

Stamford Public Schools



Stamford Public Schools

EXCELLENCE IS THE POINT.

Grants & Funded Program Handbook

2018 – 2019

Information in this packet applies to the following grants only
21st Century Grant, After School Grant, Alliance Grant, Carl D. Perkins,
Extended School Hours Grant (ESH), Title I, and Upward Bound



Funding is Fundamental

Grants and Funded Programs

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❖ Grants Managed through the Grants and Funded Programs Office

- **21st Century Grants** - to create community learning centers that provide programs focused on helping children in high-need schools to succeed academically through the use of scientifically based practice and extended learning time
- **After School Grants** - to provide programs outside school hours that offer students academic/educational enrichment and recreational activities
- **Alliance District Grant** - to help districts improve student achievement through evidence based reform strategies
- **Carl D. Perkins** - to develop more fully the academic, career, and technical skills of high school students who elect to enroll in Career and Technical Education (CTE) courses.
- **Extended School Hours Grant (ESH)** - to provide programs during before/after school hours that include enrichment, recreation, health and academic support
- **Title I** - to provide academic support in reading and math to targeted students. Professional Development may also be funded through this grant. Parent involvement is an important focus of this grant
- **Upward Bound** - provides fundamental support to first generation college-bound Stamford High School students from low-income families in their preparation for college entrance. The goal of Upward Bound is to increase the rate at which participants complete a rigorous secondary education and enroll in and graduate from institutions of postsecondary education.

❖ Grant Related Forms and Approvals

- **All forms** can be obtained in the Grants and Funded Handbook which is available online at SPS Grants and Funded Program webpage
- Return the following forms to the Grants & Funded Programs Office prior to expenditure:
 - Conference Forms completed, submitted and approved prior to travel
 - Quotes from vendors and Conference Attendance must be submitted prior to the start of services
 - "Explanation of Funds by School" form - to be submitted by October 31st
 - H.T.E. form completed and submitted for all purchases with grant money
 - Invoice form submitted after services are completed
 - Kronos forms must be submitted prior to the start of a program
 - Substitute Request Forms Fax to x4128 with a copy to Pat Cunningham, x4040
 - Grant Request/Approval form with HTE order form completed for all requests
 - Travel Reimbursement Form completed and submitted after travel, include original receipts
 - Tutor request forms to be completed when hiring tutors prior to the start of program (*Kronos form needed also*)

❖ Dates to Remember: 2018 – 2019 school year

- **October 31** – Explanation of Funds by School
- **March 31** – Budget Revision due
- **April 15** – All expenditures must be entered into HTE
- **May 15** – All program evaluations due
- **May 17** – All grant funded programs end



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STAMFORD PUBLIC SCHOOLS OFFICE of GRANTS AND FUNDED PROGRAMS

Grants Managed Through the Grants & Funded Programs Office

Name of Grant	Use of Funds	Which Schools	Who's Serviced
21st Century Grants	<ul style="list-style-type: none"> To create community learning centers that provide programs focused on helping children in high-need schools to succeed academically through the use of scientifically based practice and extended learning time 	Cloonan Dolan Rippowam	All Students
After School Grant	<ul style="list-style-type: none"> Programs outside school hours that offer students academic/educational enrichment and recreational activities 	TOR - Titans SHS - ALTA WHS - ALTA	TOR Titans – All Students ALTA – High School Students
Alliance Grant	<ul style="list-style-type: none"> Intervention Teacher/Administrator Evaluation CCSS curriculum and Professional Development Promote college readiness for HS students and reduce achievement gaps 	All Schools	All Students
Carl D. Perkins	<ul style="list-style-type: none"> Professional Development for teachers Curriculum writing Non consumable materials CTE student career development Improve or develop new CTE education courses 	AITE SHS WHS	Career & Tech Education
Extended School Hours	<ul style="list-style-type: none"> Before/after school programs that include enrichment, recreation, health and academic support Forty (40%) percent of these funds must be disbursed to community based agencies that provide programs in your schools 	All Schools based on competitive grant app. award applications	All Students
Title I	<ul style="list-style-type: none"> Academic support in reading and math Professional Development Parent Involvement 	Davenport, Hart, Toquam, K.T. Murphy, Newfield, Northeast, Roxbury, Springdale, Stillmeadow, Stark Westover	Lowest achieving students
Upward Bound	<ul style="list-style-type: none"> Academic support to pursue a program of postsecondary education 	SHS	Low-income or first-generation college students

NOTES: Return all grant related forms to Cheryl Poltrack/Marie Underwood, 5th floor, BOE

All grant expenditures MUST be entered into HTE by April 15th

All grant funded before/after school programs, and ALL tutors (AVID, Title I, Upward Bound, WHS SUCCESS) MUST end on May 17th.

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

**STAMFORD PUBLIC SCHOOLS
OFFICE of GRANTS AND FUNDED PROGRAMS**

Managing Your Grants Allocations

Forms requested for Grant Related Expenditures	Action to be taken for Grants Funds ONLY
1. Kronos Staff and Funding Forms (Grant Funded ONLY)	Select staff to work in the Before/After school programs & complete form. Staff MUST NOT begin working until Kronos card is received and/or re-activated
2. Kronos approval by School Editor	Select administrator to approve Kronos for staff
3. Explanation of Grant Funds by School form	Complete breakdown of total allocations by account line. All purchases must directly relate to your budget and your SIP's
4. Extra Service Vouchers (Grant Funded ONLY)	Submit to Marie Underwood
5. Grant Extra Service Pay Request Form (Grant Funded ONLY)	Complete for extra hours for Paraeducators or Security when not edited through Kronos
6. Authorization to Attend Conference Forms (Grant Funded ONLY)	Submit to Marie Underwood prior to conference Keep a copy to attach to Travel Reimbursement Form
7. Contracts (Grant Funded ONLY)	Fill out BoE Contract and Contract Support Form Submit to Marie Underwood 20 days prior to services
8. Invoices for Purchases	Claimant completes invoice – (attach original receipts taped to 8 ½ X 11 paper). School staff enters a requisition into HTE and writes req. # on invoice. Submit all original documentation to Marie Underwood
9. Travel Reimbursement Forms	Completed after a conference to pay for expenses- (attach original receipts taped to 8 ½ X 11 paper and copy of conference form) School staff enter requisition in HTE
10. Substitute Request Forms (Grant Funded ONLY)	Fax to Marie Underwood @ 977-4128
11. Tutor Request Form (Grant Funded ONLY)	Complete form for all tutors paid for with grant monies Substitutes CANNOT tutor or work afterschool programs
12. Transportation (Grant Funded ONLY)	Follow the transportation department guidelines for any special field trips
13. Purchasing: (Grant Funded ONLY)	All purchases must directly relate to your budget breakdowns as planned on the explanation of Grant Funds by School form. Your monthly reports reflect the account breakdowns. Complete the HTE form in full for request of materials (in this packet)
14. Grant Funded Request/Approval Form	Fax HTE form to Marie Underwood @ 977-4128 Complete Grant Funded Request Form for approval for grant materials. Return to Grants Office, fax 4128 Upon approval the HTE process will begin

Correct forms must be used or they will be returned.

SUBMIT FORMS ONE TIME

(IT IS NOT NECESSARY TO FAX **AND** MAIL THE SAME FORM)

GRANTS BUDGET and EXPENDITURE TIMELINE

SEND ONLY FORMS THAT ARE FUNDED THROUGH GRANTS TO OUR OFFICE

WHAT?	WHEN?
Kronos Staff and Funding Form	<u>Two (2) weeks</u> – before program starts. Staff <u>MUST NOT</u> begin working until Kronos cards are received and/or re-activated. <u>All programs must end on May 17</u>
Explanation of Grant Funds (Budget breakdown)	<u>On or before October 31</u>
Extra Service Vouchers 2018-2019 rates <ul style="list-style-type: none"> Curriculum rate = \$37.76 Direct Service w/students = \$44.05 	Submit no later than 15 days after the end of the prior month. Examples: <ul style="list-style-type: none"> work done 9/1 – 9/30 must be submitted no later than 10/15; work done 10/1-10/15 must be submitted no later than 11/15
Conference Forms	Submit 30 days prior to attendance for approval
Contracts and Consultants	Submit 20 school days prior to services rendered for approval
Travel Reimbursement Form	Submit form no later than 30 days after the conference attendance ; no later than June 30 for attendance in June
Invoices	Submit form no later than 30 days of purchase ; no later than June 30 for purchases in June. All expenditures MUST be entered into HTE by April 15th.
Substitute Request Form	Submit at least 10 school days prior to date of requested coverage
Tutor Request Form	Submit on an ongoing as needed basis
Budget Revisions	NO LATER THAN March 31st
Expend all Grants	All expenditures MUST be entered into HTE by <u>April 15th</u>

All unexpended funds will revert to the District unless a written, approved definitive plan is in place by April 15th.



Office of Grants and Funded Programs
Explanation of Grant Funds by School

DEADLINE: All expenditure forms must be approved by Cheryl Poltrack before programs may begin!

School Name _____

Please use the forms below to show the distribution of funds for grants which your school received.

ALL GRANT MONEY MUST BE EXPENDED BY APRIL 15TH
EXCEPT FOR GRANT PAYROLL PROGRAMS WHICH MUST END BY MAY 17th.

Grant:

	Amount	Budget Breakdown and Description
104 Teacher Extra Service Pay		
109 Substitute Teacher		
115 Educational Assistant pay		
117 Tutors		
330 Contractual expenditures (bringing consultants in)		
511 Transportation		
611 Instructional supplies related to SIP		

**Office of Grants and Funded Programs
Budget Revision**

DEADLINE: All budget revisions
are due to Cheryl Poltrack no later
than March 31st

School Name _____

Grant Name _____

Total Budget Amount _____

	Current Budget	Increase	Decrease	Revised Budget	Use of Funds Under New Budget Line (How will money be spent?)
104 Teacher Extra Service Pay					
109 Substitute Teacher					
115 Educational Assistant pay					
117 Tutors					
330 Contractual expenditures (bringing consultants in)					
511 Transportation					
611 Instructional supplies related to SIP					
Total	\$	\$	\$	\$	

**Office of Grants and Funded Programs
Budget Balance Worksheet – April 15th**

DEADLINE: All budget Balance Worksheets are due to Cheryl Poltrack no later than April 15th

School Name _____

Grant Name _____

Total Budget Remaining _____

	Current Budget	How will money be spent?
104 Teacher Extra Service Pay		<i>(All programs end on May 17th)</i>
109 Substitute Teacher		
115 Educational Assistant pay		
117 Tutors		
330 Contractual expenditures (bringing consultants in)		<i>(All contracts must be entered into HTE and received in Grants Office by April 15)</i>
511 Transportation		
611 Instructional supplies related to SIP		<i>(Materials must be entered into HTE and submitted to Grants Office by April 15)</i>
Total	\$	

STAMFORD PUBLIC SCHOOLS
Office of Grants & Funded Programs

Kronos Implementation Guidelines

All grants funded after school staff will be paid through Kronos. Please adhere to the following guidelines to insure a smooth after school payroll transition.

Fill out the **Kronos Staff and Program form** (in this packet)

- a. Indicate name of staff
- b. Employee#
- c. Indicate if staff member needs a Kronos card
- d. Indicate Program/name of grant
- e. Indicate position of staff member i.e. Teacher, Para Educator
- f. Indicate projected number of hours:
 - a) work times
 - b) total hours per day
 - c) total hours per week

2. Submit the signed **Kronos Staff and Program form** to Cheryl Poltrack in the Grants & Funded Office **two (2) weeks prior to start of program.**

Staff **MUST NOT** begin working until Kronos cards are received and/or re-activated.

3. Designate a Kronos editor at your school who will be responsible for approving and signing off on the before/after school staff Kronos following the Kronos payroll schedule

Kronos cards will be distributed to your staff following the submission of the **Kronos Staff and Program form** to the Grants office. (HR will distribute Kronos cards) Staff **MUST NOT** begin working until Kronos cards are received and/or re-activated. **Kronos cards may be reused** – ask teachers to keep them.

4. You **must** fill out this form for each and every staff member working in after school programs
5. Fill out the form for additional staff members throughout the year
6. Remind staff that Kronos cards must be kept in their possession and they are responsible for swiping their own card. Kronos cards must be kept from year to year.
7. Administrator/Program Coordinator must notify Yves LaFleur & Cheryl Poltrack via email when a staff member does not swipe.
8. Substitute Teachers (not contractual) or Para Educators Subs may not work for before/after-school programs.
9. Return all forms to Cheryl Poltrack, Grants & Funded Programs



Stamford Public Schools

EXCELLENCE IS THE POINT.

STAMFORD PUBLIC SCHOOLS
Office of Grants & Funded Programs

Fax to 203-977-4128

KRONOS STAFF AND PROGRAMS FORM

School: _____ Fax #: _____ Date: _____

Administrator: _____ Kronos Editor: _____

Program Start Date: _____ Proposed number of students to be served _____

Complete a separate form for each grant program

Name of Staff	Employee#	Need Kronos Card? Y/N	Program / Name of Grant	Position***	Projected Work Times	Projected Total Hrs. Per day	Projected Total Hrs. Per week
<i>Marie Underwood</i>	<i>999999</i>	<i>N</i>	<i>Working w/Databases ESH</i>	<i>Teacher/Tutor/ParaEducator ***</i>	<i>2:55 – 4:55</i>	<i>2</i>	<i>10.5</i>

***** Substitute Teachers (not contractual) or Para Educators Subs may not work for before/after-school programs. Staff MUST NOT begin working until Kronos cards are received and/or re-activated.**

School Administrator Signature _____

Grants & Funded Program Approval/date _____

*****Forms must be submitted 2 weeks PRIOR to start of programs**



STAMFORD PUBLIC SCHOOLS
OFFICE OF GRANTS & FUNDED PROGRAMS
TUTOR REQUEST FORM

School _____

Date _____

Grade(s)

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

Subject Area _____

Name of Staff _____ Employee ID # _____

Phone (home) _____ Cell _____

Street Address _____

City _____ State _____ Zip Code _____

Connecticut Certified ☐ Yes ☐ No

If Yes, specify Certification: _____

If No, specify status: _____

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

If No, Specify status _____

Program Name (i.e. Title I, PSD, ESH) _____

Funding Source Account# _____

Principal Signature _____

FOR CENTRAL OFFICE USE ONLY

Grants Office Approval _____

Please return to Cheryl Poltrack – FAX 4128

Hourly rate for grant funded tutors:

Certified staff: \$25.00 per hour/College graduates, interns: \$20.00 per hour

AVID tutors: College Students \$12.50 per hour/

High School students \$10.10 per hour

MUST BE PROCESSED BEFORE TUTOR BEGINS SERVICES (Tutor must not exceed 20 hours per week)

GRANT EXTRA SERVICE PAY REQUEST FORM

FOR KRONOS EMPLOYEES (PARAEDUCATORS, SECURITY, BUS AIDES, ETC.)

To request extra service pay, complete all requested information.

A supervisor/administrator must sign & send to the Grants and Funded Office.



SCHOOL _____

EMPLOYEE NAME _____

EMPLOYEE ID NUMBER _____

EMPLOYEE POSITION _____

NAME OF PROGRAM _____

BUDGET CODE _____

DATE (LIST EACH DAY)	HOURS	ACTIVITY	SIGNATURE

SIGNATURES/DATE:

Activity Supervisor _____

Admin/Principal _____

Director, Grants (if applicable) _____

HR Administrator _____

Total Hours _____

Rate _____

Total Pay _____

STAMFORD PUBLIC SCHOOLS
Office of Grants and Funded Programs

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

1. Get approval to attend the conference
2. Complete the "Authorization to Attend Conference and/or Make Out-of-Town Trip" form **PRIOR** to attending, Keep a copy.
3. Attach maximum one-page literature about conference.
4. Attach quotes for transportation, lodging and registration
5. Attach Pre-Approval Form for Conference Attendance form.
6. Office School Staff enters a requisition in H.T.E.
7. Send the form to the Grants Office.
8. Upon approval go on conference
9. Within 30 days of your return- Fill out "Travel Reimbursement Form" in complete detail by day.
10. Write the H.T.E. requisition# on the form
11. Attach a copy of the " "Authorization to Attend" form to the Travel Reimbursement Form
12. Tape all receipts on 8½ by 11 white paper and attach to form.
13. Submit proof of mileage through MapQuest print out.
14. Meal allowance per BoE policy is:
 - **No alcohol**
 - Breakfast \$12.00
 - Lunch \$15.00
 - Dinner \$33.00
15. Make a copy for yourself.
16. Remit to Grants Office with proper signatures and requisition#'s
17. Payment should be received within 4-6 weeks.

ALL INCOMPLETE FORMS WILL BE RETURNED

**STAMFORD PUBLIC SCHOOLS
STAMFORD, CONNECTICUT**

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

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

NAME		DATE
POSITION	BUILDING/OFFICE/DEPARTMENT	

PERMISSION IS HEREBY REQUESTED TO ATTEND THE FOLLOWING CONFERENCE, MEETING, OR TO MAKE THE FOLLOWING OUT-OF-TOWN TRIP:

CONFERENCE/MEETING/TRIP	
LOCATION	INCLUDES OF FUNDANCE
REASON FOR ATTENDING CONFERENCE OR MAKING TRIP	
A SUPERVISOR	PERSONNEL
CHARACTERISTICS TO:	ATION
ATTACH COPY OF LETTER ANNOUNCING DETAILS OF TRIP AND PROVIDE ESTIMATE OF MAXIMUM EXPENSE INVOLVED. SPACE BELOW.	
SIGNATURE OF APPLICANT	

ESTIMATE OF MAXIMUM EXPENSE INVOLVED

TRANSPORTATION	\$ _____
HOTEL/MOTEL	_____
MEALS	_____
REGISTRATION FEE	_____
GRATUITIES	_____
OTHER EXPENSES (Explain)	_____

NOTE: ONLY FULLY DOCUMENTED EXPENSES WILL BE REIMBURSED.

☐ REQUESTING DISTRICT CAR

RECOMMENDED

PRINCIPAL/ADMINISTRATOR DATE

REVIEWED AND APPROVED

ASST. SUPT./DIRECTOR DATE

FINANCIAL REVIEW

☐ FUNDS AVAILABLE ☐ FUNDS NOT AVAILABLE ☐ NO EXPENSES INVOLVED

ACCOUNTING DEPT. DATE

SUPERINTENDENT OF SCHOOLS REVIEW

☐ APPROVED ☐ NOT APPROVED

SUPERINTENDENT OF SCHOOLS DATE

FORM OBA #1 (6/83)

**PLEASE DO NOT DETACH COPIES.
FORWARD ENTIRE FORM FOR ALL APPLICABLE SIGNATURES.**



STAMFORD PUBLIC SCHOOLS

Grants Funded Pre-Approval Form For Conference Attendance

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

1. School: _____ Requested by: _____

2. Name and location of Conference: _____

3. Cost (*attach quotes*): _____

Transportation:	\$ _____	\$ _____	\$ _____
	<i>Flight</i>	<i>Mileage</i>	<i>Ground transportation</i>
Accommodations:	\$ _____	\$ _____	
	<i>Hotel</i>	<i>Parking</i>	
Registration:	\$ _____	Food: \$ _____	
Other:	\$ _____	<i>(explain:)</i> _____	

4. Reason/Rationale: _____

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

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

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

8. Funding Source: _____

(Grant funding source)

Principal/Administrator

Date

☐ **Approved**

☐ **Not Approved**

Director of Grants and Funded Programs

Date

ALL grant spending must be requested in writing prior to expenditures.

**The Grants Office is NOT responsible for payment of
goods and services without prior written approval.**



Stamford Public Schools
EXCELLENCE IS THE POINT.

TRAVEL REIMBURSEMENT FORM

NAME: _____
ADDRESS: _____
CITY/STATE/ZIP: _____

DATE: _____
INVOICE # _____
REQUISITION # _____
PO # _____

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

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

NOTE: Attach Receipts, Sign & Send

GRANTS: Marie Underwood
Gov't. Center - 5th flr.
OPERATING: City Accounts Payable
Gov't. Center - 10th flr.
SP-ED: Wayne Holland's Office
Gov't. Center - 5th flr.

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

Signature/Staff Member

Date

Principal/Administrator

Director of Grants

Assistant Superintendent

Approved for Payment/Date

Finance Approval



STAMFORD PUBLIC SCHOOLS

Special Request for Substitute Coverage

Please Note: This form **must** be used for all requests for coverage of Professional Activities and Open Assignments. Also, this form **must** be submitted at least **ten (10)** school days **prior** to date of requested coverage. Fill out the form COMPLETELY- (DO NOT leave any of the items blank). Incomplete forms will be returned to you and will result in lack of coverage.

PLEASE TYPE OR PRINT CLEARLY.

SCHOOL: _____

TYPE OF COVERAGE REQUESTED: ____ Professional Activity ____ Open Assignment

DATE(S) OF COVERAGE REQUESTED: _____

Please include details relating to the Professional Activity (i.e., name of event, location, time, and purpose).

DESCRIPTION OF ACTIVITY AND HOW IT RELATES TO YOUR SCHOOL IMPROVEMENT PLAN

Please attach any print materials supporting this request (i.e., brochure, registration materials, flyer, or invitation).

OF TEACHER (S) REQUIRING COVERAGE: ____ TOTAL # OF SUBSTITUTES REQUESTED: ____

PLEASE LIST FULL NAME AND CURRENT ASSIGNMENT

***(PERSONNEL USE ONLY)**
JOB #

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

***RESPONSE FAXED:** ____ / ____ / ____

WE REQUEST THIS COVERAGE BE FUNDED FROM THE FOLLOWING SOURCE: *Enter the name of the grant (PSD; Title I; Perkins). Schools with grants other than the ones listed enter grant name and account number.*

ADMINISTRATIVE CONTACT: _____ Ext. # _____

ADMINISTRATIVE SIGNATURE: _____

PLEASE **FAX** ALL **GRANT RELATED FORMS** ALONG WITH ANY SUPPORTING DOCUMENTATION TO:

CHERYL POLTRACK, Office of Grants and Funded Programs – Fax #4128
COPY TO Pat Cunningham – Fax #4040

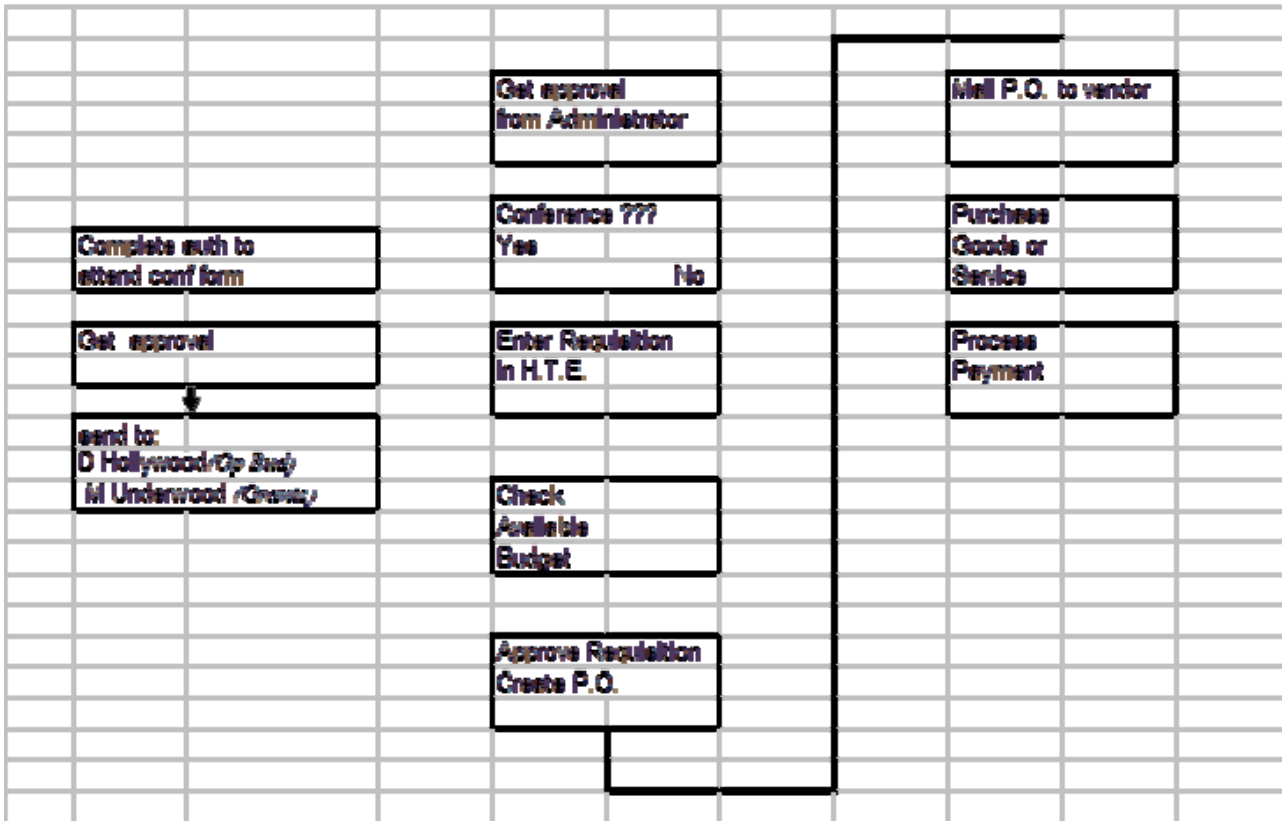
FOR CENTRAL OFFICE USE ONLY

APPROVED: ____ YES ____ NO SIGNATURE: _____

Assistant Superintendent

DATE: ____ / ____ / ____

Basic Purchasing Process



**STAMFORD PUBLIC SCHOOLS
Grants and Funded Office**

**Grants Funded Request/Approval Form
for
Instructional Materials/ Programs**

Include a completed HTE form

1. School: _____ Requested by: _____

Detailed cost – attach quotes: _____

2. Requested materials: _____

3. Description of materials/program: _____

4. Teacher/class using materials: _____

5. Number of targeted students: _____

6. Reason/Rationale: _____

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

8. Funding Source: _____

(Grant funding source)

Principal/Administrator

Title

Date

☐ **Approved**

☐ **Not Approved**

Director of Grants and Funded Programs

Date

ALL grant spending must be requested in writing prior to expenditures.

**The Grants Office is NOT responsible for payment of
goods and services without prior written approval.**



STAMFORD PUBLIC SCHOOLS HTE ORDER FORM GRANTS AND FUNDED PROGRAMS

Print Form

Requisition # _____

Requesting _____

P.O. # _____

Requisition For: _____

Person

Ship to

School Name _____

School Address _____

Funding Source _____

Account Number _____ - _____ - _____ (Grants Office use only)

Vendor Name: _____

Address: _____ City _____ State _____ Zip _____

Phone: _____ FAX # _____

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

Please print clearly and use current catalogs.

Date Input: _____

How to Process an Travel Reimbursement/Invoice – Grants Budget Transactions**

- Claimant completes and signs form
- Claimant attaches ORIGINAL receipts TAPED to 8.5X11 paper
- School Administrator identifies funding source (grant name) and signs form
- **School staff enters a requisition in H.T.E.**
- School staff writes requisition number on form
- School staff makes a copy of documents as back-up
- School staff submits ALL original documentation to:
**Marie Underwood
BOE Grants Office – 5th Floor**
- Grants Office gets Grant Approval
- Grants Office gets Signature of Finance Department indicating receipts/totals correct
- Grants Office assigns account information to requisition in H.T.E.
- Grants Office receives Purchase Order from Jeanie Valentine
- Grants Office receives invoice in H.T.E.
- Grants Office copies documents and submits to Accounts Payable for payment

*****Use this process for the following Grants:***

Title I, Extended School Hours, Priority School District, 21st Century, ALTA, Perkins, IDEA, Title III, Bilingual Education, Title IIA, and School Accountability



INVOICE

NAME: _____ ADDRESS: _____ CITY/STATE/ZIP: _____	DATE: _____ INVOICE # _____ REQUISITION # _____ PO # _____
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DESCRIPTION	AMOUNT
MUST SUBMIT ORIGINAL RECEIPTS TAPED TO 8 1/2 X 11 PAPER	
	\$ -

<p>NOTE: Attach Receipts, Sign & Send</p> <p>GRANTS: Marie Underwood Gov't.Center - 5th flr.</p> <p>OPERATING: City Accounts Payable Gov't. Center - 10th flr.</p> <p>SP-ED: Wayne Holland's Office Gov't. Center - 5th flr. Karen Wilson</p>	<p>NOTE: Use this form in all instances where staff members or other authorized individuals request reimbursement for funds expended out-of-pocket while on official business of the Stamford Public Schools. Please note that the system is tax-exempt and can neither pay nor reimburse for taxes paid out. This form will not be processed for payment unless it is properly executed and signed by the claimant.</p> <p style="text-align: center;"><i>ALL SIGNATURES REQUIRED!!</i></p> <p>CLAIMANT SIGNATURE: _____</p>
---	--

This is to certify that the services charged and included in the above claim have been actually performed to the above named school system and no payments have been received except as noted herein.

SCHOOL/DEPT NAME: _____	
FUNDING SOURCE: _____	
PRINCIPAL/ADMINISTRATOR: _____	
FINANCE DEPT (check receipts and totals) _____	

IF GRANT FUNDED: DIRECTOR OF GRANTS: _____ ASSISTANT SUPERINTENDENT: _____	
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STAMFORD PUBLIC SCHOOLS
Grants and Funded Office

Grants Funded Pre-Approval Form
For Field Trips

This form must be submitted four (4) weeks prior to trip date

1. School: _____ Requested by: _____

Cost: _____ Today's Date _____ Date of Trip _____

Bus:\$_____ Substitutes:\$_____ Other:_____ \$_____

2. Destination, city and state: _____

Description of trip: _____

Teacher/class going on trip: _____

Number of targeted students: _____

3. Reason/Rationale: _____

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

5. Funding Source: _____

(Grant funding source)

Principal/Administrator

Title

Date

☐ **Approved**

☐ **Not Approved**

Director of Grants and Funded Programs

Date \

ALL grant spending must be requested in writing prior to expenditures.

**The Grants Office is NOT responsible for payment of
goods and services without prior written approval.**

Stamford Public Schools



Stamford Public Schools

EXCELLENCE IS THE POINT.

STATE MANDATED GRANT INFORMATION AND GUIDELINES

*Office of
Grants and Funded Programs*

STATE MANDATED GUIDELINES AND INFORMATION FOR GRANTS

REQUIRED TO BE DISSEMINATED TO GRANT FUND USERS

Grants included in this section are:

- Extended School Hours (ESH).....28-29
- Priority School Districts (PSD).....30
- Title I.....31-40
 - a) Title I Process
 - b) Highly Qualified letter
 - c) Assurances
 - d) Targeted Assistance school use of funds
 - e) Guidelines for Title I school programs

EXTENDED SCHOOL HOURS

The LEA will assure that:

1. The proposals for the use of funds will be used to develop and implement programs to extend school building hours for academic, enrichment and recreational programs;
2. The programs will provide opportunities for academic improvement, including providing instructional services to help students to meet state and local student performance standards in core academic subjects, such as reading, language arts and mathematics;
3. The programs will offer students a broad array of additional services, programs and activities such as youth development activities, drug and violence prevention programs, counseling programs, art, music and recreation programs, technology education programs, community service and character education programs, that are designed to **reinforce** and **complement** that regular academic program of participating students;
4. All programs ensure equal access for all students and necessary accommodations and support for students with disabilities;
5. A summer, before school or Saturday component is available as an option for extended school hours program;
6. The schedule and total number of hours is reasonable and sufficient for individual school programs. However, effective programs should be open at least three hours a day four days a week.
7. A district-wide and school building needs assessment has been conducted including an inventory of existing academic enrichment and support, and recreational opportunities available beyond school hours and outside the school building.
8. The district will spend no less than ten percent of the cost of the total district wide extended school building hours program and provide documentation to support evidence of local dollars or in-kind contributions.
9. The District will contract for direct operations of the program, unless it is able to document that there are no providers available to provide a cost efficient program.
10. Programs conducted in buildings other than public school buildings can adequately support the academic goals of the program and a plan is in place to provide adequate support the academic goals of the program and that a plan is in place to provide adequate academic instruction.
11. All programs provide the following components:
 - a. both academic enrichment and support and recreation experiences,
 - b. are open to all resident students in the district,
 - c. communication with the child's teacher and aligns with the regular school curriculum,
 - d. clearly articulated, structured and specific experiences that can be adapted to meet the needs of individual students,
 - e. community involvement,
 - f. use National Service Corps to the extent possible,
 - g. provide for parent involvement in program planning and the use of parents as advisors and volunteers, and
 - h. businesses are welcome to become involved in program delivery and as sponsors.
12. Programs, which operate in a public school, shall have access to all facilities and equipment and shall have the written endorsement of the school principal and the superintendent.
13. Grant funds are used to hire personnel to provide instruction and supervision of children and for necessary costs such as food, program supplies, equipment and materials, direct cost of building maintenance, personnel supervision and transportation.
14. Grant funds may not be used for indirect costs.
15. These grant monies will not decrease the local share of financial support for the schools;
16. Individual school programs awarded funding following a competitive application review process under this grant are coordinated through the district action plan with other ongoing programs and improvement strategies as outlined in the priority school district grant program, summer school grant programs, and including the updated district reading plan and that each program will address the following components:
 - a. total hours of operation,
 - b. number of students served,
 - c. total student hours of service,
 - d. total program cost,
 - e. estimate of volunteer hours, and other sources of support,
 - f. community involvement, commitment and support,
 - g. no duplication of existing services,
 - h. needs of the student body of the school,
 - i. unique qualities of the program proposal,

- j. provision for an annual report to the commissioner that documents program operation, student participation, and other indicators of success and, provide financial statement of expenditures filed through the district with the Commissioner of Education within sixty days after the close of the school year and on or before December thirty-first of the fiscal year following the grant year.
17. The district will allocate funds to individual schools based upon a competitive process that must be reviewed and by the Department of Education.
 18. No less than 40% of total funds will be disbursed through a competitive process to town or other non-profit agencies for the provision of services in the schools;
 19. The school district will, as part of the action plan:
 - a. file financial statement of expenditures with the Commissioner of Education within sixty days after the close of the school year and on or before December thirty-first of the fiscal year following the grant year;
 - b. file a yearly evaluation as part of the district evaluation of the priority school action plan and all related activities, including those funded under other State and Federal funds;
 - c. use appropriate fiscal control and accounting procedures to ensure proper disbursement of funds;
 - d. operate the program in compliance with all applicable state and federal laws and with the regulations, other policies and administrative directives of the Connecticut State Board of Education; and
 - e. include chart that lists the total number of students, served, gender and ethnicity (totals) and the grade level of students participating in the program.
 20. The district's action plan includes goals, objectives and activities designed to increase student achievement and reduce racial isolation by providing activities in one or more of the priority areas outlined in these assurances;
 21. Every reasonable effort will be made to continue successful initiatives after the termination of state funding; and
 22. The Connecticut State Department of Education is provided the authority to use and/or publish any part or parts of the summary, abstract, reports, publication records and materials resulting from this grant.

PRIORITY SCHOOL DISTRICT ENTITLEMENT GRANTS

The LEA and the residing Board of Education will assure that:

1. Proposals for use of funds shall be based on a three-year project plan which includes project goals, objectives, evaluation strategies and budget plan which identifies local funding and other resources, giving priority to the development of extended-day kindergarten programs.
2. This application has been based on the results of a district wide and school building needs assessments, which has resulted in an action plan to improve student achievement and enhance educational opportunities, and reduce racial isolation by providing activities in one or more of the priority areas outlined in section B of these assurances.
3. The three year action plan, updated annually shall incorporate and be coordinated with the components of other Priority School District entitlement grants, including the Early Reading Success grant program, summer school programs, and extended school hours program.
4. The monies may be used for training, research and development of valid and reliable programs in the areas for:
 - a) the creation and expansion of programs and activities related to dropout prevention,
 - b) alternative and transitional programs for students having difficulty succeeding in traditional educational programs,
 - c) academic enrichment, tutorial and recreation programs or activities in school buildings during non-school hours and during summer,
 - d) development or expansion of extended-day kindergarten programs,
 - e) development or expansion of early reading intervention programs, including summer and after-school programs.
 - f) enhancement of the use of technology to support instruction or improve parent and teacher communication,
 - g) initiatives to strengthen parent involvement in the education of children, and parent and other community involvement in school and district programs, activities and educational policies, which are in accordance with parental involvement and model school-based teams, or
 - h) obtaining accreditation for elementary and middle schools from the New England Association of Schools and Colleges.

These grant monies are used to supplement existing programs;

1. No less than 20% of total funds will be used for activities for early reading intervention, serving students in grades kindergarten through third grade;
2. The school district and local board of education shall, as part of the action plan:
 - prepare an annual evaluation, which shall include a description of program activities and documentation of program implementation, and results of student achievement to determine effectiveness of program, submitted to the commissioner on or before August fifteenth of the fiscal year following each fiscal year in which the school district participated in the priority school district program,
 - a) use appropriate fiscal control and accounting procedures to ensure proper disbursement of funds; and
 - b) operate the program in compliance with all applicable state and federal laws and with the regulations, other policies and administrative directives of the Connecticut State Board of Education;
 - c) file a financial statement of expenditures within sixty days after the close of the school year,
3. Records of payments made pursuant to this grant are available to the State Board of Education to determine that such state funds received are being used for the purposes specified in the application,
4. Prior to December thirty-first of the fiscal year following the fiscal year in which the payment was received each local board of education which received a priority school district grant shall file with the commissioner a financial audit,
5. Every reasonable effort will be made to continue successful initiatives after the termination of state funding; and
6. The Connecticut State Department of Education is provided the authority to use and/or publish any part or parts of the summary, abstract, reports, publication records and materials resulting from this grant.

Title I Process

Description of the Title I Program in SPS

Title I is a separate and supplemental service that students receive for an extended period of time to support the students in most need at a given grade level, regardless of Special Education or English Language Learner identification.

Stamford Public School's Title I program is a Targeted Assistance Program. A Targeted Assistance Program uses Title I, Part A funds to employ staff and purchase materials to serve only a specific group of children who have been identified by the schools as at greatest risk of failing to meet state academic achievement standards. A targeted assistance school must use Title I funds only for services to eligible children and only for services that would not otherwise be provided with state or local funds.

Eligibility

Students are selected for Title I services based on multiple academic assessment criteria. Title I students are identified as those students who are at the greatest risk of failing to meet state academic achievement standards. Students with disabilities and EL learners are eligible for Title I on the same basis as other students. Students are automatically eligible for Title I services if they are identified as homeless.

Identification of Title I Students

Title I students will be identified based on multiple measures of data gathered through new assessments. The Research Department will provide each school with a **Title I Eligibility List**. The school will review this list with the Curriculum Associate for Data Monitoring to determine services for individual Title I students.

Delivery of Services

Service delivery can take place before, during, or after school. School day support can be delivered in a push-in or pull-out model.

After School Programs Funded Through Title I

Afterschool programs that are funded through Title I are only for Title I identified students. All of the same identification rules and Title I procedures apply. Schools must document all Title I services including before and after school programs funded through Title I funds. A Title I parental consent for this supplemental service must be obtained.

Title I Tutors

Title I tutors must be highly qualified to deliver Title I services. Title I tutors must serve only students from the Title I Eligibility List. All Title I services, including service from a Title I tutor, must be an additional supplemental service, and must not supplant Tier I instructional time. A Title I parental consent for this supplemental service must be obtained.

Parental Consent for Title I Services

Students that are identified as Title I students must have parental permission to receive any Title I services, regardless of time of service or delivery model. Title I services cannot begin without signed parent consent. Written documentation must be obtained for parents who decline Title I services.

SECTION 3: TITLE I, PART A

Improving Basic Programs Operated By Local Educational Agencies

Assurances

The LEA will:

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

13. *Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in section 1111(b)(3) within 12 years from the end of the 2001-2002 school year.*
14. *Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.*
15. *Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D).*
16. Ensure that migratory children and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive Title I services.
17. Participate, if selected, in the State National Assessment of Educational Progress in 4 and 8 grade reading and mathematics to be carried out under the National Education Statistics Act of 1994.
18. Comply with section 1118 parental involvement requirements, including the submission of the LEA's parental involvement policy for review by the CSDE.
19. Ensure that there is coordination with other programs under the No Child Left Behind Act of 2001, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.
20. Ensure that schools in school improvement status under No Child Left Behind spend not less than 10 percent of each school's Title I, Part A allocation (under section 1113 and as determined on the Title I "Ranking Schools and Allocating Funds" worksheet in this application) for the purpose of providing to the school's teachers and principal high-quality professional development that directly addresses the academic achievement problem(s) that caused the school to be identified for school improvement.
21. Ensure that if the district is in need of improvement under No Child Left Behind, at least 10 percent of the district's Title I, Part A allocation will be spent for professional development for each fiscal year the district is identified. This includes funds reserved for professional development for schools in need of improvement but excludes funds reserved for professional development under section 1119 for highly qualified teachers and qualified paraprofessionals.
22. Ensure that children and youth who are homeless and are attending any school in the LEA are automatically eligible for Title I services, regardless of their current academic performance.
23. Ensure that parents, teachers, staff and appropriate private school officials or representatives are aware that there is a statewide complaint procedure in place for resolving issues concerning possible violations of a federal statute or regulation that apply to Title I and other federal programs under No Child Left Behind.

Purpose

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

Targeted Assistance Schools

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

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

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

The school selects eligible children from this larger pool of students by identifying those who are “failing, or most at risk of failing, to meet the state’s challenging student academic achievement standards.” The selection of eligible children should be based on multiple, educationally related objective criteria established by the LEA and supplemented by the school. Children from preschool through the second grade, however, must be chosen solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Automatically eligible for services are students served in the previous two years under the Migrant Education Program; any child who participated in Head Start, Even Start, the Early Reading First program, or Title I preschool services at any time within the previous two years; any child attending a community day program or living in a state or local institution for neglected or delinquent children; and any child who is homeless and attending any school serviced by the LEA.

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

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

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

In a targeted assistance program the school must:

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

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

Participation of Children Enrolled in Private Schools

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

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

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

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

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

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

In addition, a tool kit published by the U.S. Department of Education is available to assist districts in ensuring that effective equitable services are provided to private school children, their teachers and their families. *Ensuring Equitable Services to Private School Children Title I Resource Tool Kit* may be found at:
<http://www.ed.gov/programs/titleiparta/ps/titleitoolkit.pdf>

Services for Homeless Children and Youth

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

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

- are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations;
- are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- migratory children who qualify as homeless because they are living in circumstances described above.

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

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

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

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

Qualifications of Teachers and Paraprofessionals

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

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

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

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

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

A paraprofessional may be assigned to:

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

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

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

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

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

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

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

LEA Report Cards

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

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

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

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

Linguistic Assessment of Limited English Proficient Students

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

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

Parental Involvement

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

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

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

1. Involve parents in the joint development of a plan to help low-achieving children meet challenging academic achievement standards and the process of school review and improvement.
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
3. Build the schools' and parents' capacity for strong parental involvement.
4. Coordinate and integrate parental involvement strategies under this part with parental involvement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and state-run preschool programs.
5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section.
6. Involve parents in the activities of Title I schools.

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

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

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

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

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served by Title I to meet the state's student academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum: parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement; frequent reports to parents on their children's progress; and reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

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

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

Stamford Public Schools



Stamford Public Schools

EXCELLENCE IS THE POINT.

COMPLAINT RESOLUTION PROCEDURE

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

*Office of
Grants and Funded Programs*




STATE OF CONNECTICUT

STATE BOARD OF EDUCATION



TO: Superintendents of Schools
RESC Executive Directors
Charter School Directors

FROM: Mark K. McQuillan 
Commissioner of Education

DATE: June 13, 2008

SUBJECT: Complaint Resolution Procedure

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

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

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

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

MKM:mp
Attachment

cc: Title I Coordinators

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

I. Filing of Complaint

A. Violation of Law

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

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

B. Review of an Appeal

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

C. Content of Complaint

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

1. A statement that the SEA or an agency or consortium of agencies has violated a requirement of federal statutes or regulation regarding the applicable program, or in the case of an appeal, a statement of

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

II. Review of Complaint

A. Analysis

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

B. Dismissal of Complaint

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

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

III. Notification of Complaint and Investigation

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

IV. Response to Complaint

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

A. Content of Response

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

B. Interview

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

V. Complaint Investigation

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

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

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

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

A. Data Collection

The complainant and respondent shall provide the review official with copies of all relevant records requested in writing. Telephone interviews of the

complainant, respondent and others with knowledge of the allegations may be conducted.

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

B. Independent On-Site Investigation

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

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

C. Complaint Investigation Report

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

The report shall contain the following contents:

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

D. Corrective Action Plan

If the Complaint Investigation Report finds that the respondent is violating federal statute or regulations, the respondent shall be requested to submit a

corrective action plan within a specified period of time as determined by the review official.

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

VI. Review of Final Decision

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

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

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