Parent Center Monthly Attendance Rosters and Schoolwide Monthly Calendar of Activities
7. District Advisory Council (DAC calendars, flyers, agendas, attendance)
8. Parent Advisory Council (PAC calendars, flyers, agendas, attendance)
9. Documentation of Parent Activities and Attendance (agendas, sign-in sheets, flyers in multi-languages)
10. Monthly School Activities Report (cumulative)
11. Additional Communication to Parents (flyers, newsletters, etc.)
12. CIS Job Description/Weekly Schedules/Professional Development Activities
13. Title I Federal Regulations, Section 1118 (NCLB) and School Improvement Plan (SIP)

OFFICE OF MANAGEMENT AND COMPLIANCE AUDITS

AUDIT PROCESS

The Office of Management and Compliance Audits (OMCA) conducts Title I audits in conjunction with the schools' internal fund audits. OMCA will send an e-mail to notify schools of the upcoming audit and auditors will call in advance (usually 1-2 days) to set up the upcoming visit. Internal Funds at the schools will be audited on an annual basis, while the Title I program at the school will be audited on a selected basis. Funds for all Title I programs of which funds are received directly at the school will be subject to review by OMCA. Title I results will be reported as part of school audits and presented at the Audit and Budget Advisory Committee (ABAC) meetings.

Schools administration and personnel should become familiar with the following manuals and guidelines:

- ✓ Title I Administration Handbook
- ✓ District Wide and Board-Approved Rule on Parental Involvement Policy
- ✓ Manual of Property Control Procedures
- ✓ Payroll Processing Procedures Manual
- ✓ Purchasing Credit Card Program Policies and Procedures Manual

The following areas will be reviewed during our Title I audits at the school-site:

TITLE I BUDGET ALLOCATION

School's budgets will be entered through COGNOS and posted in the General Ledger once approved. Principals are responsible for monitoring Title I accounts. Financial activity will be reviewed to establish that:

- There is proper documentation on budget transfers or transfers of expenditures.
- There are no significant remaining balances or spending in excess of budget.

Payroll Related Expenditures

- Temporary instructor (substitute), hourly and overtime salary accounts have sufficient budget to cover expenditures.

Non-Payroll Related Expenditures

- Auditors will select a representative sample of Title I supplies, materials, equipment and software expenditures from SAP and verify that Budget Group 3 funds have been used to meet the statutory requirements for Title I and have not been used to supplant non-Federal resources.

OFFICE OF MANAGEMENT AND COMPLIANCE AUDITS

PAYROLL

Auditors will review Title I payroll expenditures posted to SAP and verify that funds have been used to meet the statutory requirements for Title I and have not been used to supplant non-Federal resources. The review will ascertain that:

- There is a signed copy of the A-87 Payroll Certification Report.
- The Final CASAS report and mid-year Table of Authorized positions are in agreement with the authorized and filled positions.
- The Title I substitute account expenditures adhere to the guidelines in the Title I Administration Handbook.
- Inquire with school about job responsibilities for employees paid out of Title I and determine if in compliance with Title I guidelines.

NON-PAYROLL RELATED EXPENDITURES

The following purchasing records should be maintained in a Title I binder for audit purposes:

- Invoices
- Purchase orders
- Packing slips
- Shopping Carts
- Any other pertinent documentation

We will review these documents to ascertain that:

- Purchases are allowable expenditures as listed in the Title I Administration Handbook.
- Purchases are made in compliance with bid guidelines established by Procurement Management and School Board Rules.
- Purchases are posted to the proper accounting structure.
- Invoices are mathematically correct and reconciled against corresponding packing slips or similar documentation acknowledging receipt of goods/services.
- Equipment purchases which require Property Control (tagging) are PC'd and labeled as Title I property; or listed in the "Assets to be Tagged" for the school location. Location of items will be verified.
- For professional services, contract guidelines and proper approval procedures have been followed.

OFFICE OF MANAGEMENT AND COMPLIANCE AUDITS

PARENTAL AND COMMUNITY INVOLVEMENT

To determine compliance with requirements for parental involvement, the following procedures will be performed:

- School will be required to complete a CIS questionnaire. Questionnaire will be signed by both the Principal and the CIS.
- School must spend at least 1% of Title I allocation on parental involvement.
- Parent Resource Center will be visited by the auditor and observation documented.

Auditors will review the Parental Involvement component for the following records:

- The parents' visitation log for the Parent Resource Center.
- Calendar of Yearly Parental Involvement Activities.
- CIS weekly schedule.
- Record of home visits [FM-6915] and a log of incoming and outgoing telephone calls.
- Parent Involvement Monthly School Report [FM-6914] and Parental Involvement of Monthly Activities Report [FM-6913]. Reports must be signed by the principal and sent to Title I Administration office by the 5th of every month.
- Attendance of the CIS and school personnel at Regional Center Parent Advisory Council (PAC) and all District Advisory Council (DAC) meetings.
- School Improvement Plan (SIP).
- School-Parent Compacts (School should strive to achieve a good response rate).
- Title I Annual Parent Meeting documentation.
- DAC/PAC representative form [FM-6996].
- Title I School Parent Involvement Plan.

PROPERTY

OMCA conducts a complete physical property inventory audit at all schools for items with an individual cost of \$1,000 or more. Schools will have to identify property purchased through Title I funds. The following records will be requested from the school:

- Outgoing Controlled Equipment Form [FM-1670], if applicable. For Title I property, a memorandum to Title I administration office requesting permission to dispose of property and Property Disposal Form [FM-6587].
- Plant Security Reports [FM-0366] used to report stolen or damaged items.

The School Board of Miami-Dade County

Bylaws & Policies

Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the Bylaws and Policies of the Miami-Dade County Public Schools were adopted on May 11, 2011 and were in effect beginning July 1, 2011.

2510 - INSTRUCTIONAL MATERIALS AND RESOURCES

Instructional materials, including textbooks, educational media (library media print, nonprint, and electronic resources), computer software, videotapes, films, DVDs, and instructional television programs represent fundamental resources for schools for enhancing instruction, furthering the pursuit of knowledge, and providing experiences of educational significance for class groups or for individual students. It is the shared responsibility of the State and District to provide an adequate number and range of instructional materials and resources in a variety of formats that are appropriate, timely, and essential to the attainment of specified educational objectives. It is also the responsibility of the State and District to provide instructional materials that are free of bias, stereotypes, distortions, and prejudices.

State-Adopted Instructional Materials

State Instructional Materials Councils are responsible for formulating policies governing the evaluation of instructional materials submitted for State adoption in curriculum areas recommended by the Commissioner of Education.

The Superintendent shall assign responsibilities for the District's participation in the State adoption of instructional materials; determine areas of the curriculum in which State adoption of instructional materials is needed and communicate those needs to the Commissioner of Education; supervise the District Instructional Materials Councils when such councils are authorized; and establish procedures for the requisition, purchase, receipt, storage, distribution, use, conservation, maintenance of records and reports, and management practices, and property accountability concerning instructional materials. The duties and responsibilities include keeping adequate records and accounts for all financial transactions for funds collected pursuant to F.S. 1006.28(2)(a). Such records and account shall be a component of the educational service delivery scope of the District's best financial management practices review under F.S. 1008.35.

Non-State Adopted Instructional Materials

The District is responsible for providing instructional materials to supplement State-adopted instructional materials or to provide instructional materials for those areas of instruction for which inadequate or no provision has been made by State adoption or allocation. Procedures shall be established to provide for evaluation and selection of nonstate-adopted books and other materials needed to pursue the objectives of a school, region, or Districtwide program. Such procedures and guidelines shall permit the individual school, region, or District staff to assume responsibility for the selection. Final authority for the review and selection of materials at the school level shall be vested in the administrative head, the principal; at the region level, in the Region Superintendent; and at the District level, in the Associate Superintendent for Curriculum and Instruction, or designee.

Evaluation and Selection of Instructional Materials (Textbooks)

A. Criteria for Selection

Textbooks and instructional materials should provide quality learning experiences for students,

enrich and support the curriculum, and be consistent with the Florida Sunshine State Standards. School teaching staff and administrators shall evaluate instructional materials by following the State's Guidelines for the Review of Instructional Materials. Below are the major components of the review guidelines. The complete guidelines, including specific indicators may be found on the State's Curriculum and Instruction website http://www.fldoe.org/bii/Instruct_Mat/eval.asp.

1. Alignment To Florida's Perspective (Florida's Continuous Improvement Model; Reading in the content area; universal design for curriculum access; Florida's vision for the subject area)
 2. Content (Alignment with curriculum; level of treatment; expertise for content development; accuracy of content; currency of content; authenticity of content; multicultural representation; humanity and compassion)
 3. Presentation (Comprehensiveness of student and teacher resources; alignment of instructional components; organization of instructional materials; readability of instructional materials; pacing of content; ease of use and durability of materials)
 4. Learning (Motivational strategies; teaching a few "Big Ideas;" explicit instruction; guidance and support; active participation of students; targeted instructional strategies; targeted assessment strategies)
- B. Instructional materials must also be evaluated for bias-free content. There are five (5) areas in which bias is evidenced in instructional materials:
1. Contextual Invisibility (The omission or under representation of various racial and ethnic groups, people with disabilities, older people, women and people from a variety of social classes.)
 2. Stereotyping And Characterization (Assignment of traditional and rigid roles or attributes to a group.)
 3. Historical Distortions And Omissions (Materials which present only one interpretation of an issue, situation, or group of people.)
 4. Language Bias (Materials which perpetuate single-standard language usage that reflects bias based on gender, race, ethnicity, disability, age, and class.)
 5. Inaccurate And Stereotypical Visual Images (Pictures which present and reinforce sexism, racial and ethnic stereotypes, etc.)
- C. No school official or member of a District or State instructional materials council shall accept any emolument, money, or other valuable thing, or any inducement, to directly or indirectly introduce, recommend, vote for, or otherwise influence the adoption or purchase of any instructional materials.
- D. No member of the District evaluation committee may discuss matters relating to instructional materials submitted for adoption with any agent of a publisher or manufacturer of instructional materials, either directly or indirectly, except during the period when the committee shall have been called into session for the purpose of evaluating instructional materials submitted for adoption or in a public presentation showcasing the materials. Aside from exception noted above, both parties (District evaluation committee member and agent of a publisher or manufacturer or instructional materials) must comply with the District's "Cone of Silence." (Policy [6325](#)) Definition of the cone of silence and its stipulations may be found at <http://procurement.dadeschools.net/pdp.asp>.

Educational Media (Library Media Center Collections)

A wide choice of materials that support the instructional program shall be available to students and professional staff to allow for varying achievement levels, free choice reading interests, and teaching/learning styles. Quality materials should be available in a variety of formats and reading levels, offer a well-balanced coverage of subjects, and support the diverse interests, needs and viewpoints of the school community. The Associate Superintendent, Curriculum and Instruction, in conjunction with the Administrative Director, Division of Instructional Technology, Instructional Materials, and Library Media Services, shall establish procedures for the evaluation, selection, management, and disposal of library media materials.

The library media center shall contain a comprehensive collection of materials and equipment in a variety of media formats, to:

- A. provide a broad background of information resources in all areas of knowledge;
- B. support the general educational goals of the District and the objectives of specific courses, including materials that represent diverse points of view in order that young citizens may develop, under guidance, the practice of critical analysis of all media and intellectual integrity in forming judgments;
- C. meet the personal needs and interests of students, including materials that:
 - 1. nurture the development of recreational reading/listening/viewing, cultural appreciation, and aesthetic values;
 - 2. represent the many religious, racial, ethnic, linguistic, and cultural groups in our society and reflect their contributions to the heritage and culture of our civilization;
 - 3. foster respect for the diverse roles available to women and men in today's society;
- D. support the professional needs of teachers and administrators; and
- E. introduce new instructional technologies into the learning environment.

Evaluation and Selection of Instructional Materials (Educational Media)

The school library media center collection affords students the opportunity to explore the unknown and discover areas of interest and thought not covered by the prescribed curriculum; therefore, it should contain materials that allow for free inquiry, study, and evaluation. The selection process may include consultation with school administrators, other teachers, students and parents to assure a comprehensive collection appropriate for users of the library media center.

- A. Criteria for Selection
 - 1. Materials should support the school's and the District's educational goals and policies, including the advancement of student literacy.

2. Materials should be selected to support, enrich and extend the school's curriculum and to encourage informational, educational and recreational reading, viewing and/or listening.
3. Consideration should be given to diverse user interests, abilities, backgrounds, cultures, languages, and maturity levels. Materials intended for student use should be appropriate for the subject area and for the age, social development, ability levels, special needs, and learning styles of students served by the collection.
4. Materials should represent various viewpoints on controversial issues so that students learn to explore, analyze and make intelligent judgments.
5. The value of a work should be examined as a whole.
6. In order to assure quality selection, the following additional factors may be considered, when appropriate:
 - a. educational significance and/or contribution to the curriculum;
 - b. informational or recreational interest;
 - c. reputation and significance of the author, producer, editor and/or publisher;
 - d. degree of potential user appeal;
 - e. contribution to the variety in viewpoints offered on controversial issues;
 - f. accuracy and currency of information;
 - g. arrangement and organization of the material (for example, indices, glossaries, tables of contents, chapter headings, etc.);
 - h. artistic quality, literary style or production values;
 - i. readability levels;
 - j. quality and variety of format;
 - k. need to replace essential/required worn, damaged, or missing materials; and
 - l. value commensurate with cost and/or need.

B. Selection Tools and Resources

The library media specialists should use, but are not limited to, the following tools and resources to assist in the selection of quality library materials:

1. reviews in professional, reputable sources such as Booklist, School Library Journal, Kirkus Reviews, Horn Book, Bulletin for the Center for Children's Books, and Voice of Youth Advocates;
2. reading lists/recommendations compiled by government agencies or departments, educational institutions, or professional organizations such as American Library Association (ALA), Young Adult Library Services Association (YALSA), American Association of School Librarians (AASL), National Council of Teachers of English (NCTE), International Reading Association (IRA), Florida Department of Education (FLDOE), and Florida Association for Media in Education (FAME);
3. State and national awards such as Caldecott Medal, Newbery Medal, Coretta Scott King Book Award, Alex Award, Sunshine State Young Readers Award (SSYRA), Michael L. Printz Award, Pura Belpre Award, Florida Teens Read;
4. professional selection bibliographies such as Wilson's Children's Core Collection, Wilson's Middle and Junior High Core Collection, Wilson's Senior High Core Collection, Wilson's Graphic Novels Core Collection, Best Books for Young Teen Readers, Best Books for High School Readers, Best Books for Middle School and Junior High Readers;
5. District generated reading lists;
6. supplemental reading lists contained in District created curriculum resources and adopted textbooks; and
7. recommendations by faculty, administration, students or parents.

No instructional materials (textbooks or educational media) containing pornography or otherwise prohibited by F.S. 847.012, shall be used.

Use of Instructional Materials

Principals shall ensure that instructional materials are used to provide instruction to students enrolled at the grade level(s) for which the materials are designed and for effectively communicating to parents the manner in which materials are used to implement the curricular objectives of the school under F.S. 1006.40(5) and 1006.28(3).

Lost and Damaged Instructional Materials

The principal shall collect from each student or the student's parent the purchase price of any instructional materials the student has lost, destroyed, or unnecessarily damaged and report and transmit the amount collected to the Superintendent. If materials lost, destroyed, or damaged have been in school use for more than one (1) year, a sum ranging between fifty percent (50%) and seventy-five percent (75%) of the purchase price of the book shall be collected. Such sum shall be determined by the physical condition of the book. The failure to collect such sum upon reasonable effort by the principal may result in the suspension of the student from participating in extra-curricular activities or satisfaction of the debt by the student through community service activities at the school site as determined by the principal under F.S. 1006.28(3)(b).

Any parent or legal guardian of a minor currently enrolled in and attending a District school may file a complaint with a school or the District concerning the use of particular curriculum materials, textbooks and ancillary items, library books, and nonprint media. A complaint may be filed only at the school in which the minor is in enrolled and attending and which contains the material in question. Complaints regarding State-adopted or District-

adopted textbooks may only be filed at the District level, not at the school level. Challenged materials may be removed from use only after the following informal and formal due process procedures have been completed:

- A. School Level - Informal Complaint for Non-state or Non-district Adopted Materials and Educational Media Only (In the case of State-adopted or District-adopted materials, the complainant shall follow the procedure set forth below.)

The complainant shall first contact the principal with the complaint. Within five (5) school days, the principal and/or a designee and the appropriate staff member(s) shall meet with the complainant to hear the grievance regarding the material and to explain (1) the school's materials selection procedures; (2) the criteria used for the selection of instructional materials; (3) the role that the material in question has in the school's curriculum or library media center collection; and (4) whatever additional information is needed regarding the item's use. In preparation for the meeting with the complainant, the principal and the school media specialist should conduct a review of the material based on the selection criteria set forth above. After meeting with the complainant and hearing the concerns regarding the book, the principal may take the following actions: remove the material from the library collection or retain the material in the library collection. If the complainant is not satisfied with the explanation regarding the retention of the material in the library collection and desires to file a formal complaint, the formal procedures shall be followed.

- B. School Level - Formal Complaint for Non-state or Non-district Adopted Materials and Educational Media Only (In the case of State-adopted or District-adopted materials, the complainant shall follow the procedure set forth below.)

1. The complainant shall obtain four (4) copies of a form entitled "Citizen's Request for Reconsideration of Media" from the principal or a designee, complete the form in its entirety, including signature, retain one (1) copy, and send one (1) copy of the completed form to:
 - a. the principal (original);
 - b. the feeder pattern lead principal; and
 - c. the appropriate Region Superintendent.
2. The completed form and the material(s) in question shall be studied by a nine (9) member School Materials Review Committee (SMRC) appointed on an ad hoc basis by the principal with the following provisions:
 - a. The committee shall consist of the principal or designee; two (2) teachers in the appropriate subject area/grade; one (1) teacher from another subject area/grade; a library media specialist; a guidance counselor; one (1) student from the appropriate grade level or who is accomplished in the specific subject area (middle and senior high school only); one (1) lay person from the school's Parent-Teacher/Parent-Teacher-Student Association or the Educational Excellence School Advisory Council; and a representative designated by the Region Superintendent.
 - b. The SMRC shall meet within ten (10) school work days of receipt by the principal of the reconsideration form.
 - c. The SMRC may solicit professional written reviews of the materials and/or comments from appropriate audiences or resource persons.

- d. The SMRC shall read/view the material in its entirety, consider the reviews of the material, study the comments on the complainant's questionnaire, consider one (1) or more of the evaluative criteria above and render a decision based on a majority vote.

Note: The principal shall make the criteria in above available to all interested persons.

- e. Within five (5) school work days of its final meeting, the SMRC shall prepare a written report with recommendations for the principal to follow. The committee's final recommendation may be any or a combination of the following: (1) allow the challenged material to maintain its current status; (2) leave the challenged material in the classroom or library media center, but allow students to use alternate materials approved by school personnel who require the use of the disputed item; (3) limit the educational use of the challenged material; or (4) remove the challenged material from the total school environment.
- f. Within five (5) school work days after receipt of the SMRC recommendation, the principal shall inform the complainant of the decision of the committee and shall send copies of all reports and communications to the appropriate Region Superintendent.

3. Access to challenged materials shall not be restricted during the reconsideration process. The materials shall remain in use unless removed by formal vote of the SMRC.
4. A copy of the selection and reconsideration procedures shall be placed in the library media center's professional collection for reference.
5. Each school principal shall include a copy of this policy in the school's staff handbook and shall review the selection and reconsideration procedures with the staff as needed, emphasizing the policies pertaining to the teaching of controversial issues and the ethical considerations that are needed in handling citizen complaints with courtesy and integrity.

C. District Level - Formal Appeal for Reconsideration of Non-state or Non-district Adopted Materials (First step in the reconsideration process for State-adopted or District-adopted textbooks.)

The following steps are to be followed in the appeal process of a School Materials Review Committee (SMRC) decision or to register an initial complaint regarding State-adopted or District-adopted textbooks. In either case, the complainant may appeal a decision or register a complaint to the Superintendent according to the following provisions:

1. The complainant shall notify the Superintendent of the appeal or complaint in writing.
2. Within fifteen (15) school work days of receipt of such request, the Superintendent and appropriate staff shall review the action taken at the school level and issue a decision. If the decision does not include further review, the complainant shall be notified and may request an appearance to appeal directly to the Board according to policy.
3. If the Superintendent finds cause for further review, the complaint shall be submitted to a seventeen (17) member District Materials Review Committee (DMRC), chaired by the Associate Superintendent for Curriculum and Instruction, or designee, appointed on an ad hoc basis by the Superintendent, with the following provisions:

- a. The committee shall consist of the Associate Superintendent for Curriculum and Instruction, or designee, an appropriate Region Superintendent; two (2) principals at the appropriate level; the Administrative Director of Instructional Technology, Instructional Materials, and Library Media Services; two (2) appropriate subject area directors/supervisors; the Instructional Supervisor of Library Media Services; the Supervisor of Textbook Services; one (1) teacher in the appropriate subject area/grade; two (2) library media specialists; one (1) student from the appropriate grade level or who is accomplished in the specific subject area (middle and senior high only); a representative from United Teachers of Dade; a representative from the Miami-Dade County Council of Parent-Teacher/Parent-Teacher-Student Associations who will be appointed by the President of the District Association; a representative from the District Advisory Committee; and one (1) lay person.
- b. In the event that a person named above cannot be present at the DMRC meeting(s), the Superintendent may appoint an alternate.
- c. The DMRC shall follow the procedures stated above.
- d. The DMRC shall make a recommendation to the Superintendent within fifteen (15) school work days of receipt of the complaint based on the evaluation and selection criteria for instructional materials set forth in this policy.
- e. The recommendation of the DMRC and the basis for that recommendation shall be transmitted to the Superintendent; the Associate Superintendent, Curriculum and Instruction; the principal; and the party requesting the review.
- f. The Superintendent or a designee shall make a final decision within five (5) school work days of receipt of the DMRC recommendation and send a report of that decision to the Associate Superintendent, Curriculum and Instruction; the appropriate Region Superintendent; the principal; and the complainant.
- g. The Citizen Information Center shall make the selection criteria and a copy of the material(s) in question available for review upon request of interested persons.
- h. The complainant may appeal the decision of the Superintendent to the Board in writing and may request an appearance before the Board pursuant to Policy [9130](#).

GENERAL CONDITIONS

Resource Allocation Requirements

For Title I schools, review the Local Educational Agency (LEA) matchings requirement, such that the school does not supplant Title I allocations.

Position Deletion or Conversion

Schools may elect to convert positions at full budget value through December 20, 2013, provided that the positions are vacant and non-obsolete.

Funds may be transferred between accounting structures after Budget is posted to the general ledger using the request for Budget Transfer M-DCPS-Grants Budget Document along with requests for positions to be added, converted or deleted.

Budgetary Structures

Salary Expenditures

Average salaries are provided, including fringe benefits, for employment of full-time and/or part-time teachers, paraprofessionals and counselors through the Title I budget template in COGNOS.

Overtime

Commitment Item: 513100

Expenditures for full-time Community Involvement Specialists (CIS)/Community Liaison Specialists (CLS) for work performed beyond 40 hours a week on a 150% hourly rate.

In-Service Reimbursement

Commitment Item: 513600

Expenditures for stipends.

Temporary Instructor

Commitment Item: 514900

Expenditures for substitute coverage for a Title I funded teacher needed due to activities generated by the Principal.

Hourly Employee

Commitment Item: 515000

Expenditures for hourly staff.

Non-Salary Expenditures

Professional and Technical (Instructional)

Commitment Item: 531000

Expenditures for services which by their nature can be performed only by persons with specialized skills and knowledge which are acquired through intensive academic preparation. Funds are to be budgeted in the account for professional development activities utilizing consultant services from outside of the school system or within the school system (after work hours).

In-County Travel

Commitment Item: 533000

Expenditures for travel within Miami-Dade County.

Out-of-County Travel

Commitment Item: 533100

Expenditures for travel outside Miami-Dade County.

Field Trips

Commitment Item: 533200

Expenditures for transportation and/or admission fees. This includes on-site field trips.

Repairs and Maintenance

Commitment Item: 535000

Expenditures for repairs and maintenance services. This includes contracts and agreements covering the upkeep of equipment.

Rentals

Commitment Item: 536000

Expenditures for renting land, buildings, films, and equipment for both temporary and long term use, including fees charged for broadcast or rights fees.

Supplies

Commitment Item: 551000

Expenditures for consumable materials that are characterized by any one or more of the following conditions:

- It is consumed, worn out, or deteriorated in use; or
- It loses its identity through fabrication or incorporation into different or more complex units or substance.

Audio Visual Materials

Commitment Item: 562100-562200

Expenditures for non-consumable materials such as film, filmstrips, audiotapes, recordings, videotapes, slides, exhibits, charts, maps and globes, excluding A.V. equipment.

562100-Capitalized – greater than or equal to \$1,000.00 per item

562200-Non-Capitalized – less than \$1,000.00 per item

Furniture, Fixtures and Equipment

Commitment Item: 564100-564200

Expenditures for initial or additional items of equipment such as cameras, DVD player, and recorder, as well as furniture and machinery that are not integral parts of the building or building service systems, including A.V. equipment.

564100-Capitalized – greater than or equal to \$1,000.00 per item

564200-Non-Capitalized – less than \$1,000.00 per item

Computer Hardware

Commitment Item: 564300-564400

Expenditures for initial or additional items such as computers and peripheral hardware.

564300-Capitalized - greater than or equal to \$1,000.00 per item

564400-Non-Capitalized – less than \$1,000.00 per item

Software

Commitment Item: 569100-569200

Expenditures for sets of computer programs and associated license documentation used to control the operation of a computer system.

569100-Capitalized – greater than or equal to \$1,000.00 per item

569200-Non-Capitalized – less than \$1,000.00 per item

Budget Administrative Requirements

Listed below are selected budget administrative requirements which apply to **all** schools:

1. All temporary instructor (substitute) 514900, stipends 513600, hourly 515000 and overtime (OT) 513100 salary accounts must have sufficient budget to cover total actual expenditures. Initially the school may have to estimate the amount to be budgeted based on averaged or estimated rates. However, it is the school's responsibility to periodically request additional budget transfers into the substitute, stipends, hourly and overtime accounts to cover total projected expenditures based on actual rates. Last day for any hourly employee to work is Thursday, June 19, 2014.
2. Conversions of full-time positions in K-12 Schools shall be requested on a pro-rata basis as follows:

Full-time Positions

Effective Date

Value

July 1 – December 20
January 6 – June 30

Full Budget Value (If position has been vacant up to date)
Conversion at 1/2 Budget Value

Extra-Period Supplements

Effective Date

Value

July 1 – December 20
January 6 – June 30

Full Value - 1/8 Budget Value (If supplement(s) has not been utilized)
1/2 Value - 1/16 Budget Value

Staffing Procedures

Staff is hired or moved through a Personnel Action (PA)/ Retroactive Personnel Action (RPA)

Every year Title I opens new program numbers and simultaneously closes the previous year's numbers. Position structures are automatically updated and will appear in the Position Control List under the new program number.

Retroactive Personnel Action (RPA) Procedures

Please note: Currently, any position that is RPA to a different funding structure in SAP will have the salary and fringes amounts automatically adjusted. The required Circular A-87 report will also be automatically generated via the location's work administrator's Universal Worklist (UWL) in SAP.

Identification of components through the accounting structure:

<u>Component</u>	<u>Functional Area</u>
Schoolwide 2013-2014 *	42010000-510000 Basic Instruction (Teachers/Paras)
	42010000-612000 Guidance Services (Social Workers)
	42010000-615000 Parental (CIS/CLS)
	42010000-780000 Pupil Transportation Services (Field Trips)

* Please note:

- The Schoolwide Program Number changes every year.
- The final payroll for personnel to be charged to the 2013-2014 Title I Schoolwide Program will be from June 6th, 2014 through June 19th, 2014.

Facilitators and Direct Instruction Coaches are listed as regular full-time teachers. These teachers do not have a regular class load. Do not give these teachers students and then expect additional monies to be in your budget for supplements to pay for their services as a facilitator, or Direct Instruction Coach.

Reading/Math/Science Coaches do not qualify for the following supplements:

Extra-period Title I Language Arts
Extra-period Title I Math
Extra-period Title I Science
Test Chairperson
ESE
Science
Math
Social Studies
Language Arts-Reading
Foreign Language
Fine Arts
Vocational ESE
Gifted
SARP, SCSI
Applied Technology
ESOL
Computer Education
Physical and Driver Education
Exploratory, Research and Experiential Education

Requisition Procedures

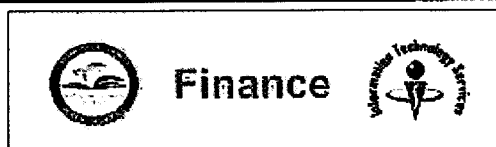
In order to ensure that Title I funds are used to supplement the school's curriculum, all purchase requisitions for non-salary items, which originate at the school level must be prepared and submitted in accordance with the following procedures:

1. All purchase requisitions charged to Title I structures *MUST* be routed following the District's Approval Chain process.
2. ALL purchases of non-salary items (except textbooks, i.e. SRA), *must* be entered into the *SAP Procurement System* and processed appropriately. Academic justification and backup documentation should be included as part of the SAP transaction.
3. Correct distinction must be made between non-consumable audio visual materials and consumable supplies. Computer software is to be ordered under software; blank disks are ordered under supplies. (see Audio Visual materials section)
4. Approval and monitoring of requisitions will be conducted daily. *Allow reasonable time for requisitions to be routed, approved and processed.*
5. All shopping carts for commitment items 551000 through 569200 must be entered by **Friday, February 14, 2014 no later than 4:30 p.m. No shopping carts for such objects will be honored after this deadline, including S & D and credit card orders as well.**
6. Please review the Title I Administration listing of Unauthorized Title I Purchases.

Schools receiving goods online after July 31st, 2014 will be responsible for payment of any outstanding balances from their next fiscal year school budgets.

The following are the links to the ERP Training Guides/Manuals for the SAP system:
ERP Finance and Procurement Training Link:

<https://collaborationportal.dadeschools.net/departments/9410/training/erpwu/FT/default.aspx>



Welcome to SAP Finance Training

This page is designed to help you learn the new SAP Finance system. Please use the resources below to provide you with a better understanding of how to perform your duties as Requisitioner or Approver at your location.

ERP Human Resource Training Link:

<https://collaborationportal.dadeschools.net/departments/9410/training/erpwu/hr/default.aspx>

ERP Weekly Showcase > HR 2.0



Announcements

Welcome to HR 2.0 Training 5/7/2010 2:20 PM by Prida, Annabel

This page is designed to help you learn the new SAP HR 2.0 system. Please use the resources below to provide you with a better understanding of how to perform your duties at your location.

Course Activities

Purchasing Credit Card (P-Card)

The Miami-Dade County Public Schools Purchasing Credit Card Program is designed to expedite the small dollar procurement process, allowing authorized employees to acquire materials and supplies, as they are needed for operations, with minimum delay. Use of the card is meant to simplify and streamline the acquisition process, and lower overall transaction costs.

All cardholders have limits that are defined by work location, and enforced at the point of purchase by the credit card control features. Limitations are established for spending amounts per transaction, types of vendors from whom purchases can be made, number of transactions that can be made per day, and others.

Credit cards will be issued to work location administrators for the purpose of purchasing authorized goods and services costing less than \$3,000. The goal of this program is to reduce the number of costly transactions processed by the Procurement and Accounts Payable departments, and provide work locations with the flexibility to obtain authorized materials and supplies, as needed. (Please review the Purchasing Credit Card listing of Unauthorized Expenditures on the following page.) Each work location will be issued at least one credit card with a unique account number. Although the School Board is responsible for each card, the School Board will not be liable for unauthorized purchases made by employees with the intent to defraud the District. The Purchasing Credit Card Program does not affect M-DCPS or Title I Administration's current purchasing regulations or internal policies.

The M-DCPS Purchasing Card Administrator, in the Office of the Controller, manages the program. Each participating work location has a Purchasing Card Administrator (i.e., Work Location Administrator) to manage its card program. The Purchasing Card Administrator for each work location is responsible for the overall management of the location's program. The [Purchasing Credit Card Policies and Procedures Manual](http://dadeschools.net/ehandbook.index.htm) can be accessed via the Intranet at <http://dadeschools.net/ehandbook.index.htm>.

Please be reminded to include the following when creating a credit card transaction to be paid with Title I funds:

1. A list describing the supplemental materials purchased, as well as a justification about the direct impact on student achievement or parental involvement.
2. A copy of the Purchasing Card Program Purchasing Authorization form (FM-5707) signed by the school administrator.
3. A copy of the credit card statement. Remember to identify the vendors to be paid with Title I funds.
4. M-DCPS Purchasing Credit Card Program Monthly Reconciliation Work Sheet.
5. A copy of the vendor invoice.

Revised October 11, 2013

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
PURCHASING CARD PROGRAM
PURCHASE AUTHORIZATION**

WORK LOCATION NAME AND NUMBER:		INTERNAL #:				
Florida Tax Exemption No. 85-8013887801C-1		REQUESTER'S NAME:	SHIP TO ADDRESS:			
SUPPLIER/MERCHANT:		CARD HOLDER NAME:				
		TRANSACTION DATE /#:		LAST FOUR DIGITS OF CARD #:		
ORDER VIA	PHONE #	FAX #	IN PERSON:			
		CONFIRMED BY:				
ITEM	DESCRIPTION	QTY	UNIT	PRICE	TOTAL	RCVD BY
FUND (6 -DIGITS)	G/L ACCT (6-DIGITS)	COST CENTER (7-DIGITS)	FUNCTIONAL AREA* (8 DIGITS - 6 DIGITS)	SHIPPING CHARGES	CHECK HERE IF ADDITIONAL ITEMS ON REVERSE SIDE	
				PURCHASE NOT TO EXCEED \$2,999.99	<input type="checkbox"/>	
WORK LOCATION CARD ADMINISTRATOR (PRINT)			SIGNATURE		DATE	

SUPPLIER MUST CALL _____ AT (305) _____ TO OBTAIN CARD NUMBER FOR FAX ORDERS. NO SUBSTITUTES OR BACK ORDERS ACCEPTED.

* PLEASE NOTE THE FUNCTIONAL AREA FORMAT IS 00000000 - 000000
8 DIGITS 6 DIGITS

Although not all inclusive, the following purchases **CANNOT** be made with the purchasing card:

- ❖ All Furniture, Fixture and Equipment (FF&E) greater than \$999.99 due to Property Control (Asset Tag) requirements
 - ✓ Items \$999.99 and less are allowed as of October 2011
 - ✓ It is recommended that FF&E purchases are limited to Equipment and that Furniture and Fixtures follow the District's Shopping Cart process
- ❖ All Chemical/Custodial Products as determined by Custodial Standard Committee
 - ✓ These items MUST be purchased through Stores and Distribution (S&D) via the SAP shopping cart
- ❖ Any Product, including Custodial Equipment, procured by S&D cannot be purchased with the P-Card
 - ✓ Please see the S&D Web page (<http://smd.dadeschools.net/>) or the SAP shopping cart for a listing of products available through S&D
- ❖ Rental Agreements valued above 999.99
- ❖ Funding Sources requiring a WBS Element (Project Number for Capital Construction)
- ❖ All Field Trips related transactions including admissions and chartered bus transportation
- ❖ Purchasing Card Program Policies and Procedures Manual 11
- ❖ Non-salary awards where the unit cost of the award exceeds \$100.00
- ❖ Textbooks charged to programs 8560 and 8640
- ❖ Air fresheners such as plug-ins, etc.
- ❖ Cash advances of any kind
- ❖ Items for personal use (i.e., microwave, refrigerator, air purifier, fan, heater, electronic equipment, medicine, clothing, gifts)
- ❖ Charges totaling \$2,999.99 or more per vendor per purchase/charge (split orders are not allowed)
- ❖ Business cards, except when approved in writing by a Senior Cabinet member
- ❖ Tools and equipment not authorized by the Safety Department
- ❖ Salary and monetary awards
- ❖ Refreshments, coffee, water, cups, plates, etc. including food purchases for hospitality meetings and special observances
- ❖ Travel and Entertainment related expenditures (i.e. airlines, hotel, car rentals, transportation, tolls, field trips, Charter Bus companies and admission to amusement parks) excluding seminar/registration costs
- ❖ Items in support of extracurricular school activities such as uniforms, tickets, t-shirts, games and costumes
- ❖ Internal Fund related purchases
- ❖ Consulting and professional services
- ❖ Individual memberships in professional organizations
- ❖ Beautification and decoration accessories (i.e. plants, wallpaper, pictures, frames, designer or specialized supplies or equipment, etc.)
- ❖ Decorative letterhead or stationary, greeting cards, party supplies, decorative mouse pads, entertainment, holiday items, etc.
- ❖ Taxes, late penalties/fees and interest charges
- ❖ Uniforms not authorized by union contract
- ❖ Utilities and telephone expenses, including cellular phones, unless authorized by the Department of Energy and communication Management

Unauthorized Title I Purchases

All purchases with Title I grant funds must be for the direct improvement of student academic achievement as reflected in the schools' School Improvement Plan. Therefore, the following expenditures are unauthorized under the Title I program:

- Personal hygiene, skin care, abstinence, and/or hope chest items.
- Permanent fixtures to buildings (i.e., remodeling, renovations, electrical wiring, network wiring, parking spaces, paving, etc.);
- Items for the maintenance of plant (i.e., custodial/maintenance supplies, lawn mowers, etc.);
- Office supplies (i.e., paperclips, staples, staplers, etc.);
- Coffee cups, water bottles, mugs, key-chains, book-bags, tote-bags, and school uniforms;
- Awards (i.e., plaques or trophies);
- Bumper stickers;
- Teacher agendas/calendars, portfolios, etc.;
- Food items;
- Communication equipment (i.e., walkie-talkies, telephones, beepers, etc.);
- Computer/technology equipment for administrators/clerical;
- Art and music supplies*;
- Physical Education/Playground equipment/supplies (i.e., bats, gloves, mats, gyms, nets, etc.);
- Furniture for administrators/clerical;
- Furniture for classrooms/labs/media centers, etc.*;
- Textbooks*;
- Travel for administrators;
- Dues in professional organizations;
- Motor vehicles;
- Land purchases; and
- Gift Cards

The above-mentioned items, as well as any other similar items not listed, are unauthorized purchases with the Title I grant funds. Exceptions may be made for items indicated by an asterisk with approval from Title I Administration. Should you have any questions, please contact Mr. Edgardo L. Reyes, Executive Director, Title I Administration at 305 995-7681.

Financial Transactions under SAP

All grant-funded programs must use the M-DCPS –Grants Budget Document form to request Budget Transfers. The M-DCPS-Grants Budget Document form can be found under the Finance tab, at Transactions, Grants Budget Document. Schools implementing the 2013-2014 Title I Schoolwide Program must complete this form and submit the original EXCEL completed form via email to their Region Center’s Business/Personnel Director for review and approval.

Title I will **only** accept the M-DCPS-Grants Budget Document forms from Regions Centers, after their review and approval. Forms are to be sent via email to: T1Transfers@dadeschools.net. The email transmitting the Form should read as follows: “The attached M-DCPS Grants Budget Document form for location _____ has been reviewed and approved by the Region Center.” Please be advised that the e-mail address T1Transfers@dadeschools.net is for **Region Center use only**.

Transfers of Expenditures, including Title I requests, are to be entered directly into the SAP system under the FINANCE tab, at G/L Account Documents, Create/Park Journal Voucher Document. Access to screens in SAP, such as FINANCE and REPORTS, must be authorized by the Quad A assigner for the school’s location. All Transfer of Expenditures (JVs) for salary commitment items are required to have a Circular A-87 report attached, listing all the employees included in the JV; if not, Title I accounting will reject the JV. (See sample of the Circular A-87).

Please find below procedures and important deadlines for the closing of all pending financial transactions and personnel payroll under Title I:

- All In-County and Out-of-County Travel requests (commitment item 533000/533100) must be submitted and approved by the Principal by no later than **Friday, May 16, 2014**.
- All Shopping Carts and Funds Reservations for Field Trips (commitment item 533200) must be submitted and approved by the Principal by no later than **Friday, May 16, 2014**.
- It is the school's responsibility to ensure that all required support documentation is included with every purchase requisition (Shopping Carts, Journal Vouchers, and Funds Reservation) made with Title I funding.
- It is the school's responsibility to review and adhere to the requisition procedures included in the 2013-2014 Title I Handbook, available electronically at <http://ehandbooks.dadeschools.net/policies/135.pdf>, in order to avoid the possibility of an audit finding.
- School locations with negative balance(s) in the structures for textbooks (552000), hourly (515000), overtime (513100), substitute (514900) and stipends (513600) under Program 42010000 must take appropriate action(s) as listed below no later than **Friday, May 30, 2014**, in order to avoid a possible audit finding:
 1. Submit a Grants Budget Document to your school's Financial Business Operations Region Director requesting the transfer of funds within Program 35450000 to cover the negative balance(s).
 2. Initiate a retroactive RPA via SAP HR if the negative balance is in the hourly structure (515000) and use an effective date prior to the date the structure(s) went into the negative (red). Verify that the retroactive RPA process is fully completed within 30 days of initiation.
 3. Prepare a JV in SAP to transfer the negative balance(s) (expenditures) from the charged structure to another structure in a different funding source. Please note that if a negative balance is in the textbooks structure (552000), a JV in SAP must be created to transfer the negative balance to supplies (551000).
- All Open Purchase Orders (PO's) are to be closed by completing the online receipt of the goods or services, and invoices bearing "Receipt of Goods" stamp sent to the Accounts Payable Department by no later than **Thursday, June 5, 2014**.
- If the online receipt of goods is not completed by the aforementioned date, contact M-DCPS Procurement Management Services to close/cancel the open PO's, and inform the vendor(s) about the cancellation(s) of said PO's to avoid goods being shipped and/or services provided, after PO's have been cancelled and funding is no longer available.
- All hourly personnel paid with Title I funds will be able to work in 2013-2014 through **Wednesday, June 18, 2014**.
- Final hourly payroll and any pending payroll correction must be entered no later than **Thursday, June 19, 2014**.
- All Budget Transfers requests must be submitted to the Financial Business Operations Region Director for approval by no later than **Friday, June 20, 2014**.

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
CIRCULAR A-87 CERTIFICATION FORM – SINGLE COST OBJECTIVE & TRANSFERS**

(Program Name & Number)

(Payroll Periods – Do Not Exceed 6 Months)

(Fiscal Year)

Location Number	Location Name	Employee Number	Name of Employee	Title of Employee

Comments & Corrections:

I have first-hand knowledge of the activities of the employees' time and objective in the performance of services for the period noted above. By signing this certification serves to confirm that the individual(s) listed below worked **100%** of their time on a single cost objective paid from the federal funds identified above.

(Signature of Employee Supervisor or School Principal)

(Date)

(Type Name and Title)

PLEASE SCAN THIS COMPLETED FORM TO: CIRCULAR-A-87-CERTIFICATIONS@dadeschools.net

AND

MAIL THE ORIGINAL TO:

**OFFICE OF INTERGOVERNMENTAL AFFAIRS, GRANTS ADMINISTRATION & COMMUNITY ENGAGEMENT
MAIL CODE: 9616, SBAB ROOM: 760
ATTN: IRAIDA R. MENDEZ-CARTAYA**

WARNING: Failure to comply with this requirement in a timely manner may result in a disallowance of a chargeable expenditure to the grant by the USDOE/FLDOE, thus resulting in your school / department discretionary account (-02) being charged for the amount of the disallowance.

Please retain a signed copy of this certification form for a period of five (5) years at your school or office for audit purposes

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
CIRCULAR A-87 CERTIFICATION FORM – PERSONNEL ACTIVITY REPORT (PARs) FOR COST SHARED ALLOCATION**

 [Employee Name] _____ [Employee Number] _____ [Employee Title]

 [Location Name & Number] _____ [Payroll Periods – Do Not Exceed 3 Months]

Please provide the cost allocation percentage based on your reasonable estimate of the average amount of the actual effort that was provided for each of the programs served for each of the months listed. The total for all the percentages assigned for each month **MUST ADD TO 100%**.

Fund	Program Number	Program Name	Percent Allocation	Please Provide Explanation for a Change to a Prior Period Allocation
FOR THE MONTH OF:				
		OVERALL PERCENTAGE MUST ADD TO 100%	100%	
FOR THE MONTH OF:				
		OVERALL PERCENTAGE MUST ADD TO 100%	100%	
FOR THE MONTH OF:				
		OVERALL PERCENTAGE MUST ADD TO 100%	100%	

The signing of this certification serves to confirm that the employee identified above served the programs listed based on a reasonable estimate of the average amount of the actual effort.

 (Signature of EMPLOYEE or Supervisor) _____ [Type Name] _____ [Date]

PLEASE SCAN THIS COMPLETED FORM TO: CIRCULAR-A-87-CERTIFICATIONS@dadeschools.net

**AND MAIL THE ORIGINAL TO:
 OFFICE OF INTERGOVERNMENTAL AFFAIRS, GRANTS ADMINISTRATION & COMMUNITY ENGAGEMENT
 MAIL CODE: 9616, SBAB ROOM: 760
 ATTN: IRAIDA R. MENDEZ-CARTAYA**

WARNING: Failure to comply with this requirement in a timely manner may result in a disallowance of a chargeable expenditure to the grant by the USDOE/FLDOE, thus resulting in your school / department discretionary account (-02) being charged for the amount of the disallowance.

Please retain a signed copy of this certification form for a period of five (5) years at your school or office for audit purposes

MIAMI-DADE COUNTY PUBLIC SCHOOLS TITLE I ADMINISTRATION

SCHOOLS PURCHASING GUIDELINES

REQUEST

All requisitions are routed through the District's process.

DELIVERY

Work location must:

- reconcile items received against the invoice;
- acknowledge receipt of goods online;
- send original invoice to Accounts Payable;
- maintain a copy of invoice for work location files; and
- label Title I property.

Charter Schools Title I Eligibility Determination Guidelines

Miami-Dade County Public Schools Title I Administration is committed to provide funds to the charter schools on the same basis as it provides funds to other eligible District's public schools. 34 CFR §76.786(c). For existing charter schools, the District uses the schools' Free and Reduced Priced Lunch data from the Florida Department of Education Bureau of Federal Educational Programs via Survey 3 to determine Title I funds eligibility.

In determining the eligibility to receive Title I funds for a charter school that opens for the first time or *significantly expands its enrollment, the District will consider current enrollment data (Free and Reduced Priced Lunch data from the Florida Department of Education Bureau of Federal Educational Programs via Survey 2) of the newly opened or expanded charter school, as per Federal Register (64 Fed. Reg. 71,964) final regulations implementing section 10306 of the Elementary and Secondary Education Act (ESEA).

A charter school opening for the first time or significantly expanding its enrollment is eligible to receive Federal-to-State formula funds only if it complies with the following four major responsibilities outlined in the final regulations:

1. Notify Title I Administration, in writing, at least 120 days in advance, of the date the charter school is scheduled to open or expand.
2. Establish its eligibility to receive funds under the Title I program and comply with all program requirements.
3. Provide to Title I Administration enrollment and Free and Reduced Price Lunch (FRPL) data and any additional information available to estimate the amount of funds the charter school will be eligible to receive when it actually opens or expands.
4. Provide actual enrollment and eligibility data to the District, once the charter school actually opens or expands. 34 CFR §76.786(b) and 76.788.

All new or significantly expanding charter school shall provide a written assurance of eligibility notification with enrollment data and completed FRLP documentation to:

Miami-Dade County Public Schools
Title I Administration
Attention: Mr. Edgardo L. Reyes
1450 N.E. 2nd Avenue, Suite 500
Miami, Florida 33132

**Significant expansion of enrollment- Substantial increase in the number of students attending a charter school due to a significant event that is unlikely to occur on a regular basis, such as the addition of one or more grades or educational programs in major curriculum areas.*

MIAMI-DADE COUNTY PUBLIC SCHOOLS TITLE I ADMINISTRATION

CHARTER SCHOOLS BUDGET AND PURCHASING GUIDELINES

- Upon Miami-Dade County Public Schools Title I Program designation, a memorandum of record will be mailed directly to the Governing Board Chairperson, for the upcoming school year's Title I Program budget creation.
- Schools are to complete the Charter Schools Title I Budget Appropriations Details form (FM-6634) for the upcoming school year, using the Title I school site allocation. When planning budgets, the following guidelines will assist in ensuring compliance with Title I federal regulations:
 - Title I funds are to be used to upgrade the entire educational program of the school by supplementing and not supplanting.
 - Title I funds are to be used to directly improve student achievement in reading, language arts, mathematics and science.
 - Examples of allowable Title I expenditures are personnel, instructional supplies, equipment, educational field trips that support and enrich the curriculum, and staff development for teachers and paraprofessionals.
 - The initial Charter School Contract, and successive School Improvement Plan (SIP), must support the budget creation.
 - A minimum of 1% of the school site allocation must be spent on parental involvement programs, activities, and procedures.
 - Schools must adhere to the following procedures when conducting purchases with Title I funds:
 - reconcile items received against the invoice;
 - maintain a copy of the invoice for work location files; and
 - label Title I property.
- All documentation, (inclusive of, but not limited to, agendas, schedules, minutes, time sheets, receipts, invoices, purchase orders, rosters, etc.) must be maintained at the Charter School, for a minimum of five school years, as evidence sources to validate the use of Title I school site allocations.
- Schools are to complete the *Miami-Dade County Public Schools Title I Administration Schoolsite Assurance of Accountability and Compliance Document 2013-2014* form (FM-7346), and submit by said date to the Title I Administration District office, validating authorized Title I budgetary expenditures.

Revised September 13, 2013

MIAMI-DADE COUNTY PUBLIC SCHOOLS TITLE I ADMINISTRATION

NEGLECTED AND DELINQUENT (N & D) CENTERS PURCHASING GUIDELINES

REQUEST

Equipment, Materials and Supplies

N & D Center completes *Purchase Requisition Worksheet*.

The worksheet must be signed by N & D Center Administrator.

ROUTING

Route completed *Purchase Requisition Worksheet* to Dr. Sharrie Dean Collins, District Director, Title I Administration, for review.

Dr. Dean will submit for signatures and approvals.

Purchases are then completed through Title I Administration.

DELIVERY

N & D Center will be contacted when purchases arrive for distribution.

Label Title I property.

PURCHASE REQUISITION WORKSHEET

BUYER		PO			VENDOR INFORMATION		
		NUMBER:			NAME:		
FUND	OBJECT	LOCATION	PROGRAM	FUNCTION			
ORIGINATOR:		USER:		DATE:	AD DRE SS		
SUPERVISOR:			TITLE:		PHONE:		
PHONE:			SHIP TO#		VENDOR #		
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
1							
U/M	CATEGORY	DCPS/ITEM#					
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
2							
U/M	CATEGORY	DCPS/ITEM#					
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
3							
U/M	CATEGORY	DCPS/ITEM#					
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
4							
U/M	CATEGORY	DCPS/ITEM#					
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
5							
U/M	CATEGORY	DCPS/ITEM#					
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
6							
U/M	CATEGORY	DCPS/ITEM#					
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
7							
U/M	CATEGORY	DCPS/ITEM#					
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
8							
U/M	CATEGORY	DCPS/ITEM#					
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT	
9							
U/M	CATEGORY	DCPS/ITEM#					
AUTHORIZED SIGNATURES:							
Edgardo L. Reyes, Executive Director				EXTENDED TOTAL			
				DISCOUNT%		DISCOUNT	
Magaly C. Abrahante, Assistant Superintendent				DISCOUNTED TOTAL			
				POSTAGE & HANDLING			
				TOTAL			

TO BE USED BY DISTRICT OFFICE, NON-PUBLIC SCHOOLS AND N & D CENTERS

MIAMI-DADE COUNTY PUBLIC SCHOOLS TITLE I ADMINISTRATION

DISTRICT OFFICE, NEGLECTED AND DELINQUENT CENTERS (N&D), AND NON-PUBLIC SCHOOLS PURCHASE REQUISITION WORKSHEET CHECKLIST

All requested information on the Purchase Requisition Worksheet must be completed prior to submission to Mr. Edgardo L. Reyes, Executive Director, Title I Administration. The checklist below identifies areas that require special attention.

- ___ Item description wording includes item number from vendor/catalog
- ___ Correct vendor information and vendor number
- ___ Correct Buyer code (letter)
- ___ Total:
 - Each line item's unit price times quantity equals extended amount
 - Extended amount column equals extended total
 - If there is a discount (i.e. 5%, 10%, etc.), discounted total is deducted from extended total
 - Postage and Handling are deducted from extended total (if applicable)
 - Total is minus all deductions necessary
 - Calculator tape is attached reflecting all transactions
- ___ Comments include: vendor information, order information, special requests, and complete ship to address details (if needed)
- ___ Clean copy of proposal from vendor is attached if requisition exceeds \$29,999
- ___ Worksheet checked and initialed by Unit Supervisor (Direct Report)
- ___ Route to Ms. Ana Rodriguez, Director, Community Outreach, Title I Administration (Ms. Rodriguez will initial and forward to Mr. Reyes for processing.)

Note: Each purchase requisition (order) must not exceed 40 line items. A second purchase requisition (order) must be completed if the first exceeds 40 line items.

MIAMI-DADE COUNTY PUBLIC SCHOOLS TITLE I ADMINISTRATION

SCHOOLS AND REGIONAL CENTERS PROPERTY CONTROL GUIDELINES

PROCEDURES FOR DISPOSAL OF TITLE I PROPERTY

- Work location supervising administrator submits a memorandum to Mr. Edgardo L. Reyes, Executive Director, Title I Administration:
 - Requesting permission to dispose of property;
 - Including the name and the title of technician/staff member validating need for disposal; and
 - Attaching Property Disposal Form [FM-6587].
- Dr. Magaly C. Abrahante, Assistant Superintendent, Title I Administration, will issue a memorandum to work location supervising administrator granting permission to dispose of property upon review completion of the documentation submitted.
- Work location supervising administrator completes and signs the Outgoing Controlled Equipment form [FM-1670], and takes the green, pink, and yellow copies along with the property, to the Stores and Mail (Distribution (S&D) Satellite Warehouse (Richards Warehouse)); or
- Work location supervising administrator mails green, pink and yellow (first three copies) to:

Mr. Robert Gonzalez, Foreman
Stores and Mail Distribution Satellite Warehouse
(Richards Warehouse)
12525 NW 28 Avenue
Miami, FL 33167
305-995-7885
- S & D will make the arrangements for pick up of property.
- Work location supervising administrator keeps blue copy of the Outgoing Controlled Equipment form [FM-1670].

MIAMI-DADE COUNTY PUBLIC SCHOOLS

TITLE I ADMINISTRATION

PROPERTY CONTROL GUIDELINES

Page 2

- Work location supervising administrator will be given the yellow copy of the Outgoing Controlled Equipment form upon delivery to S&D or upon pick-up of property by S&D.

- Work location supervising administrator sends a copy of the yellow form to Mr. Edgardo L. Reyes, Executive Director, Title I Administration, via the following:
 - Email: ELReyes@Dadeschools.net;
 - Fax: 305-523-0669; or
 - Mail: 1450 NE 2nd Avenue
Suite 500
Miami, FL 33132
305-995-7681

OFF-CAMPUS USE OF TITLE I PROPERTY

Work location supervising administrator maintains an Approval of Off-Campus Use of School Board Property form [FM-2380] at work location when property is assigned off-campus, and when property is returned to campus.

TRANSFERRING TITLE I PROPERTY

Work location supervising administrator should contact Mr. Reyes at 305-995-7681.

VANDALISM OF TITLE I PROPERTY

- Work location supervising administrator must contact immediately Miami-Dade Schools Police Department by telephone at 305-757-2677;

- Work location supervising administrator completes Plant Security Report form [FM-0366]; and

- Work location supervising administrator must submit a completed Plant Security Report form [FM-0366] within 24 hours of the telephone report to Miami-Dade Schools Police Department.

MIAMI-DADE COUNTY PUBLIC SCHOOLS TITLE I ADMINISTRATION

NEGLECTED AND DELINQUENT (N & D) CENTERS PROPERTY CONTROL GUIDELINES

PROCEDURES FOR DISPOSAL OF TITLE I PROPERTY

- Administrator of N & D Center submits a memorandum to Mr. Edgardo L. Reyes, Executive Director, Title I Administration:
 - Requesting permission to dispose of property;
 - Including the name and the title of technician/staff member validating need for disposal; and
 - Attaching Property Disposal Form [FM-6587].
- Dr. Magaly C. Abrahante, Assistant Superintendent, Title I Administration, will issue a memorandum to Administrator of N & D granting permission to dispose of property upon review completion of the documentation submitted.
- Administrator of N & D completes the Outgoing Controlled Equipment form [FM-1670] and schedules disposal by contacting:

Mr. Robert Gonzalez, Foreman
Stores and Mail Distribution Satellite Warehouse
(Richards Warehouse)
12525 NW 28 Avenue
Miami, FL 33167
305-995-7885
- Administrator of N & D Center takes the signed Outgoing Controlled Equipment form [FM-1670], and the property to Mr. Robert Gonzalez. He will sign and return 2 copies of the Outgoing Controlled Equipment form [FM-1670]:
 - Administrator of N & D sends a copy to Mr. Edgardo L. Reyes, Executive Director, Title I Administration, via the following:
 - Email: ELReyes@Dadeschools.net;
 - Fax: 305-523-0669; or
 - Mail: 1450 NE 2nd Avenue
Suite 500
Miami, FL 33132
305-995-7681
 - Administrator of N & D Center keeps copy for files.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I ADMINISTRATION
PROPERTY CONTROL GUIDELINES

Page 2

OFF-CAMPUS USE OF TITLE I PROPERTY

- N & D Center Administrator maintains an Approval of Off-Campus Use of School Board Property form [FM-2380] in N & D Center files.
- N & D Center Administrator sends a copy of Approval of Off-Campus Use of School Board Property form [FM-2380] to Mr. Edgardo L. Reyes when property is assigned off-campus and when property is returned to campus.

VANDALISM OF TITLE I PROPERTY

- N & D Center Administrator must contact Police Department and obtain a police report.
- N & D Center Administrator completes Plant Security Report form [FM-0366] (leave location number blank).
- N & D Center Administrator delivers original Plant Security Report form [FM-0366] and original Police Department report, immediately to Mr. Edgardo L. Reyes (see address in previous page).
- N & D Center Administrator must maintain copies at N & D Center.

MIAMI-DADE COUNTY PUBLIC SCHOOLS
TITLE I ADMINISTRATION

DISTRICT OFFICE
PROPERTY CONTROL GUIDELINES

PURCHASE OF NEW EQUIPMENT

EQUIPMENT REPAIR REQUEST

DISPOSAL OF TITLE I PROPERTY

OFF-CAMPUS USE OF TITLE I PROPERTY

TRANSFERRING TITLE I PROPERTY

VANDALISM OF TITLE I PROPERTY

All concerns, with reference to the above areas, are to be directed to Mr. Edgardo L. Reyes, Executive Director, Title I Administration.



**The School Board of Miami-Dade County, Florida
Title I Administration**

Property Disposal Form

Location Name and Number: _____ **Administrator:** _____

	DESCRIPTION	PC NUMBER	SERIAL NUMBER	PROGRAM NUMBER	COST	DATE OF PURCHASE	LOCATION/ ROOM NUMBER	CONDITION
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								

Supervising Administrator's Signature: _____ **Date:** _____



PROPERTY ACCOUNTING
Mail Code 9999, SBAB, Room 656
OUTGOING CONTROLLED EQUIPMENT

SEE INSTRUCTIONS ON BACK
APPENDIX 6-9

TYPE OR PRINT NEATLY

TO BE COMPLETED BY SCHOOL OR DEPARTMENT	Sec. Cross Out Proper Box <input checked="" type="checkbox"/>																
	A <input type="checkbox"/> 1 Request Disposition and Removal				B <input type="checkbox"/> 2 Transfer to Receiving Location# [][][][]				C <input type="checkbox"/> 3 Off-Campus Receipt								
B Location No.		ORIGINATOR'S SCHOOL OR DEPARTMENT NAME										Mo. Day Yr.					
C	Property Control No.	DESCRIPTION OF PROPERTY Item Name - Mfr. Name				Purch. Categ. No.	Serial No. (If Any)	Acc'd. Mo. Yr.	X out F O H	COST OR VALUE Dollars & Cents		Room Location					
D	REASON FOR REQUESTING REMOVAL						Signature _____ Title _____										
	<input type="checkbox"/> 1 Damaged		<input type="checkbox"/> 2 Vandalized		<input type="checkbox"/> 3 Obsolete		<input type="checkbox"/> 4 Surplus To Be Reissued		<input type="checkbox"/> 5 Trade In/Salvage		<input type="checkbox"/> 6 Other (explain) _____						
E	REASON FOR DISPOSITION						Confirmation Signature of Inspector _____										
	<input type="checkbox"/> 1 Damaged		<input type="checkbox"/> 2 Vandalized		<input type="checkbox"/> 3 Obsolete		<input type="checkbox"/> 4 Surplus To Be Reissued		<input type="checkbox"/> 5 Trade In/Salvage		<input type="checkbox"/> 6 Other (explain) _____						
F	PICK-UP BY ("X" Appropriate Box.)						RECEIVED BY ("X" Appropriate Box.)										
	<input type="checkbox"/> S & D		<input type="checkbox"/> Maint.		<input type="checkbox"/> SIU		<input type="checkbox"/> Other		<input type="checkbox"/> S & D		<input type="checkbox"/> Maint.		<input type="checkbox"/> SIU		<input type="checkbox"/> Other		
Fill In Loc. No.		Delivery - Location Name				Mo. Day Yr.		Fill In Loc. No.		Final Destination - Location Name				Mo. Day Yr.			
Room		Signature		Title		Employee No.		Room		Signature		Title		Employee No.			
G	<input checked="" type="checkbox"/> OUT BOX		Purpose of Equipment Needed (Repair)				Used By _____ Title _____				Return Expected _____ Mo. Day Yr.						
	<input type="checkbox"/> A.V.		<input type="checkbox"/> Music		<input type="checkbox"/> Other		Equipment Will Be Located At _____				School Principal or Administrator's Signature _____ Title _____		Mo. Day Yr.				
FOR MAINTENANCE & STORES USE ONLY						1st TRADE		2nd TRADE		3rd TRADE		4th TRADE					
Supv. Code	Work Order Approved?	Reject Code	Reviewers Initials	MAINTENANCE PROGRAM		Code	Est. Labor Hrs. Mins.	Code	Est. Labor Hrs. Mins.	Code	Est. Labor Hrs. Mins.	Code	Est. Labor Hrs. Mins.				
	Yes <input type="checkbox"/> No <input type="checkbox"/>			Equip. <input type="checkbox"/> Vehicles <input type="checkbox"/> Port Mv. <input type="checkbox"/> Oth. <input type="checkbox"/>	Other Code												
TYPE WORK REQUESTED						ORIGIN OF REQUEST											
Routine <input type="checkbox"/>	Emer. <input type="checkbox"/>	Prev. Maint. <input type="checkbox"/>	CIF <input type="checkbox"/>	Major Paint <input type="checkbox"/>	Termite <input type="checkbox"/>	Port Moves <input type="checkbox"/>	Invent. <input type="checkbox"/>	Other Code	School <input type="checkbox"/>	Maint. <input type="checkbox"/>	Budget Item <input type="checkbox"/>	Plant Fire <input type="checkbox"/>	S.I.U. Other <input type="checkbox"/>	Bldg. Comm. <input type="checkbox"/>	Area List <input type="checkbox"/>	S & D <input type="checkbox"/>	Other Code
1	2	3	4	5	6	7	8		1	2	3	4	5	6	7	8	
Cross Out Proper Box <input checked="" type="checkbox"/>				REMARKS				Administrator's Signature _____				Mo. Day Yr.					
<input type="checkbox"/> Not Economical to Hold for Trade/Sale																	
<input type="checkbox"/> Hold for Salvage/Disposal																	
<input type="checkbox"/> Certification of Disposal																	
<input type="checkbox"/> Satisfactory Repaired & Returned				Bid No. _____													



MIAMI-DADE COUNTY PUBLIC SCHOOLS
 1450 N.E. 2nd Avenue, Miami, Florida 33132
APPROVAL OF OFF-SITE USE OF SCHOOL BOARD PROPERTY

SECTION A

LOCATION NUMBER _____ SCHOOL/DEPARTMENT _____

PURPOSE/USE _____

LOCATION OF USE HOME OTHER _____

TYPE OF PROPERTY (EQUIPMENT) _____

(Description)

PROPERTY CONTROL _____	SERIAL NUMBER _____	PROPERTY TO BE RETURNED _____
------------------------	---------------------	-------------------------------

PERSON PROPERTY IS ASSIGNED TO:
(If Student, Also Complete Section B)

(PRINT) (Last) (First)

DATE _____

SIGNATURE _____

EMPLOYEE NO. _____
(If Applicable)

APPROVED BY:

(PRINT) (Last) (First)

DATE _____

SIGNATURE _____
(Principal/Administrator)

SECTION B

STUDENT NAME _____ ISIS ID NUMBER _____

PARENT/
 GUARDIAN NAME _____ S.S. NUMBER _____

HOME ADDRESS _____ PHONE _____

STUDENT/PARENT/GUARDIAN STATEMENT OF RESPONSIBILITIES:

1. Reasonable precautions will be taken to maintain the security of the equipment.
2. If the equipment or any of its accessories are lost or stolen, the police will be notified as well as the school/department mentioned above.
3. The equipment and accessories will be returned no later than the date noted above.
4. The equipment is to be used for School Board business.
5. In the event of theft, vandalism, or loss of equipment, the District reserves the right to pursue restitution.

STUDENT SIGNATURE _____ DATE _____

PARENT/GUARDIAN SIGNATURE _____ DATE _____

SECTION C PROPERTY RETURN

GOOD CONDITION
 OTHER, EXPLAIN _____

RECEIVED BY _____ DATE _____

SIGNATURE _____

P.C
P.E
D.E
OTHER

PLANT SECURITY REPORT

MIAMI-DADE SCHOOLS
 POLICE DEPARTMENT
 MAIL CODE 9913
 TELEPHONE: (305) 757-SPAR (7727)



APPENDIX 6-18

GENERAL INFORMATION

DATE: _____ SCHOOL POLICE UNIT CASE NO. _____

AREA: _____ LOCATION NO.: _____ LOCATION NAME: _____

ADDRESS: _____ ZIP: _____

TELEPHONE: _____ DATE/TIME OF INCIDENT: _____

WAS BUILDING ENTERED? _____ WAS MAINTENANCE CALLED? _____ IF YES, WORK ORDER NO.: _____

TYPE OF DAMAGE:
 VANDALISM: _____ THEFT: _____ ARSON: _____ FIRE: _____ WINDSTORM/FLOOD: _____

DETAILS OF LOSS OR DAMAGE: _____

LIST MATERIAL AND EQUIPMENT STOLEN, DESTROYED, OR DAMAGED

No. of Items	Name of Item	P.C. No., Model, Serial	Stolen	Destroyed	Damaged	Cost

ADDITIONAL TRANSPORTATION INFORMATION

BUS NUMBER: _____ DRIVER NAME: _____ TERMINAL: _____

RUN NO.: _____ TRIP NO.: _____ REGULAR RUN: _____ FIELD TRIP: _____

OTHER DETAILS: _____

NOTE: ALL PLANT SECURITY REPORTS MUST BE SUBMITTED WITHIN 24 HOURS OF DATE OF DISCOVERY

PREPARED BY: _____ PRINCIPAL/ADMINISTR.: _____
 (Name and Title) (Manual Signature)

INSTRUCTIONS

1. The School Police must be notified by telephone at 757-2677 immediately in each instance of illegal entry, vandalism, theft, fire and property damage due to vehicle accident.
2. The School Police are to be notified by telephone in each instance of serious damage to a building that would render impossible the physical security of the property.
3. A Plant Security Report is to be completed and filed with the School Police within 24 hours of the telephoned report.
4. The Maintenance Department must be given the Plant Security Report number if they are contacted to make repairs as a result of damage due to illegal entry, vandalism, theft or fire. Requests for emergency repairs will be accepted by telephone.
5. Additional related losses must be reported to the School Police by memorandum within two weeks following the initial report.
6. Plant Security Reports must not be used:
 - A - To report inventory shortages of unlocated property.
 - B - To report losses of personal property.
 - C - To report minor accidental damage.
 - D - To report requested maintenance caused by normal use.
7. Parents or guardians of offenders identified as responsible for theft or damage of property are liable for such losses under Florida Law or this reason it is imperative that each Plant Security Report reflect only the loss suffered by the specific event being reported.
8. Billing and collection of all restitution is the responsibility of the School Police only.
9. Continuation pages are to be attached for any section of this report requiring more space than has been provided. Identify each such page with location name and Plant Security Report number..



Wt/Off/Sus _____ Address _____ Zip _____

Date of Birth _____ Father's Name _____ Mother's Name _____

Guardian's Name _____ School Attending _____

Wt/Off/Sus _____ Address _____ Zip _____

Date of Birth _____ Father's Name _____ Mother's Name _____

Guardian's Name _____ School Attending _____

Wt/Off/Sus _____ Address _____ Zip _____

Date of Birth _____ Father's Name _____ Mother's Name _____

Guardian's Name _____ School Attending _____

Wt/Off/Sus _____ Address _____ Zip _____

Date of Birth _____ Father's Name _____ Mother's Name _____

Guardian's Name _____ School Attending _____

Was admission of guilt received? yes no Date _____ Time _____

By Whom? _____ Title _____

DO NOT WRITE IN THIS SPACE					
Work Order Number					Total
Trade					
Maintenance Cost of Labor					
Maintenance Cost of Material					
Cost of Replacement					
Custodial Cost					
Other					

TITLE I ADMINISTRATION CONTRACT ROUTING

ORIGINATOR

*Once approved by All approvers, print approved page to accompany contracts

Completes all forms for 2 original contracts, with signature as follows:
Vendor/Contractor, Principal, Regional Superintendent/Division Head

Submits documents (2 original contracts) to Ms. Donna Hawthorne, Department Administrative Assistant, Title I Administration, School Board Administration Building, Suite 500

HAWTHORNE

(minimum of 2 weeks needed for processing)

Logs/reviews & monitors movement of documents until return to originator

Routes folder to Dean (signature, corrections)

Routes to Abrahante (signature, corrections)

Routes to Attorney (signature, corrections)

Routes to Fornell (signature) forwards to Superintendent (signature)

Returns fully executed contracts to originator

ORIGINATOR – then follows District guidelines through completion.

Note: Please allow six weeks (minimally) to assist with ensuring total contract completion, prior to services being rendered.

Appropriate copies of all documents must be maintained by the originator.



Office of Intergovernmental Affairs,
Grants Administration and Community Services

TO: _____ DATE: _____

FROM: _____

SUBJECT: RETURN OF CONTRACT FOR CORRECTIONS
REQUISITION #:
NAME OF CONTRACTOR: _____

The contract noted above is being returned for the following reason(s):

- () 1. Signature(s) needed: _____
- () 2. Needs two (2) Agreement Forms with original signatures.
- () 3. Needs Purchase Order attached to contract.
- () 4. Needs Agreement Form for Contracted Services.
- () 5. Needs Transmittal For Agreement Form for Contracted Services.
- () 6. Contracts over \$25,000 require "Board approval." (See Board Rule 6Gx13-3C-1.10). Board agenda item and minutes showing approval of item are needed.
- () 7. Professional Services Contracts over \$25,000 must comply with School Board Rule 6Gx13-3F-1.021. Submit documentation showing compliance with Board rule.
- () 8. Professional Services contracts under \$25,000 and over the established threshold must comply with School Board Rule 6Gx13-3F-1.021(F)(2). Submit documentation of exemption from bid process and RFP requirements.
- () 9. Need contractor's Social Security number (individual) or FEIN number (company).
- () 10. Verify that contractor has proper authority to sign on behalf of the corporation.
- () 11. A more complete description is required on contract (see item _____).
- () 12. Contract dates must be corrected: The dates in Item 1. Scope of Work - Dates/Hours of Service must be consistent with the dates in Item 2. Term of Agreement.
- () 13. Amount on Purchase Order does not correspond to amount in item 3. Compensation.
- () 14. Contract submitted for approval after performance of actual services has started, must be accompanied by a memorandum of justification for the delay in submission for approval.
- () 15. Please use revised contract Forms FM-2452, FM-2453 and FM-2454. Forms can be obtained on-line under Records and Forms Management.
- () 16. Needs Contract Routing signatures from Professional Development and/or Curriculum and instruction.
- () 17. Attachments to contract were not submitted.
- () 18. Needs minimum of four (4) weeks prior to date of service(s) for routing/signatures.

Comments: _____

Please return this form and attached contract to: _____

Should you have any questions regarding this contract, please contact:

_____ **at:** _____

**Instructions for Preparing the
Transmittal for Agreement Form
For Contracted Services**



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

TRANSMITTAL FOR AGREEMENT FORM FOR CONTRACTED SERVICES

This form is prepared along with the *Agreement for Contracted Services* form after entering a requisition in the MSAF Purchasing System.

TO: SUPERINTENDENT OF SCHOOLS

VIA: School Board Attorney

FROM:	_____	_____
	Originator of Request/Title (Name Typed)	Date
	_____	_____
	Location Name	Location Number
	_____	_____
	Region Superintendent/Division Head (Name Typed)	Date
	_____	_____
	Bureau of Grants Administration (If Applicable, Name Typed)	Date

- a. Enter the name of the individual originating the agreement. Sign and date it.
- b. Enter the work location name and 4-digit location number.
- c. Enter the name of the appropriate Regional Superintendent/Division Head.
- d. If using grant funds, enter the name of the Associate Superintendent, Office of Intergovernmental Affairs, Grants Administration and Community Services.
- e. Enter the requisition number.

SUBJECT: LEGAL REVIEW AND APPROVAL OF AGREEMENT FORM FOR CONTRACTED SERVICES

The attached Agreement Form for Contracted Services is submitted for approval. Funds are available for these services under Requisition Number _____.

This agreement is contingent on the continuation of adequate funding.

Please sign both copies of the Agreement and return both copies to the originator for further processing.

Please Note:

Attachments: Agreement Forms (two original copies)

- a. Service should not be rendered until the contract has been approved.
- b. Upon completion of this form, attach all applicable documentation and route as indicated for signature approval.
- c. Allow ample time (30-60 days) for complete approval of contract.

FM-2452 Rev. (02-05)

****Be sure to always use the revised, updated forms from Records and Forms.**

Instructions for Preparing the Agreement for Contracted Services

The letters below refer to the blank sections of the *Agreement Form for Contracted Services*.

- a. The date entered should be the date the agreement form is prepared.
- b. Enter the full and correct name of the contractor.
- c. State the actual services being provided, such as grant writing services, seminar presentations, room rental, setup arrangements, etc. It should also include what the contractor will provide to accomplish those services, such as facilities, number of participants, etc.
- d. State what the eventual outcome of the services being provided will be to M-DCPS and how they will benefit M-DCPS.
- e. State where the services are being performed - school, hotel, other facilities/locations.
- f. State the time and date the services will be performed.
- g. State when the contract is to commence and when it will end. If it is for one day, the same date should be entered in both places.

Please Note:

The narrative for the *Scope of Work* section on this form must address the improvement of strategies, skills, etc. (in relationship to the School Performance Excellence Plan) that will be imparted to the students and/or staff. When contract is for Professional Development, include a statement from Consultant(s)/Trainer(s) regarding the results that the session will provide.

These forms cannot be "walked through."

The signatures must be original on both forms. Copies and/or facsimiles are unacceptable.

Use blue ink for signatures.



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA AGREEMENT FORM FOR CONTRACTED SERVICES

THIS AGREEMENT, entered into this _____ day of _____, by and between The School Board of Miami-Dade County, Florida, hereinafter referred to as the "AGENCY", and _____, hereinafter referred to as the "CONTRACTOR", is as follows:

(Name of Contracting Party/Organization)

1. SCOPE OF WORK
The Contractor shall, in a satisfactory and proper manner as determined by the Agency, perform the following:
Nature of Contracted Services: _____
Anticipated Outcome of Contracted Services: _____
Location of Contracted Services: _____
Dates/Hours of Service: _____

2. TERM OF AGREEMENT
The Contractor shall commence performance of the Agreement on the _____ day of _____, and shall complete performance to the satisfaction of the Agency no later than the _____ day of _____. The Agency reserves the right to terminate this Agreement without cause by giving thirty days written notice to the Contractor.

3. COMPENSATION
The Agency shall, upon completion of services by the Contractor, compensate the Contractor in the amount of \$ _____, which shall constitute the amount due under this contract. Contract exceeding \$25,000 require School Board approval. The Contractor agrees to assume responsibility for all per diem and travel expenses, unless authorization to incur such expenses is granted by the Agency in advance of the expenditures being incurred. The Contractor shall be reimbursed for such approved expenditures as provided by Florida Statute Section §112.061 and Board Rule R6(1)-3.4C-1.07.

4. PAYMENT SCHEDULE
Payment will be guaranteed by the Agency's Accounts Payable Department within 30 days after completion of services. Payment will be made as indicated below:
 one lump sum payment in the amount of \$ _____ upon completion of services.
 _____ partial payments in the amount of \$ _____ each.

Page 1 of 2 PM-243 Rev. (10/17)

5. REGULATIONS & ORDINANCES
The Contractor shall comply with all applicable laws, ordinances, codes, rules and regulations of federal, state and local governments being observed, if required, for performance of any work under this Agreement.

6. ENTIRE AGREEMENT
It is understood and agreed that this Agreement contains the complete understanding and agreement of the parties. No stipulation, agreement or understanding shall be valid or enforceable unless contained in this Agreement. No representation or statements made by any individuals, agents or representatives of either party shall be binding on either party as a warranty or otherwise, except as expressly set forth herein.

7. GOVERNING LAW
This Agreement shall be governed by, and construed in accordance with the laws of the State of Florida.

8. HOLD HARMLESS
The Contractor shall hold harmless, indemnify and defend the indemnitee (as hereinafter defined) against any claim, action, loss, damage, injury, liability, cost or expense of whatsoever kind or nature including, but not by way of limitation, attorney's fees and court costs arising out of bodily injury to persons including death, or damage to tangible property arising out of or incidental to the performance of this contract (including goods and services provided) caused by or on behalf of the Contractor, whether or not due to or caused in part by the negligence or other culpability of the indemnitee, including only the sole negligence or culpability of the contractor. The following shall be deemed to be indemnitees: the School Board of Miami-Dade County, Florida and its members, officers and employees.

9. TERMINATION AND SUSPENSION
The Agency may terminate this Agreement upon 30 days advance written notice to the Contractor, for default of Contractor or due to lack of or noncompletion of grant funds made available to Agency by a Federal grantor agency. Upon receipt of a notice of termination, the Contractor shall cease incurring additional obligations under the Agreement. However, the Agency shall allow the Contractor to incur all necessary and proper costs which the Contractor cannot reasonably avoid during the termination process.

10. DEFAULT
If the Contractor fails to fulfill or comply with any of the terms or conditions of the Agreement, in whole or in part, the Agency may place the Contractor in default status and take any one of the following actions:
a) Suspend activities under the Agreement, upon 10 days advance written notice by the Agency and withhold further payments, except for those necessary and proper costs which the Contractor cannot reasonably avoid during the period of suspension.
b) Terminate the Agreement for cause, in whole or in part, upon 10 days advance written notice from the Agency.
c) Terminate the Agreement for cause, in whole or in part, immediately effective upon notice, whenever the Agency determines that the Contractor has jeopardized the safety and welfare of the agency or the public or whenever the fiscal integrity of the Agreement has been compromised.
d) Invoke any other remedy or remedies that may be legally available.

Page 2 of 2 PM-243 Rev. (10/17)

- h. The payment schedule section should have the total dollar amount the contractor is to be compensated and must not exceed the amount approved by the Board (if over \$10,000).
- i. The payment method should be indicated, either a total lump sum payment at the completion of the contract or periodic payments during the term of the contract.
- j. The School Board Attorney will manually sign the agreement after reviewing and approving as to form.
- k. The appropriate administrators should be entered as indicated.
- l. The Superintendent or designee must sign the agreement and the name will be typed.
- m. The contractor will sign the agreement and enter the appropriate, requested information. It is imperative that the Federal Employer Identification Number (Tax I.D.) or Social Security Number, if an individual, be provided.

MIAMI-DADE COUNTY PUBLIC SCHOOLS	
<p>APPROVED AS TO FORM:</p> <p>_____ School Board Attorney - Signature</p> <p>SUBMITTED BY:</p> <p>_____ Change Location Administrator - Signature</p> <p>_____ Regional Superintendent/Division Head - Signature</p> <p>_____ Office of Grants Administrator (if applicable)</p> <p><small>NOTE: Signature of Assistant Superintendent for the Office of Intergovernmental Affairs and Grants Administrator required OR 7 for contracts received from Contracted Programs Funds (PFRN).</small></p>	<p>BY: _____ Signature (Superintendent of Schools or Designee)</p> <p>(Name Typed)</p> <p>VENDOR/CONTRACTOR</p> <p>BY: _____ Signature</p> <p>Name: _____ (Name Typed) (Title)</p> <p>Address _____</p> <p>Social Security No. (if individual) _____ F.E.I.N. (if organization) _____ School Board Employee: Yes <input type="checkbox"/> No <input type="checkbox"/> M-OCPS Employee No. _____</p>

11. EQUAL EMPLOYMENT OPPORTUNITY
Contractor awarded contracts involving Federal Funds in excess of \$10,000 must be in compliance with Executive Order 11246 of September 24, 1965 within "Equal Employment Opportunity," as amended by Executive Order 11375 of October 13, 1967.

12. ACCESS TO RECORDS
The Contractor shall keep records to show its compliance with program requirements. Contractors and subcontractors must make available, upon request of the Agency, a Federal grantee agency, the Contractor General of the United States, or any of their duly authorized representatives, any books, documents, papers, records of the Contractor which are directly relevant to this specific agreement for the purpose of making audit, examinations, reports, and transactions. The Contractor shall retain all records for three (3) years after final payment is made or received and all pending matters are completed.

13. PATENTS, INVENTIONS AND PROPRIETARY
All books, manuals, files or other materials available for copyright or patent, regardless of means of dissemination, are hereby assigned as a result of the work or services performed under or in connection with this Agreement, are hereby reserved as the exclusive property of and are hereby assigned to the School Board of Miami-Dade County, Florida, and are in the extent that the parties agree otherwise, as evidenced in writing and included as a part of this Agreement.

14. BACKGROUND SCREENING REQUIREMENTS
In accordance with the requirements of Sections, 1012.465, 1012.47, and 1012.467, Florida Statutes, School Board Rules 60015-39-1.034 and 60015-40-1.021 as amended from time to time Contractor agrees that, if Contractor receives remuneration for services, Contractor and all of its employees who provide or may provide services under the Contract will complete annual history checks, and all background screening requirements, including level 2 screening requirements as outlined in the above-referenced statute and School Board rules prior to providing services to the School Board of Miami-Dade County.

Additionally, Contractor agrees that each list of its employees, representatives, agents, subcontractors or suppliers who are permitted access to school grounds where students are present, who have direct contact with students or who have access to or control of school funds must meet level 2 screening requirements as described in the above-referenced statute, and School Board rules.

Pursuant to the 2007 amendments to the S.A. created by the Florida Legislature, requirements for certain background and criminal history checks used by municipalities in non-unionized contracted personnel who qualify for exemption from level 2 screening requirements as provided under 1012.465, Fla. Stat. (2007), in addition, the provisions of 1012.467, Fla. Stat. (2007) are incorporated herein by reference, and any provisions of this section that may be inconsistent with, contrary to, or determined to be in conflict with 1012.467, will be superseded by said statute.

A non-unionized contractor who is exempt from the screening requirements set forth in 1012.465, 1012.466 or 1012.467, Florida Statutes, is subject to a search of his or her name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under 641.343 and the national sex offender public registry maintained by the United States Department of Justice. Contractor will not be charged for the search.

Further, upon obtaining clearance by Board, if Board deems necessary, Board will issue a photo identification badge which shall be worn by the individual at all times while on Board property when students are present.

Contractor agrees to bear any cost associated with acquiring the required background screening, including any costs associated with fingerprinting and entering the required photo identification badge. Contractor agrees to require all its affected employees to sign a statement, as a condition of employment with Contractor, in support of performance under this S.A. (S.A.) agreeing that the employee will abide by the mandatory background screening requirements, and also agreeing that the employee will notify the Contractor/employer of any arrest or conviction(s) of any offense enumerated in School Board Rules 60015-39-1.034 and 60015-40-1.021 within 48 hours of its occurrence. Contractor agrees to provide the Board with a list of all its employees who have completed background screening as required by the above-referenced statute and who meet the statutory requirements contained therein. Contractor agrees that it may be required to maintain and update these lists as new employees are hired and on the event that any previously screened employee fails to meet the statutory standards. Contractor further agrees to notify the Board immediately upon becoming aware that one of its employees who was previously certified as complying the background check and meeting the statutory standards is subsequently arrested or convicted of any disqualifying offense. Failure by contractor to notify the Board of such arrest or conviction within 48 hours of being put on notice and within 5 business days of the occurrence of qualifying arrest or conviction, shall constitute grounds for immediate termination of the contract.

The parties further agree that failure by Contractor to perform any of the duties described in this section shall constitute a material breach of the Contract, enabling the Board to terminate the Contract immediately with no further responsibility to make payment or perform any other duties under this Agreement.

15. COMPLIANCE WITH SCHOOL CODE
Contractor agrees to comply with all sections of the Florida K-20 Education Code, Title XLV, Florida Statutes as it presently exists, and further as it may be amended from time to time. Further Contractor agrees that failure to comply with the Florida K-20 Education Code shall constitute a material breach of the Contract and may result in the termination of the Contract by the Board.

16. CONFLICT OF INTEREST
Contractor agrees that any School Board employee, classified as Municipally Employed Personnel, Pay Grade 02 and above, Dade County Schools Administrators Association, Pay Grade 07 and above, and other employees, are prohibited from personally representing another person or entity or acting as an agent or attorney by cooperation in connection with any matter in which the School Board of Miami-Dade County, Florida, is interested for two years after the School Board employee ceases business. This provision is pursuant to School Board Rule 60015-40-1.021 and Florida Statute 1012.3138.

17. BODER CERTIFICATION
I certify agreement with the School Board of Miami-Dade County Business Code or Ethics, and agree to comply with this Code and all applicable School Board contracting and procurement policies and procedures. (School Board Rule 60015-25.1.003)

18. DISCLOSURE OF EMPLOYMENT OF FORMER SCHOOL BOARD EMPLOYEES
Pursuant to School Board Rule 60015-25.1.003, which may be amended at any time, and in accordance with the provisions of all federal, state, and local laws, contractors are required to disclose the names of any of their employees who serve as agents or attorneys for the School, employer or contractor, and who within the last two years, have been or are employees of the School Board. Such disclosures will be in accordance with current School Board rules, but will include, at a minimum, the name of the former School Board employee, a list of the positions the employee held in the last two years of his or her employment with the School Board, and the dates the employee held those positions.

NAME	LIST OF POSITIONS	DATES EMPLOYEE HELD POSITION

Instructions for Preparing the *Payment Request for Contracted Services*

The letters below refer to the blank sections of the *Payment Request for Contracted Services* form.

- a. Type the name of the individual originating the agreement and the payment request; and the location name, and number.
- b. Enter the completion date of services and the date that the agreement was prepared, as shown in the first paragraph of the *Agreement Form for Contracted Services*.
- c. Enter the purchase order number issued and the payment method requested, either a total lump sum payment upon satisfactory completion of the contracted services or a partial payment (indicate what number partial payment). In either payment request, the dollar amount to be paid at this time is entered. The requested documents are to be attached to this payment request form. Failure to include those documents may result in delay of payment.
- d. Obtain signature of contractor requesting payment.
- e. Sign approving payment and acknowledge satisfactory completion or partial completion of contracted services.



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

PAYMENT REQUEST FOR CONTRACTED SERVICES
(This form to be used in lieu of an original approved invoice.)

TO: THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA, ACCOUNTS PAYABLE DEPARTMENT

FROM: _____
 Originator of Request/Title (Name Typed)

Location Name _____ Location Number _____

I certify that services have been rendered on _____ and the following amount is due and payable to the Contractor in accordance with the Agreement duly executed on the _____ day of _____, _____.

Purchase Order Number _____

Total Amount Due (Lump sum payment) \$ _____

Or

Partial Payment # _____ in the amount of \$ _____

REQUIRED PAYMENT DOCUMENTATION:

- The original Agreement Form for Contracted Services (FM-2453) must be submitted with all lump sum and first partial payments (Note that subsequent partial payments require a copy of the Agreement form); and
- a signed and dated copy of the Accounts Payable Purchase Order; and
- original approved invoice or this Payment Request For Contracted Services form (FM-2454).
- written evaluation upon the completion of services

Signature _____
 Contractor

_____ Date

Signature _____
 Originator of Request

_____ Date

FM-2454 Rev. (01-06)

State-approved Supplemental Educational Services (SES)

State-approved Supplemental Educational Services (SES) will not be provided for the 2013-2014 school year.

Public School Choice (PSC)

For 2013-2014, the District will not be required to offer students the opportunity to transfer to higher performing schools under NCLB Public School Choice. As such, schools will not be sending or receiving any new students under NCLB Public School Choice. No new students, **including siblings**, will be added to the list of students participating in NCLB Public School Choice.

Students currently participating in NCLB Public School Choice (transfer codes C & D) will be permitted to remain at their school of choice until the highest grade level offered at that school.

The District will continue to provide transportation for one more year to those students who were participating in the program (transfer code C only) at the end of the 2012-2013 school year and who are “Futured” to that school for 2013-2014.

Should parents decide to rescind their current NCLB transfer, please have them complete and sign the NCLB Request to Rescind Transfer Form (FM-6981). The completed and signed form must be faxed to 305-596-9788.

Voluntary Prekindergarten (VPK) Program in Title I Schools

Program Description

The Title I Prekindergarten Program is designed as an intervention strategy for children who attend schools that are implementing the State-funded Voluntary Prekindergarten (VPK) Program in Title I Schools. Class size of the four-year-old program is limited to 19 eligible non-disabled students, and 1 eligible disabled Special Education (SPED) student, totaling 20 students per classroom. Students with disabilities will be assigned by a prekindergarten staffing specialist from the Prekindergarten Program for Children with Disabilities. Schools that have more eligible applicants than available slots must make their selection utilizing a lottery system. A waiting list of other eligible students must be established. When withdrawals occur, this list should be used to maintain an enrollment of 19 non-disabled students and 1 disabled SPED student. If no waiting list has been established or exhausted, schools may recruit from neighboring Title I Schools. Every effort should be made to ensure that children who are in foster homes or those that are designated homeless are placed in classrooms as soon as possible to minimize disruption of their education.

The purpose of the program is to provide young children with a variety of meaningful learning experiences, in environments that give them opportunities to create their own knowledge, through initiatives shared with supportive adults. This High/Scope curriculum framework focuses on active learning, adult-child interactions, the daily routine, the learning environment, and assessment.

The goals of the program serve as a conceptual framework, within which the foundation for successful learning is developed and implemented. They are as follows:

- support a positive self-image in the child;
- enrich the language and literacy skills of the prekindergarten child;
- provide experiences that will enhance the child's knowledge of the world around him/her;
- encourage the development of a support system between home and school;
- promote social, emotional, physical, and cognitive development through developmentally appropriate activities; and
- develop skills that are necessary for future success in learning.

Requirements for Participation in the Enrichment Prekindergarten Program in Title I Schools

- Students enrolled in the State-funded VPK Program (3 instructional hours in the morning) in Title I schools, will be eligible to participate in the Title I funded Enrichment Prekindergarten Program (2.5 hours after lunch) at no cost to the parent(s);
- Students must have attained the age of four for the four-year-old program, on or before September 1;
- Students must reside within the attendance boundary of the school;
- Teachers and paraprofessionals must attend training in the delivery of the High/Scope Approach to Learning, the district's literacy program, Florida Early Learning and Developmental Standards for Four-Year-Olds; and the Florida VPK Assessment; and
- Schools must adhere to the adult/student ratio of 1 to 10. The instructional team must include one certified early childhood or prekindergarten/primary teacher, and one highly qualified (HQ) paraprofessional.

Locations

Selected schools.

Budgetary Implications

The Enrichment Prekindergarten Program is funded through the District Title I budget for eligible Title I prekindergarten students.

Challenging Higher Education for Students in our Schools (CHESS)

Program Description

The mission of the Title I Challenging Higher Education for Students in our Schools (CHESS) Program is to create well-rounded, lifelong learners. The Title I CHESS Program develops critical thinking, logic and reasoning, problem solving, computer literacy, patterns and outcomes recognition, interpersonal relationships, communication, and interpersonal skills. Additionally, CHESS also enhances student-teacher relationships and increases parental involvement.

The Title I CHESS Program is designed for students in schools implementing the Title I Program. CHESS is a program that uses the chess game strategies to help students develop their concentration skills and intellectual maturity. The Title I CHESS Program facilitates acquisition of these skills, thus increasing students' opportunities of being successful in the academic arena. Thus, the CHESS Program has identified the following as areas critical to student success:

- Strategizing
- Logic and Reasoning
- Outcome Prediction
- Problem Solving
- Sequencing
- Cause and Effect
- Visualization
- Self-Confidence
- Responsibility
- Concentration and Commitment
- Interpersonal Skills

The Title I CHESS Program offers the following structured services:

- Facilitator Orientation
- Program Implementation
- Title I Chess Program data
- Materials (chess sets, clocks, book, software, teacher demonstration board, video)
- Support Services
- Regional Centers and District Competitions

The following are special features of the CHESS Program:

- Peer Coaching
- Community Service Hours for High School Students
- Feeder Pattern Participation
- Local, Regional Centers, State and National Tournaments
- Small Group Peer Study Teams
- Parent Resource Workshops
- Magazines
- Calendar of Upcoming Events

Requirements for Implementation

It is recommended that the Title I CHESS Program participants attend the program sessions for a minimum of 3 hours weekly (1 hour, 3 days per week). The initial meeting will be used for game orientation and training. Participants will review videos, observe actual games, and participate in demonstrations. Additionally, participants will have access to chess software, which contains game simulations, animations, and tutorials. The chess software will be used to reinforce game rules and strategies. CHESS activities will begin prior to or at the end of the teacher's regular workday.

The CHESS Program activities will be divided into two thirty-minute sessions. Session one will cover training and instruction (including computer sessions for reinforcement) and session two will cover match play (student/student).

The evaluation tools may include but are not limited to the following:

- Standardized Test Scores
- Student's Attendance Record
- Title I CHESS Program Student and Facilitator Attitudinal Surveys
- Individual Student Performance Ranking
- Regional and District Competition Computer Performance Standings
- Student, Parent, and School participation in Regional Center Tournaments and District CHESS Championship

Locations

Title I CHESS Program
5555 S.W. 93rd Avenue, Portable #5
Miami, FL 33165
(FLDRS Southside)
(305 273-2825)

Selected schools

Budgetary Implications

Funded through school-site budgets
Part-time hourly pay for facilitators
Student transportation and field trips

Miami-Dade County Public Schools

Job Description

CLASS TITLE: Reading Coach

JOB CODE: 1530

DEPARTMENT: Curriculum and Instruction

Salary Schedule: AO/CO

DATE: 8/25/08

BASIC OBJECTIVES

The Reading Coach (K-5/6, 6-8, 9-12) will direct instructional services related to literacy for students and provide technical assistance to teachers implementing the K-12 Comprehensive Research-based Reading Plan (CRRP) at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based literacy instruction. The Reading Coach plays a pivotal role in the success of the school's reading plan.

JOB TASKS/RESPONSIBILITIES

1. Assists with the coordination and implementation of the K-12 Comprehensive Research-based Reading Plan.
2. Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school-site.
3. Provides site based professional development to staff that is aligned to the needs of students based upon student assessment data.
4. Assists administration and classroom teachers in the interpretation of student assessment data.
5. Assists in coordinating and monitoring intervention services to identified students.
6. Participates in professional development and shares the content with school-site personnel.
7. Plans and implements a professional development schedule to includes topics such as but not limited to: the five essential elements of reading, the effective utilization of research-based reading materials, the effective implementation of differentiated instruction, the implementation of professional study groups, analyzing and utilizing student assessment data.
8. Performs other duties comparable to the above, as these duties describe only the typical, primary features of the job.

PHYSICAL REQUIREMENTS

There is light physical work which requires the following physical activities: mobility, sitting, finger dexterity, grasping, repetitive motions, talking, hearing, and visual acuity. The work is performed indoors. Frequent travel within the county may be required.

MINIMUM QUALIFICATIONS

1. Minimum of three years classroom teaching experience in Language Arts and/or Reading and/or English, and/or elementary education with appropriate certification.
2. Certification in Reading or Endorsement in Reading or advanced coursework in reading instruction.
3. Ability to work with administrators and faculties.
4. Ability to prepare and deliver presentations and workshops to varying audiences, including content area teachers and administrators.
5. Ability to provide coaching experiences in classrooms using the coaching model.
6. Exhibit knowledge of scientifically based reading research.
7. Demonstrate special expertise in high quality reading instruction.
8. Ability to analyze data and use it to inform instruction.
9. Ability to communicate effectively in both oral and written forms.

Prior revision date(s): 5/05/05

**Miami-Dade County Public Schools
Job Description**

CLASS TITLE: Mathematics Coach

JOB CODE: 1535

DEPARTMENT: Curriculum and Instruction Salary Schedule: AO/CO

DATE: 8/20/08

BASIC OBJECTIVES

The Mathematics Coach (K-5/6, 6-8, 9-12) will direct instructional services related to mathematics for students and provide technical assistance to teachers implementing the Comprehensive Mathematics Plan at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based mathematics instruction. The Mathematics Coach plays a pivotal role in the success of the school's mathematics program.

JOB TASKS/RESPONSIBILITIES

1. Assists with the coordination and implementation of the Comprehensive Mathematics Plan, District Mathematics Curriculum, and Florida's Mathematics Standards.
2. Utilizes the coaching model (planning, demonstrating, providing feedback) with teachers at the school site.
3. Assists administration and classroom teachers in the interpretation of student assessment data.
4. Facilitates mathematics learning teams.
5. Participates in professional development and shares the content with school-site personnel.
6. Plans and implements a professional development schedule and provides site-based professional development in mathematics content, instructional strategies, literacy, and technology to staff that is aligned to the needs of students based upon student assessment data.
7. Performs other duties comparable to the above, as these duties describe only the typical, primary features of the job.

PHYSICAL REQUIREMENTS

There is light physical work which requires the following physical activities: mobility, sitting, finger dexterity, grasping, repetitive motions, talking, hearing, and visual acuity. The work is performed indoors. Frequent travel within the county may be required.

MINIMUM QUALIFICATIONS

1. Minimum of three years classroom teaching experience in Mathematics and/or elementary education with appropriate certification.
2. Certification in Elementary Education (Grades K-6), Middle School Mathematics (Grades 5-9), and/or Mathematics (Grades 6-12).
3. Ability to work with and serve in a collaborative role between administrators, teachers, students, school staff, and community members.
4. Ability to prepare and deliver presentations and workshops that may include grade-level specific mathematics content to varying audiences, including teachers and administrators.
5. Demonstrate an in-depth knowledge of mathematics and principles of effective mathematics instruction.
6. Ability to analyze data and use it to inform instruction.
7. Ability to communicate effectively in both oral and written forms.

Miami-Dade County Public Schools

Job Description

CLASS TITLE: Science Coach

JOB CODE: 1536

DEPARTMENT: Curriculum and Instruction (Science) Salary Schedule: AO/CO

DATE: 10/1/08

BASIC OBJECTIVES

The Science Coach (K-5/6, 6-8, 9-12) will direct instructional services related to scientific literacy and inquiry-based instruction for students and provide technical assistance to teachers implementing the *K-12 Comprehensive Science Plan* at the school level. Emphasis will be on utilizing the coaching model to facilitate the successful implementation of research-based scientific literacy instruction. The Science Coach plays a pivotal role in the success of the school's science plan.

JOB TASKS/RESPONSIBILITIES

1. Assists with the coordination and implementation of the *K-12 Comprehensive Science Plan* at the school level.
2. Utilizes the coaching model to provide teachers an interactive, integrated, hands-on, inquiry-based instructional model at the school site.
3. Provides site-based professional development to staff that is aligned to the needs of students and teachers based upon student assessment data.
4. Assists administration and classroom teachers in the interpretation of student assessment data.
5. Assists in coordinating, implementing, and monitoring intervention services to identified students.
6. Participates in professional development in science content and pedagogy to assist classroom teachers with the delivery and coordination of science resources and the implementation of research-based, instructional strategies at school sites.
7. Plans and implements a professional development schedule to include topics such as but not limited to: the Next Generation Science Standards, reading in the content area, inquiry-based instruction, the effective implementation of differentiated instruction, and analyzing and utilizing student assessment data.
8. Performs other duties comparable to the above, as these duties describe only the typical, primary features of the job.

PHYSICAL REQUIRMENTS

There is light physical work, which requires the following physical activities: sitting, mobility, finger dexterity, grasping, repetitive motions, talking, hearing, and visual acuity. The work is performed indoors. Frequent travel within the county may be required.

MINIMUM QUALIFICATIONS

1. Minimum of three years classroom teaching experience in science at the elementary or secondary level.
2. Elementary certification for elementary candidates and Science 6-12 teacher certification for secondary.
3. Demonstrate an in-depth knowledge of science and principles of effective science instruction from advance coursework in science content and instruction.
4. Ability to work with administrators and faculties.
5. Ability to prepare and deliver presentations and workshops to varying audiences, including content area teachers and administrators.
6. Ability to work with teachers in a manner that effectively influences their instructional practices.
7. Exhibit knowledge of research-based instructional science strategies.
8. Demonstrate special expertise with reading strategies in the area of science.
9. Ability to analyze data and use it to guide instruction.
10. Ability to communicate effectively in both oral and written forms.
11. Evidence of the ability to engage students and teachers in science competitions and scientific investigations.
12. Evidence of excellence and effectiveness as a science classroom teacher.

The School Board of Miami-Dade County Bylaws & Policies

Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the Bylaws and Policies of the Miami-Dade County Public Schools were adopted on May 11, 2011 and were in effect beginning July 1, 2011.

2440 - SUMMER SCHOOL

The School Board may conduct a summer program of academic instruction for students in grades K-12 and Special Education (SPED) students needing extended school year services as identified in their Individual Education Plan (I.E.P.). The Board may also choose to implement summer enhancement programs, contingent upon available funding. The Board shall provide transportation for full-time SPED students and other students as appropriate.

The Superintendent shall develop and implement administrative procedures for the operation of the summer program which shall be consistent with Board policies and not conflict with the administration of the regular school sessions.

F.S. 1001.43

For additional information, please visit <http://summerschool.dadeschools.net>.

Scope and Sequence

Title I has strengthened and/or expanded requirements for involving the parents of Title I students. These requirements include:

- Involving parents in the planning and implementation of the Title I program at the school site.
- Utilizing a minimum of one percent of the school's Title I allocation to support the No Child Left Behind Act of 2001, Section 1118, Parental Involvement requirements.
- Conducting a Title I Annual Meeting at each school implementing the Title I program to inform parents of the school's participation in the Program.
- Distributing the Title I Program Parent Notification Letter to all parents in the Title I Program at the school site.
- Meeting the requirements of the Parents Right-To-Know.
- Providing the Title I Administration, Miami-Dade County Public Schools Consultation and Complaint Procedures.
- Having the current M-DCPS Title I District Parental Involvement Plan accessible to parents.
- Developing, reviewing and distributing the Title I School's Parental Involvement Plan.
- Developing, reviewing and distributing the Title I School-Parent Compact to all parents in the Title I Program at the school site.

PL 107.110 *The No Child Left Behind Act of 2001*
Part A -Improving Basic Programs Operated by Local Educational Agencies

SEC.1118. PARENTAL INVOLVEMENT.

(a) LOCAL EDUCATIONAL AGENCY POLICY-

(1) **IN GENERAL.** A local educational agency may receive funds under this part only if such agency implements programs, activities, and procedures for the involvement of parents in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

(2) **WRITTEN POLICY-**Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy. The policy shall be incorporated into the local educational agency's plan developed under section 1112, establish the agency's expectations for parent involvement, and describe how the agency will

(A) involve parents in the joint development of the plan under section 1112, and the process of school review and improvement under section 1116;

(B) provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;

(C) build the schools' and parents' capacity for strong parental involvement as described in subsection (e);

(D) 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;

(E) 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; and

(F) involve parents in the activities of the schools served under this part.

(3) RESERVATION

(A) **IN GENERAL-** Each local educational agency shall reserve not less than 1 percent of such agency's allocation under subpart 2 of this part to carry out this section, including promoting family literacy and parenting skills, except that this paragraph shall not apply if 1 percent of such agency's allocation under subpart 2 of this part for the fiscal year for which the determination is made is \$5,000 or less.

(B) **PARENTAL INPUT-** Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) **DISTRIBUTION OF FUNDS-** Not less than 95 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part.

(b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT-If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS-If the plan under section 1112 is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

(c) POLICY INVOLVEMENT. Each school served under this part shall

(1) convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved;

(2) offer a flexible number of meetings; such as meetings in 'the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

(3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b)(2), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;

(4) provide parents of participating children-

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet; and

(C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and

(5) if the schoolwide program plan under section 1114(b)(2) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT. As a component of the school-level parental involvement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part 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 the children served under this part 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; and

(2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum -

(A) 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;

(B) frequent reports to parents on their children's progress; and

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

(e) **BUILDING CAPACITY FOR INVOLVEMENT**- To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part

(1) shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;

(3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

(5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;

(6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;

(7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;

(8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school related meetings and training sessions;

(9) may train parents to enhance the involvement of other parents;

(10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;

(11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

(f) **ACCESSIBILITY**-In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) **INFORMATION FROM PARENTAL INFORMATION AND RESOURCE CENTERS**-In a State where a parental information and resource center is established to provide training, information, and support to parents and individuals who work with local parents, local educational agencies, and schools receiving assistance under this part, each local educational agency or school that receives assistance under this part and is located in the State shall assist parents and parental organizations by informing such parents and organizations of the existence and purpose of such centers.

(h) **REVIEW**. The State educational agency shall review the local educational agency's parental involvement policies and practices to determine if the policies and practices meet the requirements of this section.

(Reference: FLDOE Website)

Miami Dade County Public Schools 2012-2013 Title I Parental Involvement Plan (PIP)

The District Title I PIP will be distributed to Principals at the 2013-2014 Title I Administration Annual Procedures Meeting(s).

Additionally, the 2013-2014 School-level PIP will be due to the Florida Department of Education (FDOE) by October 7, 2013.

The school and parents working cooperatively to provide for the successful education of _____ agree that:
Child's Name

<p>SCHOOL WILL:</p> <ul style="list-style-type: none"> > Provide for an annual orientation meeting to inform parents of students in the Title I Program of their right to be involved. > Offer meetings at flexible times, provide transportation, childcare and home visits for parents. > Actively involve parents in planning, reviewing, and improving the Title I Program and the parental involvement policy. > Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: <i>(Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)</i> > Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: <i>(Describe when the parent-teacher conferences will be held.)</i> > Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: <i>(Describe when and how the school will provide reports to parents.)</i> > Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: <i>(Describe when, where, and how staff will be available for consultation with parents.)</i> > Provide parents opportunities to volunteer and participate in their child's class and to observe classroom activities as follows: <i>(Describe when and how parents may volunteer, participate, and observe classroom activities.)</i> 	<p>THE PARENTS/GUARDIANS WILL:</p> <p>Support our children's learning in the following ways:</p> <p><i>Describe the ways in which parents of students at _____ will support their children's learning, such as:</i> _____ <i>(School's Name)</i></p> <ul style="list-style-type: none"> > Monitoring my child's attendance at school, home learning, and television viewing. > Becoming involved in developing, implementing, evaluating, and revising the school's parental involvement policy. > Promoting positive use of my child's extracurricular time. > Sharing the responsibility with the school for my child's improved student achievement. > Communicating with my child's teachers about his/her educational progress and needs. > Volunteering in my child's classroom. > Participating, as appropriate, in decisions relating to my child's education. > Serving on policy advisory groups such as being the Title I school-parent representative on various committees, advisory councils, etc. > Staying informed about my child's education by reading and responding to all notices from the school or the school district. > _____ > _____ > _____
---	--

NOTE: Schools and parents are not required to follow this sample template, but if they include all of the items listed above, they will have incorporated all of the information required by Section 1118(d) to be in the school-parent compact (Note that provisions bolded in this sample compact are required for the School-Parent Compact.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that which will support effective parental involvement and strengthen student academic achievement. Additional information is available on Parental Involvement in: Title I, Part A, Non-Regulatory Guidance, United States Department of Education web site.

Miami-Dade County Public Schools Title I Administration

School Name

School-Parent Compact Communication Log

Professional's Name: _____ School Year: _____

Date	Student	Parent	Mode	Notes
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
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			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	
			<input type="checkbox"/> Mtg./Conf. <input type="checkbox"/> Email <input type="checkbox"/> Telephone	

*I walked into the school
And looked around the place
I didn't know quite what to do;
Didn't recognize a face.
You see, my kids and I just moved here
And I'm trying to build a home.
Working 2 jobs, not speaking English
And doing all of it alone.
I really want to help them more
But I just don't have a clue.
There are so many things you just don't see
And I don't know what to do.
I turned, ready to walk away
Like I did the day before,
When I heard a voice calling to me
Just as I reached the door.
I turned around and saw her smiling
Reaching out to take my hand.
She changed her language when she realized
I didn't understand.
She walked me to a special room
I hadn't seen before;
With posters hanging from the walls
Books, computers, and so much more.
We sat down and began to speak;
I told her how I felt.
She understood, and for once I realized
I was going to get some help.
I asked her who she was
And she said she was here for me.
Her job was not only to help the children
But the entire family.
That day, something big happened
I saw that I had a place,
In helping my children learn
And I saw it in her face.
Now I bring so many others
Straight into that room;
A place where I feel welcome
Something like a second home.
And I'll always remember that special day
I learned a word you'll never guess;
It's a word so needed in every school
And that word is CIS.*

Maria E. Salas

Community Involvement Specialist

Program Description

The Title I Parental Involvement Program is designed to help parents become more involved with their children's education at the school site. Community Involvement Specialists (CIS) work closely with schools and parents by telephoning parents, making home visits, and planning workshops and special parenting activities. Traditionally, parents have been asked to visit their child's school; however, schools have not always gotten the response they were seeking. Therefore, home visits have become a viable option for increasing parental contact.

Requirements for Implementation

The Parental Involvement Program should be staffed by one or more CIS funded by the school's Title I allocation. The CIS serves as a bridge between the home and the school. School site staff should provide interesting and informative activities for parents at schools and in the community. Schools may select one or more groups of students as Target Intensive Families (TIF). These students' achievement test scores indicate performances at critically low levels in mathematics and/or reading. The CIS should make home visits to the TIF as needed. On these visits, the CIS should provide the TIF with additional educational materials and demonstrate these learning activities for parents and children.

The guidelines for program implementation are as follows:

- Collect a copy of the Title I Annual Meeting documentation.
- Maintain the Parental Involvement Filing System.
- The CIS together with the school site administrator develops a yearly calendar of Parent activities.
- The CIS must provide the principal with a printed copy of their online weekly schedule.
- The CIS telephones parents, schedules home visits, maintains a file of home visits and of incoming and outgoing telephone calls.
- On the fifth school day of each month, the CIS forwards the *Title I Administration Parental Involvement Monthly School Report* to the Title I District Office.
- The CIS's weekly schedule should include a minimum of 2-3 home visits (as appropriate).
- The CIS are to attend District CIS meetings, all general Regional Center Parent Advisory Council (PAC) and all District Advisory Council (DAC) meetings.
- Flexible scheduling is recommended to accommodate evening activities.
- The CIS and the School site administrator should plan parenting activities based on School Improvement Plan (SIP) objectives and Parental Involvement Plan (PIP) objectives..
- See Appendix for CIS forms.

The CIS has the responsibility of maintaining the Parental Involvement Filing System documenting all parenting activities, inclusive of:

- Job Description / Weekly Schedule
- School's Parental Involvement Plan
- Title I Federal Regulations, Section 1118 (NCLB)
- School Improvement Plan (SIP)
- PAC/DAC Attendance (Calendars / Flyers / Agendas)
- Sample Parent Surveys
- Documentation of Parent Activities (Agendas, Sign-in Sheets, Flyers in multi-languages)
- Documentation of Title I Annual Meeting (Flyer, Agenda, Minutes, Title I Program Notification Letter, School-Parent Compact, Survey, Survey Compilation of Results, PAC/DAC Form)
- Records of Parental Support- Home Visits
- Telephone Contacts and CONNECT-ED messages

- Monthly School Reports
- Additional Communication to Parents (Newsletters / Calendars / Flyers in multi-languages)
- Professional Development Activities
- Monthly Parent Center Attendance

Locations

All schools.

Budgetary Implications

Funded through school site budgets.

MIAMI-DADE COUNTY PUBLIC SCHOOLS

DRAFT

JOB DESCRIPTION

CLASS TITLE: Community Involvement Specialist

JOB CODE: 4005/4039

DEPARTMENT: Special Projects, Schools, District, and PAY GRADE: 12 (U1) DATE: 09/27/02
Region - Title I

BASIC OBJECTIVES

This is varied educational program support work acting as liaison between the district, region, school, home and/or community to facilitate the implementation and administration of programs such as Title I Parent Involvement and Substance Abuse Intervention and Prevention. The work is performed under the general supervision of the School Principal, District/Region office or Program Managers and requires the job incumbent establish effective working relationships with parents, school personnel and the staff of social services, business and civic organizations. The incumbent is expected to be familiar with professional methods, techniques, and practices associated with the area of assignment.

JOB TASKS/RESPONSIBILITIES

1. Assists school-site and district/region office personnel in planning, implementing, and administering educational support programs and special projects.
2. Acts as liaison between the district, region, school, home and community to promote educational support programs and provide an on-going channel of communication for participants, parents and the community.
3. Assists in conducting parent education workshops, and promotional presentations.
4. Recruits parent volunteers for parent education activities; conducts home visits as follow-up to parenting workshops or to provide individual assistance relative to home/school problem resolution.
5. Identifies and assists parents or students in securing the requisites social or support services.
6. May participate in various advisory group meeting and committees.
7. Solicits the participation of the local group meeting and committees.
8. Solicits the participation of the local business community in identifying programs for parent involvement and substance abuse intervention and prevention.
9. Performs related work as required or as assigned.

PHYSICAL REQUIREMENTS

This is sedentary work which requires the following physical activities: balancing, bending, stooping, reaching, sitting, standing, walking, pushing, pulling, lifting, finger dexterity, grasping, repetitive motions, talking, hearing and visual acuity. The work is primarily performed indoors. Some in-county travel is required.

MINIMUM QUALIFICATION REQUIREMENTS

1. Graduation from high school or an equivalent recognized certificate.
2. Completion of sixty (60) semester hours of college-level coursework in psychology, sociology, education or related discipline preferred

OR

A minimum of two (2) years in community service, counseling, school volunteer work or related field.

3. Demonstrated evidence of having successfully worked with diverse ethnic groups, especially in an urban environment.
4. Working knowledge of social service and civic organizations in Miami-Dade County is desirable.

Prior revision date(s): 05/13/93, 7/30/97, 01/18/01

Title I Annual Meeting

Program Description

The *No Child Left Behind Act of 2001* (NCLB) focuses, among other things, on increasing parental involvement in the Title I Program. A major requirement of the Act is the Title I Annual Meeting.

Requirements for Implementation

- Use Title I Annual Meeting Florida Department Of Education materials (according to PowerPoint & brochure given to Principals).
- Parents/guardians of all Title I students must be invited. This meeting should be conducted by the last week of October.
- For audit purposes, records of this meeting must be maintained by each school, including copies of the following:

*Announcement Flyer for Title I Annual Meeting	*Sample School-Parent Compact
*Agenda for Title I Annual Meeting	*School-Wide Parental Involvement Plan
*Minutes for Title I Annual Meeting	*Parent Survey and Compilation of Results
*Sign in roster for Title I Annual Meeting	*Completed PAC/DAC Form (FM6996)
*Title I Program Notification Letter	

- Documents must be maintained on file at the school site for a minimum of five years.
- Each school should elect two representatives and one alternate representative to serve as the school representative to the Regional Center Parent Advisory Council (PAC) and the District Advisory Council (DAC). These representatives must be adults who are responsible for a child participating in the school's Title I Program (e.g., parent, guardian, grandparent, aunt, uncle, adult sister or brother, etc.). The name, complete address, and telephone number(s) of the representative(s) and the alternate should be recorded on the Title I DAC/PAC Representatives Form, FM-6996 Rev (06-09). This PAC may be organized as a separate unit dealing with Title I issues only or may be combined with other parent/community groups established at each school (e.g., Educational Excellence School Advisory Council [EESAC], PTA/PTSA, community advisory committees, etc.)

Additionally, this meeting provides an opportunity for the school to:

- Inform parents and Community Involvement Specialists of the first DAC meeting for all parent representatives. Announcement flyers will be mailed to schools giving specific details for the meeting.
- Review the District Parental Involvement Plan and School-Wide Parental Involvement Plan (each school in the Title I Program must develop this school wide plan with parental input) and the student's Title I School-Parent Compact (each school in the Title I Program must develop a compact and multiple opportunities throughout the school year are to be provided for parents to implement, review and revise their child's Compact for maximum utilization). These documents are to be maintained at the school site for audit purposes.

Locations

All school sites

Budgetary Implications

Funded through school site budgets

Title I Annual Parent Orientation Meeting Attendance Roster

School _____ Date _____

#	NAME	ADDRESS	ZIP	TELEPHONE	parent	staff	STUDENT'S NAME (first & last if different from parent)
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							

District Advisory Council (DAC) and Regional Centers Parent Advisory Councils (PAC)

Program Description

The District Advisory Council (DAC) is made up of elected representatives from each Regional Center Parent Advisory Council (PAC). Both the PAC and the DAC are involved in developing the parent involvement plan, which is to be incorporated into the local educational agency's (LEA) plans. The Regional Center PACs are made up of parent representatives elected by each Title I school.

Requirements for Implementation

The DAC functions through the District Title I office as follows:

- Each school elects two parent representatives and one alternate as representatives to the Regional Center PAC and DAC;
- The Regional Center PAC elects officers from among the school representatives;
- The representatives bring concerns of parents to PAC meetings and DAC Executive Board meetings;
- The DAC elects its officers from among school and Regional Center representatives;
- Community Involvement Specialists attend all PAC and DAC meetings;
- PAC/DAC attendance records are to be maintained by the District Office;
- Both PAC and DAC are governed by the Title I District Parent Advisory Council Constitution and By-Laws;
- Each DAC meeting is concluded with the presentation of attendance awards to one school in each Regional Center with the highest number of parents in attendance. Ties are broken by staff attendance. Children are not included in the count;
- Representatives attend local, state, and national conferences, workshops and seminars; and
- Both PAC/DAC review School Improvement Plans, the District application, and participate in Community Awareness Days and Grandparents Recognition Day.

Responsibilities of Parent Representatives and Alternates

- Attend all Title I Regional Center Parent Advisory Council (PAC) meetings;
- Attend all Title I District Parent Advisory Council (DAC) meetings;
- Serve on DAC and PAC committees;
- Assist in planning workshops and professional development activities for DAC/PAC members and other parents at their schools;
- Attend and participate in Title I activities; and
- If elected as an officer, they will also be expected to attend Executive Board meetings of both the DAC and the Regional Center PAC.

Locations

All Schools, Regional Centers and District Office.

Budgetary Implications

Funded through school site budgets and the District Title I Budget.



TITLE I DAC/PAC REPRESENTATIVES

The Title I District Advisory Council (DAC) and Regional Center Parent Advisory Council (PAC) are representatives of parents who consult with the school District in accordance with the Title I DAC Bylaws, in the planning and implementation of the Title I Program.

ROLES:

The roles and responsibilities of the DAC/PAC representatives are as follows:

- To consult with the school District in the planning and implementation of the Title I Program.
- To promote an awareness of the Title I Program with parents in the local school and the community.
- To serve as a liaison between the DAC and the PAC; the Educational Excellence School Advisory Council (EESAC), and the local school.

RESPONSIBILITIES:

- To attend all Regional Center PAC meetings.
- To attend all DAC general meetings.
- To serve on DAC/PAC committees.
- To assist in planning workshops/professional development for DAC/PAC members and other parents at the local school implementing a Title I Program.
- To participate in leadership training, parent/partnership training, parent conference training, etc.

Parents perform a vital role in the Title I Program. We invite your participation and involvement. A copy of the DAC meetings calendar is provided. For more information, you may contact Title I Administration at 305 995-1202. Regional Center PAC calendars are available through your CIS or the PAC Chairperson(s).

The name(s) of your school's CIS are listed below:

Circle One:

_____ Hourly FT

_____ Hourly FT

_____ Hourly FT

_____ Hourly FT

The CIS may be reached at: _____

The school's Parent Outreach contact person is:

He/she may be reached at: _____

DAC/PAC Representative # 1:

School: _____

School Telephone: _____

Parent's Name: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

Child's Name: _____
Grade

DAC/PAC Representative # 2:

School: _____

School Telephone: _____

Parent's Name: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

Child's Name: _____
Grade

DAC/PAC Alternate Representative:

School: _____

School Telephone: _____

Parent's Name: _____

Address: _____

City: _____ Zip: _____

Telephone: _____

Child's Name: _____
Grade

Parents' Reception Area and School Site Parent Resource Centers (PRC)

Program Description

The Parent's Reception Area or Schoolsite Parent Resource Centers (PRC) are designed as a welcome area/room for parents and other visitors to the school. A colorful sign or banner should identify the area. Visitors may be greeted with an offer of refreshments (cold water, coffee, punch, cookies, etc., usually provided by the school's Dade Partner, PTA, or other resources). An attendance/guest book should be available for visitors to sign-in, providing their name, address, telephone, child's name and grade. Information about the school and the parental involvement program should be readily available. A photographic display or scrapbook of parenting activities at the school or other location is an excellent addition.

The items listed below are recommended documents, and/or materials to have available in the Parent's Reception area or PRC:

- Parenting Booklets/Information
- Parent/Child Activity Calendars
- School/Parent Compact
- Homelearning Policy
- Parent Involvement Levels Chart
- District Parent Involvement Plan
- School's Parent Involvement Plan
- School Calendar of Events
- School Newsletter/Newspaper
- Parent Handbook
- Report Card Dates
- Parent Surveys
- Before - and After-School Programs
- District/Regional Centers Parent Advisory Council Calendars
- *DAC Talk, News for Title I Parents*
- DAC/PAC Officers and School Representatives names and contact information
- DAC Initiatives (Community Awareness Days, Grandparents Recognition, etc.) package
- PTA Officers, Calendar and Activities
- Parent Workshop Dates and Titles
- Testing Calendar
- Computer Home-Loan Program Information (where applicable)
- Computer Class Schedule
- Community School/Adult Continuing Education Information
- Community Service Information
- Public Library and Home Library Information
- Parent Academy materials, including class schedules
- Title I Quarterly Parent Bulletin

Requirements for Implementation

A designated room in the building or an area near the front entrance with the materials and information as listed above.

Locations

All school sites.

Budgetary Implications

Funded through school site budgets.

Title I Neighborhood Resource Centers (NRC) and M-DCPS Parent Resource Center (PRC)

Program Description

The Title I Neighborhood Resource Centers (NRC) support families' community service/referral needs; assists with improving parental academic at-home-learning support for their children; provides information on M-DCPS available resources; and delivers Federal and State updates to families. A home learning and lending library, home-loan computers; and a designated computer lab, are all housed at the Title I NRCs. Additionally, a model Parent Resource Center has been established through a partnership with Miami-Dade County Public Schools' Office of Parental Involvement and Title I Administration. The purpose of this center is to encourage parent/family school partnerships and to help strengthen parent-child interaction.

These Centers are models for replication by schools and other community agencies. Staff at the Centers provide a monthly schedule of workshops, and professional development activities, as well as resource materials and support for families' efforts in assisting their children's academic learning. They offer a welcoming atmosphere for families, and as stated above, are available for a variety of purposes, including but not limited to:

The resource centers are available for a variety of purposes, including but not limited to the following:

- Parent/Family Education, No Child Left Behind Information
- Guidance for building home libraries
- Homework Assistance
- Dissemination of information about higher education opportunities
- State Elections Voter Registration (NRC)
- Title I Program Updates (NRC)
- Citizenship Preparation Assistance (NRC)
- *Ethel Pruitt* Computer Lab (NRC)
- Test Preparation (NRC)
- Home-Loan Computer and Technology Assistance, Lending Library
- Community Resources and Services
- CIS Professional Growth Opportunities
- Miami-Dade County Public Schools (M-DCPS) Updates
- Meeting space for parent organizations, conferences and seminars
- Dissemination of Parent Academy information including class offering and of the purpose and existence of both Parent Information and Resource Center(s) (PIRC) in the state

Requirements for Implementation

A classroom sized space, staff member to operate/manage the center, materials and equipment as listed above.

Locations

Title I Neighborhood Resource Center – North
7900 N.W. 27th Avenue, Suite F-9
Miami, Florida 33147
(Northside Shopping Centre, 130 South Ct.)
Phone: 305 694-7120

Title I Neighborhood Resource Center – South
5555 S.W. 93rd Avenue, Portable #3
Miami, Florida 33165
(FLDRS Southside)
Phone: 305 274-7468

Miami-Dade County Public Schools
Office of Parental Involvement
1450 NE 2nd Avenue, Suite 216
Miami, Florida 33132

Title I Neighborhood Resource Center – Gratigny
733 East 57th Street
Hialeah, FL 33013
(M-DCPS North Regional Center)
Phone: 305 953-6068

Budgetary Implications

Funded through the district Title I budget and grant funds.



Title I Administration

Neighborhood Resource Center-North ___/South ___/Gratigny ___

Profile & Communication Form

Date _____

Method of Communication Walk-In Call Email
 Event (name) _____ Other (explain) _____

Last Name _____	First Name _____
Street Address _____	City _____ Zip Code _____
Email Address _____	Contact Phone # _____
Employer/Company Name _____	<input type="checkbox"/> Unemployed
Home Language _____	
Relation to Child(ren) <input type="checkbox"/> Parent <input type="checkbox"/> Grandparent <input type="checkbox"/> Sibling <input type="checkbox"/> Other _____	
Assisted by _____	
Notes: _____ _____ _____	

1. Child's Name _____ Current School _____ Grade _____ Age _____ Gender <input type="checkbox"/> M <input type="checkbox"/> F	2. Child's Name _____ Current School _____ Grade _____ Age _____ Gender <input type="checkbox"/> M <input type="checkbox"/> F
3. Child's Name _____ Current School _____ Grade _____ Age _____ Gender <input type="checkbox"/> M <input type="checkbox"/> F	4. Child's Name _____ Current School _____ Grade _____ Age _____ Gender <input type="checkbox"/> M <input type="checkbox"/> F

1. Check the services that apply.

- | | | |
|--|---|---|
| <input type="checkbox"/> Title I Program | <input type="checkbox"/> ESE <input type="checkbox"/> ELL | <input type="checkbox"/> Free/Reduced Lunch |
| <input type="checkbox"/> Homeless Services | <input type="checkbox"/> Migrant Program | <input type="checkbox"/> Other _____ |

2. How did you hear about us? _____

3. Requested assistance: _____

4. Type of assistance given: _____

Follow-Up/Comments:

DAC Talk, News for Title I Parents

Program Description

DAC Talk, News for Title I Parents, is a publication designed to showcase parent advisory updates, current trends in education and articles of interest from schools implementing the Title I Program. It affords parents of students in schools implementing the Title I Program an additional opportunity to participate in the education of their children.

In addition, articles featured in *DAC Talk* include updates on the *No Child Left Behind Act of 2001*, District Advisory Council (DAC) and Regional Center Parent Advisory Councils (PAC). *DAC Talk* always includes a message from the District Advisory Council Chairperson.

Requirements for Implementation

Submit articles for publication to your school's DAC representative or CIS three weeks prior to general DAC meetings.

Locations

All school sites.

Budgetary Implications

Funded by District Title I Budget.

Title I Quarterly Parent Bulletin

Program Description

The *Title I Quarterly Parent Bulletin* is a publication designed to provide quarterly updates to parents and students in schools implementing the Title I program.

Requirements for Implementation

Edited, published and distributed by Title I Administration District office.

Locations

All school sites

Budgetary Implications

Funded by District Title I Budget

Title I Migrant Education Program

Program Description

Children of migrant workers are affected by repeated moves, disruption in schooling, poverty, health needs, social isolation, and language barriers. These children run a greater risk of failing to meet the challenging state content and performance standards which all students are expected to meet. Low academic achievement and frustration with school cause many migrant children to drop out in their early teens. In order to reduce the impact of these educational barriers, the U.S. Congress authorized federal funding to establish the Migrant Education Program (MEP) in 1966 under the authority of Title I of the Elementary and Secondary Education Act (ESEA). The United States Department of Education (USDOE) currently administers the Office of Migrant Education (OME) responsible for meeting the special needs of migratory children and youth.

The Title I Migrant Education Program provides supplemental instructional and support services to eligible children of migrant workers through the following components:

Migrant Early Childhood Learning Program (MECLP) provides services to eligible migrant preschool children at selected Migrant Housing Centers. Sites in the two main Migrant Housing Center: Redland and South Dade provide instruction for migrant three and four year old children. The MECLP offers the developmentally appropriate Houghton Mifflin Pre-kindergarten curriculum, food services, health screenings and extended day-care for these students. Parental Involvement is also an integral part of the program. Parent participation in workshops, parent-teacher conferences and other school/community activities are infused to include parents as partners in their children's educational process. The MECLP addresses the needs of the whole child as children are involved in hands-on experiences with people, objects, ideas and events.

Migrant Achievement Resources (MAR) offers educational and support services designed to meet the needs of migrant student in Grades K-5. MAR services are offered at selected elementary schools and K-2 Learning Centers. MAR offers supplemental tutoring and technology-based instruction to eligible Priority For Service (PFS) students. MAR staff provides supplemental instruction based on current curriculum implemented by school personnel. MAR staff articulates with appropriate classroom teachers to ensure consistent curriculum. In addition, MAR staff monitors student attendance, provides educational referrals, expedites student record transfers, assists with conduct issues and organizes cultural activities. Working in collaboration with the Title I Migrant Education Program Supportive Service Component, MAR staff assist with Identification and Recruitment, and completes **Migrant Student Information Exchange (MSIX) for migrant students who transfer in and out of Miami-Dade County. MAR staff also offer Support Service referrals, Home Visits and provide Parental Involvement activities.**

Migrant Academic Planning and Achievement (MAPA Middle) offers a selection of services tailored to meet the needs of migrant students in grades 6-8 at selected middle school and K-8 centers. The Teacher/Advocate customizes services through the selection of several available models which include: Tutorial, Attendance, Counseling, Educational Blueprint, and Career Awareness with opportunities designed to teach students how to foster and maintain a positive attitude toward education and life-long learning. Cultural activities, educational technology, effective use of the internet, school attendance monitoring, education referrals are provided through MAPA. Identification and Recruitment, Migrant Student Information Exchange (MSIX), support services referrals, parental involvement activities are provided.

Migrant Academic Planning and Achievement (MAPA High) offers a selection of services tailored to meet the needs of migrant students in grades 9-12 at selected secondary schools. The Teacher/Advocate customizes services through the selection of several available models which include: Go Out And Lead (GOAL), Career Awareness, Tutorial, Attendance, and Counseling with opportunities designed to teach students how to foster and maintain a positive attitude toward education and life-long learning. Cultural activities, educational technology, effective use of the internet, school attendance monitoring, adult/vocational education referrals are provided through MAPA. MAPA staff assists with Identification and Recruitment, and complete Migrant Student Information Exchange (MSIX). Also, support services referrals, parental involvement activities are provided. Scholarships information, college/university tours, FAFSA (Free Application for Federal Student Aid), assistance and participation in Mini-Corp Club and Close-Up program are provided by MAPA staff. All migrant student graduates are invited to participate in the Migrant Student Recognition Program.

Supportive Services primary function is to identify and recruit migrant students residing in the school District Title I Migrant Education Program. Also, another major Support Service responsibility is the transfer of student records utilizing the Migrant Student Information Exchange (MSIX). Supportive Services also provides advocacy for migrant students and promotes community-related migrant activities. The Supportive Services' component assists migrant students and families in securing needed academic, health, dental, legal, social, housing and other support services through its referral system. In addition, support services organizes the Family Resource Centers located at Redland and South Dade Centers, which provide clothing/food banks, educational workshops, parental training workshops, and school information in order to increase school and parental involvement. The Title I Migrant Education Program Supportive Services staff works closely with The Parent Academy and Bilingual Parent Outreach Programs to provide migrant families with a curriculum that prepares migrant parents with the skills, knowledge and confidence to support their children's education. Family literacy programs are also part of the Family Resource Centers and local Migrant Education Program schools. The Supportive Services component organizes the Parent Advisory Council (PAC). Its primary purpose is to offer migrant parents a forum to advise the District on migrant educational concerns and make recommendations in order to improve migrant students' academic achievement. The MEP also encourages maximum migrant parent participation in the educational experiences of their children by bringing together the school, the home and educational influences for the good of all migrant children. Another objective of the PAC is to increase migrant parents' knowledge and understanding of their parental role in their children's education.

The Title I Migrant Education Program staff assists migrant students and their families with needed supportive services. Supportive services include attendance, guidance psychological, social, health, dental, vision, nutrition, outreach, advocacy, at-risk, transportation, and needs assessment services.

Extended School Day Program (ESP) services are offered at selected elementary schools, secondary schools, and migrant housing centers. Participants in the ESP receive highly qualified Instruction/Tutoring by state certified educators and trained professional staff. The primary goals are to enhance learning according to standards set by Miami Dade County Public Schools curriculum, and Florida Sunshine State Standards. Accomplishing these requirements are met through the usage of developmentally appropriate interventions that inspire students participation at ESP sites. ESP services for elementary students include FCAT tutorial, subject instruction, homework assistance, SES opportunities, Boy/Girl Scouts, team sports, nutrition education, field trips, cultural activities, guest speakers, arts and crafts and technology-based instruction. Secondary students receive FCAT tutorial, homework assistance, peer/individualize counseling, technology-based instruction and SES opportunities. Also the Portable Assisted Study Sequence (PASS) Program is offered to 9th through 12th graders. Additionally, parent

involvement is implicated; coupled with the articulations between local schools and community. Learning is influenced through the usage of positive services to include mentoring students, peer/individual counseling, homework assistance, cultural activities arts and crafts, Computer lab technology, positive mentor speakers, Community Awareness Activities, special instruction in FCAT subject matter both Elementary and Secondary. All students participate in supervised creative recreational activities that enhance wellness. Parental Involvement activities are an important component of ESP.

The ***Migrant Summer Program (MSP)*** offers summer supplemental educational and supportive services to eligible migrant students. Services are offered through the PK Program, Migrant Summer Reading Camp Program, Meals Program, Secondary Services Program, and Identification and Recruitment activities. Focus will be on serving Pre K, 3rd graders, 8th graders, and 10-12th graders. Participants receive enrichment and FCAT instruction in language arts, mathematics, and computer/internet skills, based on Sunshine State Standards. The services will be offered at selected schools and at the main migrant housing centers.

Requirements for Implementation

A child is eligible for Title I Migrant Education Program services by meeting the “Migratory Child” federal definition:

- The child is younger than 22 years of age and has not graduated from high school or does not hold a high school equivalency certificate.
- The child is a migratory agricultural worker, a migrant fisher or has a parent, guardian, or spouse (who) is a migrant agricultural worker, or a migrant fisher; and
- The child has moved within the preceding 36 months to enable the child, the child’s parent, guardian, spouse, or a member of the child’s immediate family to seek or obtain temporary or seasonal employment in agricultural or fishing work.
- Such employment is a Principal Means of Livelihood; and
- The child has moved from one school district to another.

Federal regulations mandate that schools are made aware of the services that are available for children of migrant families.

Locations

Selected elementary, K-8 centers, middle and senior high schools.

Selected community/Housing centers/Labor Camps

Budgetary Implications

Funded through Title I, Part C Grant and District Title I, Part A Budget

Neglected and Delinquent Centers

Program Description

An institution for neglected children is a public or private residential facility (other than a foster home) that is operated for the care of children who have been committed to or voluntarily placed in the institution under applicable state law, due to abandonment, neglect, or death of parents or guardians.

The Neglected and Delinquent (N & D) Centers have a variety of facilities, management systems, school organizational schemes, staff certification, and student needs. The Title I programs at these centers vary. Consequently, different strategies for the implementation of supplementary instruction in the basic skills for eligible students exist at the respective centers. The following characteristics, however, are applicable to each institution:

- Small instructor-student ratio for all Title I participants;
- Title I personnel provide supplemental instructional personnel from regular state and local funding;
- Title I personnel work exclusively with Title I to assist eligible students;
- The program increases accountability for student performance; and
- The program aims to close the achievement gap for displaced students.

Requirements for Implementation

The Title I Program allocates funds to provide supplementary remedial tutorial instruction in reading, language arts, and mathematics to eligible students in grades kindergarten through twelve. All students attending an N&D center are automatically eligible for services. The N & D Centers that have been identified have the option to use all or part of their funding for supplemental instructions, materials and/or supplies. Centers are required to:

- Meet the educational needs of neglected, delinquent, and at-risk children and youths, and assist in the transition of these students from correctional facilities to a variety of programs, including returning to home schools
- Ensure that students have the same opportunities to achieve as if they were in public schools in the state;
- Evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age, not less than once every three years.
- Collect and maintain the records required by state and federal Title I guidelines; and
- Provide documentation as requested by local, state and federal educational agencies.

Locations

Selected public or private agencies serve as sites for this program.

Budgetary Implications

Funded through an Entitlement Grant. Under No Child Left Behind Act of 2001, State Education Agencies (SEA) programs, states receive funds based on the number of children in state – operated institution and per-pupil educational expenditures. Each state's allocation is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from nonfederal funds and adult correctional institutions that provide 15 hours of instruction per week. The SEA then makes subgrants to Local Educational Agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youth.

Non-Public Schools

Program Description

The *No Child Left Behind Act of 2001* (NCLB) allows for the Local Educational Agency (LEA) to provide supplementary instructional services, to Title I eligible students that attend non-public schools, directly or through contracts with public and private agencies, organizations, and institutions. The United States Supreme Court has confirmed that local school districts are required to provide Title I funded instructional services to eligible students who attend religiously-affiliated non-public schools.

As a result of conferences between representatives of Miami-Dade County Public Schools (M-DCPS), Title I Administration, and representatives of participating non-public schools, it was mutually agreed that Title I instructional services should be provided by Third-Party Contractors who will provide all equipment, materials and supplies, as well as professional development and parental involvement activities necessary in order to deliver remedial basic skills instruction to students failing or at-risk of failing, as required under Title I regulations.

Requirements for Implementation

Eligibility for Title I funding is based upon the number of students from low-income families who attend non-profit non-public schools. The District utilizes the "*Proportionality*" method for collecting poverty data on private school children. M-DCPS applies the low-income percentage of each participating public school attendance area to the number of private school children who reside in that attendance area.

The services to non-public schools must supplement the regular school program by providing for intensive tutorial services to students residing in the attendance boundary of a public school implementing the Title I program and who are academically needy. The intensive tutorial services focus on reading, writing and mathematics using direct instruction, supplemental materials, and technology-based programs.

Locations

Selected private school sites

Budgetary Implications

The Title I Non-Public Schools' Component is funded through the District Title I, Part A budget.

Community Partnership for Homeless

Program Description

The Community Partnership for Homeless provides services to Miami-Dade County Public Schools' students who are temporarily displaced. Students are housed at either of two locations, north or south helping to ensure that displaced students are afforded the same opportunity for education that they would receive if they were in a permanent home. Education for homeless children is mandated in the *McKinney-Vento Act* and the Reauthorization of Title I under the *No Child Left Behind Act of 2001*. Various conditions that can identify a child as homeless:

- Lack a fixed, regular and adequate residence;
- Have a primary residence in a supervised publicly or privately operated shelter for temporary accommodations;
- Sleep in a public or private place not ordinarily used for human habitation;
- Live with relatives or friends due to lack of housing or joblessness;
- Have runaway or throwaway status while waiting for assistance; or
- Be abandoned or forced out of the home.

Requirements for Implementation

- Intake is conducted onsite at the shelter upon the first day of arrival;
- Students and parents are interviewed by the Community Liaison Specialist to determine the child's home school, grade level and special needs, if any;
- Bus transportation is arranged from the shelter to the school;
- The Community Liaison Specialist provides information to the school registrar;
- Student attendance is monitored daily. Problems with discipline and truancy are addressed through school site personnel with support from Title I staff;
- The Title I Staff consists of two Community Liaison Specialists and a Supervisor; and
- Additional support services are provided through Project Upstart, a division of Miami-Dade County Public Schools Student Services.

Locations

Various Locations

Budgetary Implications

Funded through the District Title I budget.

Foster Students Homework Assistance/Tutoring

Program Description:

In a collaborative effort to reinforce lessons taught during the school year, the Title I Foster Students Homework Assistance/Tutoring Project collaborates with Our Kids, Incorporated, to provide academic assistance for foster youth in grades 6 – 12. A minimum of twice weekly during the school year, in the afternoon and/or evening hours, Title I funded hourly teachers/paraprofessionals provide small group homework assistance and/or tutoring, to youth that reside in Our Kids, Incorporated, licensed group homes in Miami-Dade County. The following characteristics are applicable to each tutoring site:

- Small hourly tutor-student ratio (maximum of 1:5)
- Title I funded hourly personnel provides supplemental support
- The project supports student academic performance
- The project aims to reduce the achievement gap for foster students

Requirements for Implementation:

The Title I Program provides funds for homework assistance and supplemental tutoring in reading, language arts and/or mathematics to selected students in grades six through twelve that reside in Our kids, Incorporated licensed group homes in Miami-Dade County.

Locations:

Our Kids, Incorporated licensed group homes in Miami-Dade County serve as sites for this project.

Budgetary Implications:

Funded through an Entitlement Grant, under the No Child Left Behind Act of 2001, State Education Agencies (SEA) programs, states receive funds based on the number of children in the state-operated institutions and per-pupil educational expenditures. The SEA then makes sub-grants to Local Educational Agencies based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youth.

Date: _____

Dear Parent(s):

This year our school will receive special federal funding, which will be used (in addition to our regular State and local funding), to improve the educational program for all students in our school. This federal funding will allow us to implement the Title I Schoolwide Program.

The Title I Schoolwide Program will allow us to provide supplemental instruction in the areas of reading, writing, mathematics and science to our students through our School Improvement Plan. This plan has been cooperatively developed by our faculty and parents. We have tried very hard to make sure that our plan reflects the special needs of our students. Copies of the School Improvement Plan and the Parent Involvement Plan are available in the school's Parent Resource Center and the main office. The District's Title I Parent Involvement Plan will be distributed to parents and can be accessed online at http://title1.dadeschools.net/FDOE_reqs.asp. In general, this federal funding will be used to add instructional staff; purchase additional, instructional materials and/or equipment; support the regular classroom with computer-assisted instruction; provide special training to parents and/or staff; and provide additional, motivational/high interest activities for our students.

We are excited about our instructional plans during this school year. You are strongly encouraged to attend our Title I Annual Meeting; visit with us to observe program activities; and to become more informed about your child's participation. We encourage your taking an active role in our school's concerns, decisions and resolves. We want you to know, that through your participation with the Title I District Advisory Council (DAC), and our Regional Center's Parent Advisory Council (PAC) meetings; and with our school site's parental meetings and workshops... your opportunities for parental engagement and parental input are increased.

We also look forward to our parents working together with our school staff in the annual evaluation and redesign of the content and effectiveness of our school's Title I School-Parent Compact and our school's Title I Parent Involvement Plan. Once completed, we will distribute copies of these documents to you. Additionally, the Title I Administration Handbook for this school year is also available.

Please know that my office and the Community Involvement Specialist (CIS), or the Community Liaison Specialist (CLS), or the parent contact person at our school, are your resources to get *No Child Left Behind Act of 2001* (NCLB) updates and parental "*Right to Know*" information regarding: the professional qualifications of your children's classroom teachers; Annual Measurable Objectives Report (AMO); the School Accountability Report (SPAR); the School District's Title I Parent Involvement Plan; the School District's Complaint Procedures, and the School Improvement Plan.

If you have any questions about the Title I Program or the kind of instruction your child is receiving at our school, please contact me at _____.

Sincerely,

Principal

Fecha: _____

Estimado(s) padres(s) de familia:

Este año, nuestra escuela recibirá fondos federales especiales, los cuales se emplearán (además de nuestra financiación estatal y local) para mejorar el programa educacional de todos los estudiantes de nuestra escuela. Dicha financiación federal nos permitirá poner en práctica el Programa de Título I a Nivel de Escuelas (Title I Schoolwide Program).

El Programa de Título I a Nivel de Escuelas nos permitirá proporcionar a nuestros estudiantes instrucción adicional en las áreas de la lectura, la composición, las matemáticas y las ciencias mediante nuestro Plan de Mejoramiento Escolar (School Improvement Plan). Este plan fue creado con el esfuerzo del trabajo unido de nuestro cuerpo docente y de los padres. Nos hemos esforzado mucho con el fin de asegurar que nuestro plan refleje las necesidades especiales de nuestros estudiantes. Copias de nuestro Plan de Mejoramiento Escolar y del Plan de Participación para Padres del Título I (Title I Parent Involvement Plan) están disponibles en el Centro de Recursos Para Padres (Parent Resource Center) de nuestra escuela, y en la oficina principal. El Plan de Participación para Padres de Título I del Distrito Escolar (School District Parent Involvement Plan) será distribuido a los padres y también puede ser accesado por el Internet visitando http://title1.dadeschools.net/FDOE_reqs.asp. En general, la financiación federal se empleará para añadir personal docente; adquirir materiales y equipos de instrucción adicionales, apoyar a las aulas regulares mediante la instrucción con ayuda de las computadoras, proporcionar capacitación especial a padres y miembros del personal y proporcionar actividades de motivación y de gran interés a nuestros estudiantes.

Estamos muy entusiasmados con nuestros planes de instrucción para este curso escolar. Les animamos encarecidamente a que asistan a nuestra Reunión Anual de Título I (Title I Annual Meeting); nos visiten a fin de que observen las actividades del programa y se informen más sobre la participación de sus hijos. Les animamos a que tomen un papel activo en los asuntos, las decisiones, y resoluciones de nuestra escuela. Queremos informarles, que gracias a su participación en el Concilio Asesor de Título I del Distrito (Title I District Advisory Council, DAC, por sus siglas en Inglés) y nuestro Concilio Asesor para Padres de Familia del Centro Regional (Regional Center's Parent Advisory Council, PAC, por sus siglas en Inglés) y con las reuniones y sesiones de trabajo para padres de familia de nuestra escuela, sus oportunidades de participar y de opinar como padres, han aumentado.

También esperamos que nuestros padres trabajen con el personal de la escuela en la evaluación anual y en volver a diseñar el contenido y la efectividad de nuestro Convenio entre la Escuela y los Padres de Título I (Title I School-Parent Compact) y del Plan de Participación para Padres del Título I (Title I Parent Involvement Plan). Una vez terminado, les distribuiremos copias de estos documentos. Además, el Manual de Administración de Título I (Title I Administration Handbook) para este curso escolar está a su disposición.

Por favor, recuerden que se pueden comunicar con mi oficina, con nuestro Especialista de Participación Comunitaria (Community Involvement Specialist o CIS), con el Especialista de Enlace con la Comunidad (Community Liaison Specialist o CLS) o con el contacto para padres en nuestra escuela para que reciban información de la *Ley que Ningún Niño se Quede Atrás de 2001* (NCLB por sus siglas en inglés) y sobre el "Derecho de Saber" ("Right To Know") que tienen los padres en cuanto a las calificaciones profesionales de los maestros de su hijos; el Reporte Anual de los Objetivos Alcanzados por Nuestra Escuela (Annual Measurable Objectives Report, AMO, por sus siglas en Inglés); el Informe de Responsabilidad Pública a Nivel Estatal (State Public Accountability Report o SPAR); el Plan de Participación para Padres de Título I del Distrito Escolar (School District Parent Involvement Plan), *Los Procedimientos para Presentar Quejas del Distrito Escolar* (School District's Complaint Procedures), y el Plan de Mejoramiento Escolar.

Si tuviesen alguna pregunta sobre el Programa de Título I (Title I Program) o el tipo de instrucción que sus hijos están recibiendo en nuestra escuela, por favor, comuníquense conmigo llamando al _____.

Atentamente,

Director/a

(Dat): _____

Chè Paran:

Ane sa a lekòl nou an pral resevwa fon federal espesyal, k ap sèvi (anplis fon lokal ak Eta regilye nou an), pou amelyore pwogram edikasyonèl pou tout elèv nan lekòl nou an. Fon federal sa a pral pèmèt nou aplike pwogram «Title I» pou tout lekòl la :

Pwogram «Title I» pou tout lekòl la pral pèmèt nou ofri enstriksyon siplemantè nan domèn lekti, redaksyon, matematik ak syans pou elèv nou yo atravè plan Amelyorasyon Lekòl nou an. Plan sa a te devlope an kolaborasyon ak pwofesè e paran nou yo. Nou te eseye anpil pou asire plan nou an reflekte bezwen espesyal elèv nou yo. Kopi Plan Amelyorasyon Lekòl nou yo e Plan Patisipasyon Paran nou yo ka lokalize nan ofis principal la ak nan sant ki nan lekòl yo kote nou jwen materyel pou paran yo. Epi tou, Distri «Title I» Plan patisipasyon paran an ka lokalize nan sit entènèt http://title1.dadeschools.net/FDOE_reqs.asp. An general, nou pral sèvi ak fon federal sa a pou n ajoute sou pèsonèl enstriksyonèl la; achte materyel enstriksyonèl e/oubyen ekipman adisyonèl, sipòte sal klas regilye e enstriksyon ak òdinatè; ofri fòmasyon espesyal pou paran e/oubyen anplwaye; e ofri aktivite adisyonèl ki motive e enterese elèv nou yo anpil.

Nou kontan ak plan enstriksyonèl nou yo pou ane sa a. Nou ankouraje w anpil pou ale nan «Title I» Reyinyon Anyel Paran nou yo; vizite nou pou obsève aktivite pwogram yo; e pou vin pi enfòmè sou patisipasyon pitit ou. Nou ankouraje w pou jwe yon wòl aktif nan zafè ki konsène lekòl nou an, desizyon ak rezolisyon yo. Nou vle w konnen, atravè patisipasyon paran avek reyinyon «Title I District Advisory Council (DAC)» (komite konsèy «Title I» Distri) a ak «Regional Center's Parent Advisory Council (PAC)» (Konsil Konsèy Sant Rejyonal Paran) an; e avèk reyinyon e atelye paran lekòl nou yo. OU gen opòtinite kom paran pou angajman yo e ide w yo ogmante.

Nou espere paran nou yo tou travay ansanm avèk anplwaye lekòl nou yo nan evalyasyon ak planifikasyon anyèl kontni e efikasite konpak Lekòl-Paran Lekòl «Title I» nou an e Plan Patisipasyon Paran «Title I» nou an. Yon fwa yo fin konplete, nap ba w kopi dokiman sa yo. Anplisdesa, Gid Adminstrasyon «Title I» pou ane lekòl sa a disponib.

Silvoupplè, konnen biwo mwen an ak «Community Involvement Specialist (CIS)» (Espesyalis Patisipasyon Paran) an, oubyen «Community Liaison Specialist (CLS)» (Espesyalis Lyezon Kominotè) a, oubyen kontak paran yo an lekòl nou an, se resous pou jwenn dènye nouèl sou «No Child Left behind Act of 2001 (NCLB)» (Akò Okenn Timoun Pap Ret Dèyè 2001) ak enfòmasyon sou «Dwa pou konnen» kòm paran konsènan: Kalifikasyon pwofesyonèl pwofesè sal klas pitit ou; Annual Measurable Objectives Report (AMO); «School Accountability Report (SPAR)» (Kanè Responsablite Lekòl) la; Plan Patisipasyon Paran «Title I» Distri Lekòl la; Pwosedi Distri Lekòl la pou pote plent, ak Plan Amelyorasyon Lekòl nou yo.

Si w gen kesyon sou Pwogram «Title I» an oubyen sou kalite enstriksyon piti ou ap resevwa nan lekòl nou an, silvoupplè kontakte m nan _____

Sensèman,

Direktè (tris)



Title I Administration Record of Parental Support - Home Visit 20__ - 20__

Regional Center _____ School _____ Grade _____ Teacher _____
Student _____ Address _____ Telephone _____
Parent/Guardian's Name _____ Date _____ Time _____

Purpose of Visit: (check all that apply)

- Welcome the new family
- Deliver Parent Compact or Parent Survey
- Share information on school policies regarding student attendance and punctuality
- Share information on how parents can assist their child/children with home learning
- Share information with parent(s) on how they can positively impact their child's academic performance
- Extend an invitation to visit the Parent Resource Center
- Share information regarding available community resources
- Share information on adult literacy (Parent Academy)
- Facilitate arrangements for a parent/teacher conference
- Invite family to school programs or Parent Advisory Council/District Advisory Council Meetings
- Extend an invitation to become a volunteer at the school
- Share information from Title I Program Evaluation
- Share information regarding Title I Program Application
- Other _____
- Incomplete home visit, parent/guardian unavailable

Signature of Parent/Guardian

Signature of Community Involvement Specialist



Administración de Título I

Historial de apoyo para los padres - Visita a la casa

20 ___ - 20 ___

Centro Regional _____ Escuela _____ Grado _____ Maestro/a _____

Estudiante _____ Dirección _____ Teléfono _____

Nombre del padre/de la madre/del tutor/de la tutora _____ Fecha _____ Hora _____

Propósito de la visita: (señale todas las que apliquen)

- Dé la bienvenida a la nueva familia
- Entregue el Parent Compact o la Parent Survey (Encuesta para Padres de Familia)
- Comparta información sobre la política oficial en cuanto a la asistencia y la puntualidad de los estudiantes
- Comparta información sobre cómo los padres de familia pueden asistir a sus hijos con el aprendizaje en el hogar
- Comparta información con los padres en cuánto a cómo pueden estimular positivamente el rendimiento académico de sus hijos
- Extienda a los padres de familia una invitación a que visiten el Centro de Recursos para Padres de Familia (Parent Resource Center)
- Comparta información sobre los recursos comunitarios que están disponibles
- Comparta información sobre la alfabetización de adultos de la Academia para Padres de Familia (The Parent Academy)
- Facilite los arreglos para una conferencia entre padres de familia y maestros
- Invite a la familia a los programas de la escuela o del Consejo Asesor de Padres de Familia/Reuniones de los Consejos Asesores del Distrito (Parent Advisory Council Meetings)
- Extienda una invitación a los padres para que se conviertan en voluntarios de la escuela
- Comparta información sobre la evaluación del Programa de Título I.
- Comparta información sobre la Aplicación del Programa de Título I.
- La visita del hogar quedó incompleta, los padres de familia/tutores no estaban disponibles
- Otra _____

Firma del padre/de la madre/del tutor/de la tutora

Firma del/de la especialista de participación comunitaria (Community Involvement Specialist)



Administrasyon "Title I" Rekò pou Vizit Sipò-Lakay Paran 20__ - 20__

Sant Rejyonal _____ Lekòl _____ Ane Eskolè _____ Pwofesè _____

Elèv _____ Adrès _____ Telefòn _____

Non Paran/Gadyen _____ Dat _____ Lè _____

Bi Vizit la: (teheke tout sa ki aplikab)

- Bon akèy nouvo fanmi an
- Delivre Konpak Paran oubyen Sondaj Paran
- Pataje enfòmasyon sou règ lekòl konsènan prezans ak ponktyalite elèv
- Pataje enfòmasyon sou kòman paran kab asiste pitit you pou aprann lekòl
- Pataje enfòmasyon avèk paran sou kòman yo kab fè yon efè pozitif sou pètòmans akademik pitit yo
- Bay yon envitasyon pou vin vizite Sant Resous Paran an
- Pataje enfòmasyon konsènan resous kominotè ki disponib
- Pataje enfòmasyon sou alfabetizasyon adilt (Akademi Paran)
- Fasilite aranjman pou yon konferans paran/pwofesè
- Envite fanmi pou patisipe nan pwogram lekòl yo oubyen Konsil Konsèy Paran/Rejinyon Konsil Konsèy Distri yo
- Bay yon envitasyon pou tounen yon volontè nan lekòl la
- Pataje enfòmasyon sou evalwasyon pwogram "Title I"
- Pataje enfòmasyon konsènan aplikasyon pwogram "Title I"
- Lòt _____
- Vizit lakay enkonplè, paran/gadyen pa disponib

Siyati Paran/Gadyen _____

Siyati Espesyalis pou Patipasyon Kominotè _____

**Title I Administration
Parental Involvement Monthly School Report**

School Year:

School:

Region:

Principal's Name:

School Population as of
August 23, 2013:

Sch. Loc. #

CIS Name:

Telephone:

CIS Position:

Month (Select the month) :

Directions: Monthly School Report and Activities Report are due on the 5th school day of the month.

#	Activity	Date:	Total
1	Title I Annual Meeting Attendance	<input style="width: 80px;" type="text"/>	
2	Parent Surveys Collected (on-going)		
3	CIS Telephone/E-mail Contacts		
4	CONNECT-ED Telephone Messages		
5	Home Visits (with signatures)		
6	Incomplete Home Visits (without signatures)		
7	Attendance: Parent Resource Center		
8	Attendance: District Advisory Council (DAC) - First Meeting- Thursday, October 17, 2013	Second Meeting- Thursday, April 03, 2014	
9	Attendance: Parent Advisory Council (PAC)		
10	The Parent Academy (TPA) Activities		
11	Additional Parent Activities:	<input style="width: 80px;" type="text"/>	

Submission Date

(DO NOT WRITE BELOW THIS LINE)

Approval Status

Approved

Area(s) of Concern Identified

Comments: _____

Title I Administration's Representative _____ (signature)

_____ Date

TITLE I ADMINISTRATION
 Parental Involvement
TELEPHONE LOG
 Incoming and Outgoing

 School

 Community Involvement Specialist

DATE	TIME	PARENT/GUARDIAN	STUDENT'S NAME	GRADE	TELEPHONE	PURPOSE

Revised 6/24/08

The School Board of Miami-Dade County Bylaws & Policies

Unless a specific policy has been amended and the date the policy was revised is noted at the bottom of that policy, the Bylaws and Policies of the Miami-Dade County Public Schools were adopted on May 11, 2011 and were in effect beginning July 1, 2011.

2111 - PARENT INVOLVEMENT– A HOME-SCHOOL-DISTRICT PARTNERSHIP

Strong, continuing family and community involvement in all aspects of school programs and activities provides support for measurable improvement in student achievement.

A collaborative environment is encouraged in which the parents and families of District students are invited and encouraged to be involved stakeholders in the school community. This policy establishes the framework and responsibilities for implementation of strategies to increase family and community involvement. A copy of this policy must be distributed to all parents (e.g., by providing paper copies, electronic copies, or other appropriate means of distribution).

"Parent" refers to any adult--mother, father, older sibling, aunt, uncle, grandparent, guardian/foster parent, mentor--who plays a significant role in the care of a student or students enrolled in the District. Although parental involvement is the specific focus of this policy, all those concerned with the education of students must work together cooperatively to meet the needs of students.

"School" is defined in the broadest possible sense. It refers not only to the customary kindergarten through grade 12 programs, but also to the early childhood, adult education, and community schools' programs.

The Superintendent shall implement administrative procedures by which a school-parent partnership can be established and maintained throughout the student's career in the District.

Parent Responsibilities

The importance of parents as teachers shall be recognized by parents and supported by the school. Schools will provide parents with the appropriate support and assistance needed in understanding and meeting the expectations of this role. Parents are expected to:

- A. set guidelines and clear expectations of good behavior and academic performance;

- B. ensure that their children have a quiet place and time to read, study, and complete homework;
- C. discuss daily work assignments, progress reports, and report cards with their children;
- D. ensure that their children attend school on time every day and promptly report any absences or tardiness;
- E. communicate with the school through written and electronic messages, telephone, and/or conference meetings;
- F. ensure that their children have the materials needed to complete class work and home learning;
- G. take an active part in school activities, such as Back-to-School Night, PTA meetings, participating in workshops, and parent/student activities, etc.;
- H. keep their children healthy by ensuring that they get enough sleep, appropriate nutrition, and medical care;
- I. bring to the attention of appropriate school personnel any problem or condition that negatively affects their children, or other children in the school community;
- J. help their children develop a good self-image by providing care, discipline, support, interest, and concern;
- K. provide the school with current and accurate home, work, and emergency contact information; and
- L. foster in their children a positive attitude towards school and learning.

Parents as Advisors, Advocates and Participants in Decision Making

- A. Advisors

Parents are encouraged to participate in and influence decisions, raise issues or concerns, appeal decisions, and resolve problems.

B. Advocates

Parents are encouraged to become advocates for children on issues that affect children. They are urged to join and take a leadership role in a PTA, PTSA or other parent organization.

C. Educational Excellence School Advisory Councils

Parents must be elected to serve as active members of Educational Excellence School Advisory Councils (EESAC) and in other important decision-making bodies, where required by State and Federal statutes. This will include the involvement of parents in the development of the Local Educational Agency Title I Plan required under The Elementary and Secondary Education Act as well as their involvement in the process of school review and improvement required by the Act.

D. Title I School-Parent Compacts

In each school implementing the Title I Program, parents shall, jointly with the school, develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact will also identify how the school and parents will build and develop a partnership to help children achieve the State's high standards.

E. Title I School's Parental Involvement Plan

In each school implementing the Title I Program, parents shall jointly with the school develop the Title I School's Parental Involvement Plan. Additionally, parents in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.

School Level Strategies And Responsibilities

- A. Parent Outreach Liaisons. Each school principal will identify one (1) or more individuals who will serve as a liaison to all parents in the school community. Responsibilities include: assessing the needs of parents; communicating this information to the school's principal and the school's advisory group(s); and informing parents of school and District services, offerings, and programs in their primary language. This individual may be a Community Involvement Specialist, another staff member, or a certified volunteer.
- B. Space for Parents. School principals will provide a Parent Resource Center as a place for parents to meet, post, and review current bulletins, and exchange information.
- C. Access to Schools. Reasonable efforts will be made to make the school building a welcoming place, clearly accessible to parents. Parents should recognize, however, that their right to access does not transcend the rights of students and teachers to an orderly educational environment.
- D. Sensitivity to Exceptionalities. Reasonable efforts will be made to assist parents in understanding the needs and rights of their children. Reasonable efforts should be made to assist school personnel, students and parents in understanding the needs and rights of children with different exceptionalities.
- E. Accommodations for Parents. School personnel should use flexible and creative methods to accommodate the schedules of parents, and, with the assistance of businesses, agencies and organizations, to encourage participation by addressing the need for child care, transportation and other resources. Every reasonable accommodation should be made for Board employees who are parents to participate in the education of their children.
- F. Communication. Communication between parents and the school shall be encouraged at all grade levels, including regular parent/teacher communication, and providing parents with meaningful scope of student work. Reasonable efforts will be made to communicate with parents in their primary language. The mode of communication should also be adjusted when necessary to promote comprehension, acceptance, and trust. Additionally, schools implementing the Title I Program will distribute annually to parents, at the onset of the school year, the Title I Program Notification Letter, in a format, and to the extent practicable, in a language such parents understand.

- G. Parent Orientation. Schools will conduct orientation meetings that provide information about school procedures and programs as well as opportunities for active participation. Additionally, schools in the Title I Program should conduct the Title I Annual Parent Meeting at the onset of the school year to inform parents of their school's participation in the Title I Program, to explain the parental requirements in the Elementary and Secondary Education Act, and to explain the rights of the parents to be involved.

- H. Educational Excellence School Advisory Councils. Schools must ensure that parents are included as active members of Educational Excellence School Advisory Councils and other important decision-making bodies as required by Federal and State statute. To ensure that parents are knowledgeable about this involvement, all parents must receive information regarding the role of EESAC, meeting schedules, and parent elections. With the support of the EESAC, principals will develop and support strategies that facilitate opportunities for all parents to be involved in at least one support activity during the course of the year.

- I. Title I School-Parent Compacts. Each school implementing the Title I Program shall ensure that parents in the Program are involved in jointly developing, and that they receive, the annual Title I School-Parent Compact as required in the Elementary and Secondary Education Act 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.

- J. Title I School's Parental Involvement Plan. In each school implementing the Title I Program, parents shall jointly with the school create a plan. Additionally, parents in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.

- K. Learning Opportunities for Parents. With the assistance of The Parent Academy and other appropriate District offices, schools should identify and implement community-centered, parent friendly programs and affiliations for parents to learn. The learning opportunities should target appropriate student age levels, including the needs of children from birth to age six as well as the developmental and cognitive needs and expectations of students. Additional learning opportunities should be provided for young adults, including those who are already parents, to learn how to be effective parents.

- L. **Volunteers and Tutors.** Principals should utilize the special knowledge, abilities, talents, and cultural experiences of parents to enhance school activities and experiences. In order to maintain a strong volunteer program, principals will identify staff who will actively recruit, train, appropriately place, support, and monitor parents in instructional and extra-curricular programs. Volunteer procedures and forms will be made available throughout the year.

- M. **Resources for Parents.** In order to assist parents, resources should be made available for check-out at the school site or through the District web site or Parent Portal, such as: audio/visual, print, computer, and web-based programs; "how-to" programs broadcast on educational television and radio; pamphlets and books developed especially to aid the parent-as-teacher; copies of course schedules and homework assignments; lists of grade level and course objectives; testing guidelines; and schedules. Additionally, the Title I Handbook should be made available for check-out to parents of students in the Title I Program.

- N. **Advocacy.** Schools, regional centers, and the District will support parents to become advisors and advocates for their children. They will provide understandable, accessible, and well-publicized opportunities as well as information about student and parent responsibilities and rights in order that parents may advocate effectively. Regional Parent Liaisons will provide information and assistance to parents including the parents of children with exceptionalities.

District Level Strategies and Responsibilities

- A. **District Parent Resource Office.** The Office of Parental Involvement functions as a liaison with parents to provide a District level point of communication for referral and direction on parental involvement issues. It is the primary responsibility of this office to promote parental involvement, facilitate implementation of this policy, and maintain contact with various groups and individuals representing parents. The office will assist other programs in the implementation of parent involvement strategies. These programs will include the Parent Academy, Early Childhood Programs, Bilingual Parent Outreach Program, State and District-run Voluntary Pre-kindergarten (VPK) programs, and Title I administration.

- B. **Parent Involvement Training.** The Office of Parental Involvement, in cooperation with the Parent Academy, Title I administration, and other appropriate District offices, where applicable, will develop and provide training programs to give parents the information, tools, and resources on how to be successful advisors, advocates, and partners in the decision-making process. The training programs must include assistance to parents to understand such topics as the Sunshine State Standards, the FCAT and other assessments, the requirements of the Elementary and Secondary Education Act, ways to monitor a child's progress, and ways to work with educators to improve student achievement. The District should also facilitate parent-to-parent training programs.
- C. **Support for Parental Involvement Strategies.** Through the Office of Parental Involvement, the Parent Academy, Title I administration, and other appropriate District offices, the District shall provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance as well as to build the schools' and parents' capacity for strong parental involvement as defined in the Elementary and Secondary Education Act.
- Additionally, schools implementing the Title I program will receive support and assistance through the following Title I components: parental District Advisory Council's general and executive board meetings, the Parent Outreach Program, Community Involvement Specialists, Parent Advisory Councils, and District and school-site Parent Resource Centers.
- D. **Support for Communication.** Appropriate District offices will develop and implement effective communication methods to ensure that all families, regardless of income, ethnic background, or language, receive and share school-to-home and home-to-school communications. Additionally, Title I administration will provide to schools implementing the Title I program the sample Title I Program Notification Letter, to be distributed to their parents annually, at the beginning of the school year.
- E. **Staff Training.** Training procedures should include the importance of parental involvement. Training programs will be identified by the Office of Parental Involvement, Title I administration, the Parent Academy, and other appropriate District offices, to assist personnel in acquiring techniques that promote effective communication with parents and the cultivation of parental involvement.
- F. **Resource Guide.** A resource guide will be developed for school staff members, parents, and the community, to include best practices and a directory of contact information for programs, and persons with expertise in the area of parental involvement. Additionally, the Title I Administration Handbook is an appropriate resource to support schools implementing the Title I program, in this area.

- G. Title I School-Parent Compacts. Title I administration will ensure that all schools participating in the Title I program jointly with parents develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Title I administration will assist with ensuring that schools distribute the Compacts to all parents in the Title I program.
- H. Title I District Wide Parental Involvement Policy. This policy serves as the Districtwide Parental Involvement Policy required by the Elementary and Secondary Education Act for schools implementing the Title I program. This policy has been developed jointly with, and agreed upon by, parents of children participating in the Title I program. Title I administration will assist in ensuring that this policy is distributed to all parents in the Title I program.
- I. Evaluation. The Office of Parental Involvement and the Family and Community Involvement Advisory Committee, on which the majority of the members are parents, will annually assess the implementation of the Parent Involvement Policy, using outcome-based data, including, but not limited to, the School Climate Survey and the Parent Benchmarks Survey, and will make written recommendations for improvement. This assessment will identify barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings of the evaluation will be used to design strategies for more effective parental involvement and to revise existing parental involvement policies.
- J. Business Involvement. The active cooperation of the community's municipalities, businesses, agencies, organizations, and post-secondary institutions will be sought to partner with the District to provide on-site opportunities for parents to learn more about the School District, the educational needs of students, and about parenting in general. These entities may be asked to partner with the District to provide educational experiences at the school sites. Members of the community will be encouraged to assist students by participating in programs such as Listeners, Mentors, and Role Models. Businesses will be encouraged to provide flexible time or release time for employees to visit their children's school. The District will establish a program to designate businesses as "school friendly" when they meet established District criteria.

AKÒ LEKÒL "TITLE I" AK PARAN POU

(ane eskolè)

ANE ESKOLÈ

Lekòl la ak paran yo ap travay ansanm pou ofri siksè nan edikasyon

dakò pou:

Non Timoun nan

LEKÒL	PARAN YO/GADYEN YO PRAL:
<p>PRAL:</p> <ul style="list-style-type: none"> > Ofri yon reyinyon oryantasyon anyèl pou enfòmè paran elèv ki nan pwogram "Title I" la sou dwa yo genyen pou patisipe. > Ofri yon kantite reyinyon ki fleksib nan diferan lò, bay transpòtasyon, swen pou timoun ak vizit lakay pou paran yo. > Enklè paran yo aktivman nan planifye, revize, e amelyore Pwogram "Title I" la ak règ pou patisipasyon paran yo. > Bay kourikoulòm dewot kalite e enstriksyon nan yon anviwonman pou aprann ki sipòtif ak efikas ki ap ede patisipasyon timoun yo pou satisfè estanda siksè akademik elèv Eta a, kòm sa k ap suiv la: <p style="color: red; margin-left: 20px;"><i>(Dekri fason lekòl la pral ofri kourikoulòm ak enstriksyon dewot kalite, e fè sa nan yon anviwonman pou aprann ki sipòtif ak efikas.)</i></p> > Fè konferans paran-pwofèsè (omwen anyèlman nan lekòl elemanè yo) pandan yo ap diskite akò sa a menm jan li relate ak siksè endividyèl timoun nan. Konferans sa yo pral fet espesifikman: <p style="color: red; margin-left: 20px;"><i>(Dekri ki lò konferans paran-pwofèsè yo pral fèt.)</i></p> > Bay paran yo rapò souvan sou pwogrè pitit yo. Lekòl la ap bay rapò yo kòm sa k ap suiv la espesifikman: <p style="color: red; margin-left: 20px;"><i>(Dekri ki lò ak ki jan lekòl la ap bay paran yo rapò yo.)</i></p> > Bay paran yo aksè rezonab pou wè anplwaye yo. Anplwaye yo ap disponib pou konsiltasyon avèk paran yo kòm sa k ap suiv la espesifikman: <p style="color: red; margin-left: 20px;"><i>(Dekri ki lò, ki kote, e ki jan anplwaye yo ap disponib pou konsiltasyon avèk paran yo.)</i></p> > Bay paran yo opòinite pou fè volontè e patisipe nan klas pitit yo a e pou obsève aktivite nan salklas yo, kòm sa k ap suiv la: <p style="color: red; margin-left: 20px;"><i>(Dekri ki lò e ki jan paran yo pral fè volontè, patisipe, e obsève aktivite nan salklas yo.)</i></p> 	<p>PARAN YO/GADYEN YO PRAL:</p> <p>Sipòte enstriksyon timoun yo nan fason k ap suiv yo:</p> <p><i>Dekri fason paran elèv nan _____ pral sipòte enstriksyon pitit yo tankou: _____ (Non Lekòl la)</i></p> <ul style="list-style-type: none"> > Siveye prezans pitit mwen an lekòl, enstriksyon lakay, ak gade televizyon. > Angaje m nan devlope, enplimante, evalye, ak revize règ sou patisipasyon paran. > pwomouvwa itilizasyon pozitif tan pou aktivite andeyò salklas pitit mwen an. > Pataje responsablite a avèk lekòl la pou amelyorasyon siksè akademik elèv pitit mwen an. > Kominike avèk pwofèsè pitit mwen an sou bezwen edifikasyonèl li. > Fè volontè nan salklas pitit mwen an. > Patisipe, yon fason ki apwopriye, nan desizyon ki relate ak edikasyon pitit mwen an. > Sèvi nan gwoup pou bay konsèy sou règ yo tankou sèvi kòm reprezantatif lekòl paran "Title I" nan diferan komite, asanble konsèy, eks. > Rete enfòmè sou edikasyon pitit mwen an nan li ak responn tout avi lekòl la oubyen distri lekòl la voye. > _____ > _____ > _____

NOTE: Lekòl yo ak paran yo pa oblije suiv modèl fom sa a, men si yo enkli tout sijè ki nan lis anwo yo, yo ap antrè tout enfòmasyon Seksyon 1118(d) mande pou nan akò lekòl-paran an. (Note yo mande pwovizyon ki souliyen nan modèl akò sa a pou Akò Lekòl-Paran an.) Yo ankouraje lekòl ak paran yo, nan konsiltasyon avèk elèv yo, pou enkli lò aktivite ak aksyon ki relate e yo dakò sou yo tou ki ap sipòte patisipasyon paran e ranfòse siksè akademik elèv ki efikas. Pli enfòmasyon disponib sou Patisipasyon Paran nan: Title I, Part A. Non-Regulatory Guidance, United States Department of Education web site.

La escuela y los padres de familia trabajando cooperativamente a fin de proporcionar una educación exitosa a _____ acuerdan lo siguiente:

Nombre del niño o niña _____

<p>LA ESCUELA _____ HARÁ LO SIGUIENTE:</p>	<p>LOS PADRES DE FAMILIA O TUTORES HARÁN LO SIGUIENTE:</p>
<ul style="list-style-type: none"> ➤ Celebrar una sesión de orientación anual a fin de informar a los padres de los estudiantes del Programa de Título I de su derecho a participar. ➤ Ofrecer a los padres de familia reuniones en horarios flexibles, proporcionar servicios de transporte y cuidado de niños y visitas a los hogares. ➤ Involucrar activamente a los padres de familia en la planificación, revisión y mejoramiento del programa de Título I y la política oficial en cuanto a la participación de los padres de familia. ➤ Proporcionar un programa de estudios e instrucción de alta calidad en un ambiente de aprendizaje sustentador y eficaz que posibilite que los niños participantes satisfagan los estándares del estado en lo que respecta a los logros académicos de los estudiantes como se consigna a continuación: <i>(Describe cómo la escuela proporcionará un programa de estudios e instrucción de alta calidad en un ambiente de aprendizaje sustentador y eficaz).</i> ➤ Celebrar reuniones entre padres y maestros (por lo menos anualmente en las escuelas primarias), durante las cuales se discuta este convenio, según el mismo se relaciona con los logros del/de la estudiante. <i>(Describe cuándo se celebrarán las conferencias entre padres y maestro).</i> ➤ Proporcionar a los padres de familia frecuentes informes sobre el progreso de sus hijos. Específicamente, dichas conferencias se celebrarán en la siguiente forma: <i>(Describe cuándo y cómo la escuela proporcionará los informes a los padres de familia).</i> ➤ Proporcionar acceso razonable al personal a los padres de familia. Específicamente, el personal estará disponible para consultas con los padres de familia en la siguiente forma: <i>(Describe cuándo, dónde y cómo el personal estará disponible para consultas con los padres de familia).</i> ➤ Proporcionar oportunidades de prestar servicios voluntarios y participar en la clase de sus hijos a los padres de familia y observar las actividades del aula en la siguiente forma: <i>(Describe cuándo y cómo los padres de familia podrán prestar servicios voluntarios, participar y observar las actividades del aula).</i> 	<p>Apoyar el aprendizaje de nuestros hijos en la siguiente forma:</p> <p><i>Describe los modos en los que los padres de los estudiantes de _____ (Nombre de la escuela) podrán apoyar el aprendizaje de sus hijos, tales como:</i></p> <ul style="list-style-type: none"> ➤ Supervisar la asistencia a clases de nuestros hijos, su aprendizaje en el hogar y el tiempo que dedican a mirar la televisión. ➤ Involucrarse en el desarrollo, la implementación, la evaluación y la revisión de la política de la escuela en cuanto a la participación de los padres de familia. ➤ Promover el uso positivo del tiempo extracurricular de sus hijos. ➤ Compartir con la escuela la responsabilidad en cuanto a mejorar los logros de sus hijos como estudiantes. ➤ Comunicarse con los maestros de sus hijos acerca de su progreso y necesidades educacionales. ➤ Prestar servicios voluntarios en las clases de sus hijos. ➤ Participar en la toma de decisiones en cuanto a la educación de sus hijos si fuese apropiado. ➤ Prestar servicios en grupos que proporcionan asesoramiento en cuanto a la política oficial como representantes de escuelas-padres de familia de Título I en varios comités, consejos asesores, etc. ➤ Mantenerse informados en cuanto a la educación de sus hijos leyendo y respondiendo a todos los avisos de la escuela y del distrito escolar. ➤ _____

Nota: No se requiere que las escuelas y los padres de familia sigan este modelo de formato, pero sí se incluyen todos los artículos anteriormente mencionados, se habrá incorporado toda la información que la Sección 118(d) requiere que contenga el acuerdo entre la escuela y los padres de familia. (Tome en cuenta que las estipulaciones que se resaltan con letra negrilla en este modelo de acuerdo son requeridas para el acuerdo entre la escuela y los padres de familia. Se anima a la escuela y a los padres de familia, en consulta con los estudiantes, a que incluyan otras actividades y medios relevantes, las cuales también se hayan acordado a fin de apoyar la participación eficaz de los padres de familia y fortalecer el rendimiento académico de los alumnos. Información adicional al respecto está disponible en Parental Involvement (La Participación de los Padres de Familia en Título I, Parte A, Non-Regulatory Guidance (Orientación no Reglamentaria). En el sitio "web" del Departamento de Educación de los Estados Unidos.

Miami-Dade County Public Schools Anti-Discrimination Policy

Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972 - prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended - prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 - prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) - prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

The Family and Medical Leave Act of 1993 (FMLA) - requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 - prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) - prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 - secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Title II of the Genetic Information Nondiscrimination Act of 2008 (GINA) - Prohibits discrimination against employees or applicants because of genetic information.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 295.07 (Florida Statutes), which stipulate categorical preferences for employment.

In Addition:

School Board Policies 1362, 3362, 4362, and 5517 - Prohibit harassment and/or discrimination against students, employees, or applicants on the basis of sex, race, color, ethnic or national origin, religion, marital status, disability, genetic information, age, political beliefs, sexual orientation, gender, gender identification, social and family background, linguistic preference, pregnancy, and any other legally prohibited basis. Retaliation for engaging in a protected activity is also prohibited.