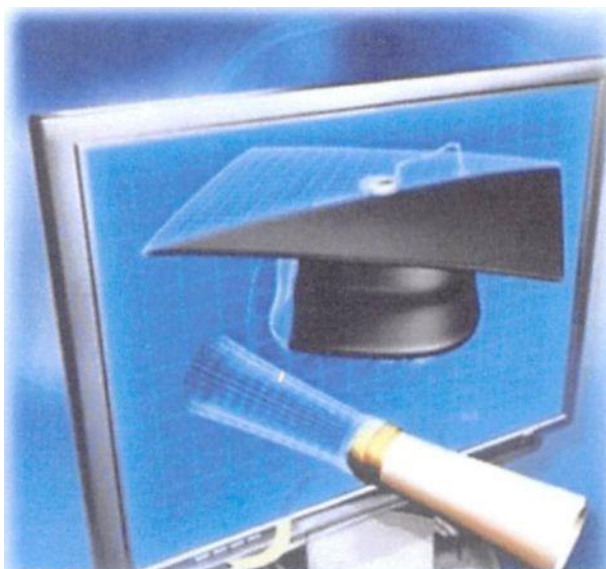




# **East Carroll Parish Schools**

## **Federal Programs Guidelines and Procedures Manual**

**2020-2021**



### **Every Student Succeeds Act (ESSA)**

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## **East Carroll Parish Title 1 School District**

### **What is Title I?**

Title I, Part A, “Every Student Succeeds Act (ESSA), provides financial assistance to schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. A variety of teaching methods and materials are used to reinforce curriculum concepts. The purpose of a schoolwide Title 1 program is to improve the entire educational program in a school which should result in improving the academic achievement of all students, with a focus on students who have not achieved state standards.

All of East Carroll Parish schools are identified as schoolwide Title I as part of the “Every Student Succeeds Act (ESSA).” Our Title I program serves all of our students in grades K-12. Students and parents have access to the numerous, resources and materials purchased with Title I funds including ipads, laptops, computer programs, books, manipulative, and learning games.

### **Goal**

As described by Title I in “The Every Student Succeeds Act (ESSA), the goal of this program 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.”

### **Objectives**

The specific objectives for each child receiving Title I services will be designed to address identified academic needs, using standardized criteria district-wide. These objectives will be aligned with the skills and knowledge prescribed for each subject, and each grade level, by the Louisiana Academic Content Standards. Helping students master these “indicators” should lead to success on the Louisiana Achievement Tests and, ultimately, the Louisiana Graduation Test. Parents may obtain copies of these grade level requirements from the child’s school or via the Internet at the Louisiana Department of Education website ([www.louisianabelieves.gov](http://www.louisianabelieves.gov)) The Title I and classroom teacher(s) will communicate with parents about the specific instructional plan designed for each student. Additionally, parents will receive regular reports about each child’s progress. At the end of the academic year, assessment information will again be gathered and shared to guide future planning to best serve each child’s needs.

### **Methods**

The Title I teacher will employ a variety of instructional methods and materials, according to each student’s individual learning style, interests, and needs, as described by test results and school professionals. These may include alternative textbooks, computer-based activities, games, library resources, worksheets, manipulative, or any other appropriate teaching tool or strategy. These supplemental services may be provided to each identified student in a tutorial, small group, or whole-class setting, within or beyond the child’s regular classroom. Working as a team, the Title I teacher and the classroom teacher will coordinate their lessons and activities to assure consistent skill and content teaching for all students, and minimal loss of instructional time. A variety of assessment methods will be used to gauge student progress throughout the service period, and the results will influence planned learning experiences. These measurements will also be aligned with the skills and content knowledge as described by the Louisiana Academic Content Standards. The Title I teacher will communicate regularly with each child’s parent and classroom teacher about the student’s progress and program of planned activities, with the goal of discontinuing supplemental service when the student achieves "on grade level” performance.

**EAST CARROLL PARISH SCHOOLS - STAFF**  
**CENTRAL OFFICE STAFF**

**MEAGAN BROWN SUPERINTENDENT**  
East Carroll Schools

Elementary Supervisor, 504, & Nurse Supervisor

**RUTHIE AUSTON**  
Secondary Education Supervisor, Child Welfare & Attendance  
District Test Coordinator

**NATASHA LYONS**  
Receptionist/Bookkeeper

**LATONYA MARTIN**  
Payroll Clerk

**THERESA THOMAS**  
Business Manager

**CELESTE FAUTHEREE**  
Fixed Assets Bookkeeper

**EAST CARROLL PARISH SCHOOLS -  
STAFF &  
FEDERAL PROGRAMS PERSONNEL**

**PATRICIA F. ROBERSON**  
Federal Program/Special Education Director

**DOROTHY H. LEWIS**  
Federal Programs Supervisor

**GREGORY JONES**  
Technology Master Coordinator

**ERNESTINE CHASE**  
Title 1 Bookkeeper

**PATSY ANN WINSTON**  
Federal Programs Secretary

**EAST CARROLL PARISH SCHOOLS  
CHILD NUTRITION PROGRAM**

**Instructional Support / Auxiliary Services  
Supervisor**

**CHERYL KENNEDY**  
Child Nutrition Program/Food Service Supervisor

**EAST CARROLL PARISH SCHOOLS**  
PRINCIPALS AND ADMINISTRATORS

**GRIFFIN MIDDLE ACADEMY**

CHRISTOPHER SMITH, PRINCIPAL

ISSAC FIELDS JR., ASSISTANT PRINCIPAL

**GENERAL TRASS HIGH SCHOOL**

RICKY TAYLOR, PRINCIPAL

GORIANA WELLS, ASST. PRINCIPAL

**SOUTHSIDE ELEMENTARY**

MURIEL WILLIAMS

KRISTEL WEBBS, ASST. PRINCIPAL



## EAST CARROLL SCHOOLS TITLE I STAFF

NAME	POSITION	LOCATION
<b>Lillie Jefferson</b>	<b>Paraprofessional</b>	<b>Griffin Middle Academy</b>
<b>Whaley</b>	<b>CAI Lab Proctor</b>	<b>Griffin Middle Academy</b>
<b>Shirley Dee</b>	<b>Reading Teacher</b>	<b>Griffin Middle Academy</b>
Evon Johnson	<b>Parental Involvement Coordinator</b>	<b>Parent Center</b>
<b>Letha Whaley</b>	<b>Technology Technician</b>	<b>General Trass High School</b>
Joseph Shaw	Resource Officer (40%)	Griffin Middle
<b>Katrisha Hampton</b>	<b>Paraprofessional</b>	<b>General Trass High School</b>
<b>Shirley Holden</b>	<b>Professional</b>	Southside
Tracy Reynolds	Preschool Teacher	Southside
Lena Carter Bell	Preschool Teacher	Southside
<b>David Young</b>	<b>Technology Technician</b>	<b>Southside</b>
	<b>Elementary Curriculum Coordinator</b>	<b>Southside/Griffin Middle</b>
Alice Willis		Southside
<b>Mvrdice Richardson</b>	<b>Preschool Paraprofessional</b>	<b>Southside</b>
Tisha Lampley	<b>Preschool Paraprofessional</b>	<b>Southside</b>

## East Carroll Parish School Board ESSA, Title I

Purpose: Enable schools to provide opportunities for children to acquire knowledge and skills contained in challenging state content and performance standards.

1. Title I schools eligible and designated as participants with budgeted funds will prepare and execute an action plan (School Improvement Plan/Project Application) for providing supplemental educational services to a specifically identified group of children.
  - Use your procedure book - - all forms and directives are provided.
  - DO NOT SUPPLANT. First analysis for purchase — In the absence of Title I money, what would the school district do? If the school district would make the purchase, and you provided the service or goods, the use of Title I for that purpose would be supplanting. **(Supplemental - in addition to)**
  - Focus expenditures on “purposes of legislation”.
2. Expenditure of Title I funds must be designed to meet the identified goals/activities in the five-year project or annual approved modification of the project. Based on historical data, the following expenditure problems must be addressed.
  - All purchases are processed through the ECPSB purchase order system. Any exceptions must have approval of the Title I Director.
  - Timelines for expenditure of Funds  
**Expenditures for equipment (700 Category) may commence July 1, 2020 and conclude May 30, 2021. (NO EXCEPTION)**  
**Staff Development activities may commence July 1, 2019 and conclude May 31, 2020.**  
**Purchase of Instructional materials and supplies may commence in July 1, 2020 and conclude. (Instructional Materials (01/22/21) (Non-instructional supplies/materials - March 18, 2021)**  
**Purchased materials must pass budget test for utility, purpose, volume, quality, etc.**
  - Each school is responsible for documenting, and verifying receipt of goods and services with approved reports made to the LEA.
  - Equipment must be inventoried while other materials must have a paper trail to verify need and use with targeted students.
3. Funds may not be expended for promotional purposes. Goods and/or services must be provided for the express purpose of improving student achievement.
4. All activities conducted by a staff person completing project commitments (1) outside the school and (2) beyond the regular contracted time must be a verified activity with appropriate documentation. (Staff training, home visits, project preparation)
5. There is one budget revision per month between the 15<sup>th</sup> and 20<sup>th</sup> of each month.
6. Other items of concern: **NO PRIZES OR PROMOTIONAL ITEMS SHOULD BE EXCEPTED BY ANY EMPLOYEES WHEN MAKING PURCHASES FROM ANY VENDORS!!!!!!!!!!**

## ***D***

### **MAJOR ANNOUNCEMENT:**

- Food expenditures have not been allowable for any Title I PARENT MEETING for the last couple of years. However, a recent clarification of this guidance, indicates that reasonable food purchases can be made to support *focused family engagement and participation during* parent meetings.
- Reasonable expenditures for refreshments provided during parent **meetings or training** are allowable. This may be particularly helpful when such meetings extend through mealtime(s) such as LUNCH & LEARNING or BOOKS & BAGELS or DADS & DINNER, the possibilities are endless! This will be an allowable expense as long as there is a connection to the district's plan concerning a programmatic purpose (**literacy, discipline, attendance**) and the cost is reasonable. Please get written approval to purchase food from the Title I Director prior to purchase.
- 

### **Books and Periodicals**

All book/periodicals requests must be made on the Title I expenditure request form and ordered in the School's Name/Principal.

- All students participating in Title I activities must have a compact signed and filed in their cumulative folder each year. Compacts will be reviewed by the Parental Involvement Staff before August 30, 2019.

### **Equipment**

- Only the equipment listed in your budget may be purchased.
- Equipment must be requested on a Title I purchase order (include state contract number).
- Any equipment items listed on state contract may be purchased directly through the Title I purchase order process. The expenditure request form/purchase order must reflect the current state contract number and cost.
- All equipment purchased that is not listed on the state contract must adhere to all regulations concerning equipment. You will be notified by the Title I office if you must take telephone price quotes, written price quotes, or bid the item.
- All equipment and materials will be ordered by and delivered to the Media Center. Equipment will be numbered and inventoried at the Media Center prior to delivery to the schools. (NO EXCEPTION)

### Service Contracts

- A copy of all service contracts on school equipment must be submitted to the Title I Media Center (Director) by **August 29, 2020**. Invoices will not be paid if a contract is not on file.

### Materials and Supplies

- **No invoices will be paid from Title I funds** without prior approval for the expenditure of the funds.
- **All vendors should be checked by googling <https://www.sam.gov> in order to determine whether the vendor has been debarred or suspended. A copy of the results should be kept on file and a copy turned into the Title I office. This should be done at the beginning of school every year.**

The staff member making the request to purchase must submit a Title I Purchase Order. This includes the vendor's name and address and all necessary information.

If the purchase order amount is \$ 3000.00 and above, attach three quotes to the purchase order.

Please use current catalogs.

- **Adequate shipping and handling** must be included on the expenditure request form.
- All purchase orders should be forwarded to the Title I Media Center.
- The Purchase order number will be assigned by **the Title I Secretary**. Individual schools do not issue purchase orders for Title I purchases. **Invoices will not be paid without a purchase order number.**
- **Do not hold the purchase orders and invoice for reimbursements. Turn in the purchase order and invoice as soon as possible with all needed information.**
- All equipment and supplies, etc... are **ordered by and delivered to** the Media Center for processing **prior** to being delivered to the school.
- The East Carroll Parish School Board is **tax exempt. We do not pay sales tax.**

### Paraprofessionals

***Know what is expected of your Title I Paraprofessionals, Paraprofessionals must work under the direct supervision of teachers. This should be reflected in their daily schedule,***

- **Paras** must be highly qualified (pass the Para Pro test or have the required college hours).
- **A career ladder** must be developed for each paraprofessional and must be on file.
- **Paras** must complete a **certification form** twice a year. (January and May)
- **A Title I Para can only work with Title I activities.**
- There must be a daily schedule on file in your office and in the Title I Media Center for Paras.

### Certification

All Title I Paras and teachers must plan together in order to be effective. Paras must complete a Cooperative Planning Form weekly correlated with the teacher's lesson plan. Teacher must document the responsibilities of the para on their lesson plan. The form must be signed by the para, teacher and principal and placed on file in the office by Tuesday of each week. A copy of plan must be given to supervisor upon visitation. (3 Copies: 1/Principal, 1/Supervisor, 1/Self).

**Pre-school (4-year-old program)**

- Use selection criteria to create a priority list of eligible participants. Participants are selected in order of greatest need.
- Student participation should be based on the likelihood of a child experiencing difficulty with content standards.
- Test prospective participants - waiting list is automatic following the last Friday of announced testing dates.
- Title I is obligated to follow Head Start performance standards.
- **At the end of the school year, schools with preschool programs must schedule transitional activities for incoming preschool students from Head Start and transitional activities for Title I Preschool students entering kindergarten. All activities must be documented and filed.**

**Purchased Professional and Technical Services**

- There must be a signed contract on file in the Title I office for all contracted consultants and technical service personnel prior to rendering any services to the school.
- The contract for **instructional purposes** must include the following:
  - (1) Date of presentation
  - (2) Length of the presentation
  - (3) Consecutive follow-up days in the classroom
  - (4) An itemized list of cost factors which includes fees, etc.
  - (5) The total cost of the session/presentation
  - (6) Must **reflect Title II guidelines** for staff development activities

An invoice, which includes the total cost for the presentation, should be submitted to the Title I office for processing.

- Consultants - are required to complete work reports to indicate the strengths, weaknesses, and progress of teachers with whom they work. Consultants must submit a final project evaluation with recommendations to the principals.
  - (1) Instructional Delivery Skills Checklist
  - (2) Teacher Ongoing Evaluation Form
  - (3) A final Evaluation with recommendations to the principals

### **Staff Development**

- Any pay to school employees must be for services rendered after completion of contract obligations to LEA.
- All staff development activities will generate the following:
  - (1) An agenda with the staff development leader identified
  - (2) A copy of the leader's planned activities
  - (3) A roster of attendees - participants (signature of participant)
  - (4) Participants time sheets (\$25 per hour for teachers and \$20 per hour for Paraprofessionals)

### **In-service Training for Staff**

- All participants must sign a roster of attendance (In and Out) for each session.
- All participants must complete a standard stipend sheet at the close of the in- service training if being paid to attend (outside contracted time).
- Stipend sheets must have an **original signature of the participant** and the school Principal/Administrator/Supervisor/Coordinator (in blue ink).
- Stipend sheets, rosters of attendance, and agenda are submitted to the Title I office for processing. Time sheets for each activity must be submitted at the same time.
- ***Participants can only participate in staff development activities related to teaching area. Participants can only receive CLU credit after implementation of strategies in the classroom documented by classroom observation by principal/administrators,***
- ***Principals/Administrators attending workshops must participate in workshop activities and assignments, complete observations and document implementation of strategies in the classrooms.***
- ***Requirements Of Participants:***
  - > Participants will be required to make a lesson plan including strategies learned in the workshop.
  - > A roster of attendance in workshop will be submitted to each supervisor and consultant in order to schedule classroom observations.
- ***Teachers who attend conferences must re-deliver information in workshops on school site. Documentation on re-delivery must be forwarded to the Title I Office within two weeks of the conference attended.***

## **Guidelines for Consultant Fees for Professional Development**

### ***Procedures for Contracts***

- For embedded staff development activities, supervisor/principals will seek consultants based on needs assessments, school improvement plans and Comprehensive Curriculum.
- Contracts are charged to the related title programs.
- The Federal Programs Director/Professional Development Coordinator must approve all contracts. In hiring consultants, the system must have a written plan on file that includes the following:

### **All Professional Development must meet “ESSA” definition (Section 9101 (34))**

- Sustained, Intensive, Follow-up-Embedded
  - Changes expected in teacher behavior
  - Evaluation Plan to measure changes in teacher behavior
  - Evaluation Plan to determine impact on student achievement

### **Consultants must address the question:**

**“What changes do you expect in teacher practice that will have a positive impact on student achievement?”**

### **Basic consulting fees to include:**

- Up to per presentation
- Related benefits (if presenter is member of Louisiana Teacher Retirement System (LTRS).

### **Expanded fees for presenters recognized as “Expert”**

- State rates presentation
- Related benefits (If presenter is member of LTRS)

### **To qualify as an “expert”, presenter must meet at least 3 of the 5 following qualifications:**

- Consultant maintains specialized license or certification in topic to be presented (other than education degrees)
- Consultant has been endorsed or approved by a national organization to present topic
- Consultant has multi-state experience presenting topic
- Consultant has presented topic at national or regional conferences
- Consultant publishes instructional materials to be presented

### **Each School must submit a Staff Development Plan that shows the staff development activities for the year. Staff development activities must include activities that focus on the approved State Standards.**

Each Title Program has a unique Purchase Order Numbering System (Title I, Title II, and Title III). The Title I Media Center staff will approve contract and will assist in assigning Purchase Order Numbers to ensure that the contracts are paid from the appropriate funds.

### **Purchase Order Procedures**

Guidelines used to ensure that purchase orders at the school level are aligned with needs identified in the individual school improvement plan and are approved by the Title Director.

- Principals will complete orders according to school improvement plan and budgets
- Purchase orders will be submitted to the Federal Programs Director to ensure alignment with school improvement plan.
- The Federal Programs Director will initial purchase order signifying approval and will submit the purchase order to the Federal Program Secretary for a Purchase Order number.
- After assigning the purchase order number, the secretary will fax Purchase Order to the vendor.
- All equipment purchased with Federal monies must be shipped to the Title I Media Center to be inventoried and assigned to classrooms. As soon as the inventory clerk tags the equipment, it will be delivered to the schools.

**When orders are not filled in entirety and items are on backorder, the Purchase Order Number will become void after thirty (30) days of the partial shipment.**

### **Staff Development Centers**

There are two Staff Development Centers. Locations are in the Title I Media Center and in Parental Involvement Center. In order to use these centers, a request must be completed prior to usage. Forms are available in the Title I Media Center.

- *A Title I staff member must be present and responsible for the equipment and building.* **Substitute Employees**

- Substitute(s) should be listed on the standard employee absence form. Notation should be made on the form that the substitute will be paid from Title I or Title II funds and a Title I/II purchase order must be attached. This must have prior approval from Title I.
- A copy of the substitute form and purchase order must be forwarded to the Title I bookkeeper.

### **Travel**

- Do not assume that travel is automatically approved.  
The following guidelines have been established to determine the maximum number of participants sponsored (paid for) by Title I.

Out-of-state travel - Schools 1: two (2) participants rotated annually (two participants may attend one conference or one participant to two individual conferences) Participants must re-deliver strategies learned at school site. **(NO EXCEPTION)**

**Due to budget constraints, out-of-state travel will not be allowed during the 2020 school year.**

In-state travel: four (4) participants (four to one conference or one participant to four individual conferences)

- All in-state and out of State travel must be approved by the school principal, Title I director, and the superintendent.
- All requests for Title I sponsored travel should be made on a purchase order with the following information attached.



An explanation of the relationship between the person requesting the travel and their function in the Title I school wide project. There must be a direct and educational impact.

There must be documentation explaining utilization and/or dissemination procedures for information acquired at said conference (utility).

A travel expense form must be submitted in order to be reimbursed for travel expenses (see travel allowances). The form must have an original signature of the individual making the request and the school principal. All receipts should be attached and signed by the traveler and his/her supervisor.

Traveler may be reimbursed up to the following amounts for meals:

	<u><b>Tier I</b></u>	<u><b>Tier II</b></u>
Breakfast	\$ 9.00	\$10.00
Lunch	13.00	15.00
Dinner	24.00	29.00

Tier I - In State Cities: with the exception of New Orleans

Tier II - New Orleans and Out-of -State Cities

- Travel expense forms should be filed as soon as possible upon return (within the month the travel occurred or within the first week of the following month if the travel occurred during the last week of the month). The expense form must be attached to a Purchase Order.

***In requesting the use of the Title I Van (RAM), the request must be made 24 hours in advance. If the van is unavailable, the principal/administrator must make arrangements for transportation. Under no circumstances, should the Title I Staff be contacted after 4:30 p.m. or on the same day of travel for keys. Remember the vehicle should be serviced before usage. When the keys cannot be returned on the same day the van is returned call the Title I secretary for instructions. In some cases the van is checked out for the next day and the key needs to be available at 6:30 a.m. (We will try to inform you if the van is going to be used the following day by a new group,)***

**Extended Day Tutors (Not related to STATE Initiatives)**

- Extended day tutors must complete stipend sheets with the total number of hours worked (\$20 for paras and \$25 per hour for teachers).
- Time sheets must have an original signature of the tutor, teacher and the school principal.
- **In order to receive payment the following month, all time sheets should be submitted to the Title I office as per payroll schedule (to be sent to you).**

### **Special Consideration (LEP) ('Migrant)**

- Special consideration should be given to students who are identified as LEP (have English as a second language - ESL), or Migrant, or Homeless. Should you discover peculiar needs when serving these students, contact the Director for modifications in meeting their unusual needs. Schools with LEP, Migrant or Homeless students must submit documentation on how students are served each grading period. For the LEP and Migrant Students, ***documentation should include the usage of LEP In-class Libraries.***

### **Homeless**

The Homeless Program must be implemented according to the Federal McKinney-Vento Assistance Act. Each school is required to certify students to participate in this program.

To qualify, a student must be able to meet one of the following criteria:

- Temporarily with another family because the family cannot afford or find affordable housing.
- With an adult that is not a parent or legal guardian, or alone without an adult.
- In a motel, hotel, trailer park or campground without running water/electricity  
In a vehicle or any kind, abandoned building or substandard housing
- In an emergency/transitional shelter
- Other

### **Foster Care**

The Title I Supervisor is the contact person for Foster Care.

### **What is a School Parent Involvement Policy?**

**What is it?** The policy is a document that outlines the Schools Parent Involvement Plan. It describes how the school will create meaningful partnerships to impact student achievement and success. We realize that strong relationships between school and home are vital to student achievement. East Carroll Parish Schools is committed to work with families in creating strong relationships and learning opportunities for parents and students.

**How is it developed?** East Carroll Parish Parent Involvement Plan is jointly developed. East Carroll Parish schools conducts surveys throughout the school year. All parent feedback is compiled and used to revise the plan for the next year. The plan will be posted on our school website, social media, and distributed for parental review. Our meeting in May will be another opportunity for stake-holders to revise the plan for the upcoming year. The plan is finalized and voted on by members of the Title I Action Team in September and adopted/presented at the Title I Annual Meeting in October.

**Who is it for?** All students and their families are encouraged and invited to fully participate in the opportunities described in this plan. East Carroll Parish Schools provides complete opportunity for the participation of parents with limited English, parents with disabilities and parents of migratory children. **Where is it available?** Once finalized, the plan will be posted at all schools, and posted on the school's website. Those interested can also visit the Parent Resource Center to receive an additional copy

### **Reservation of Funds**

East Carroll Parish school district will reserve *1%* from the total amount of Title I funds it receive in FY16 to carry out the parental involvement requirements listed in this policy. Throughout the year, parents can complete surveys and give feedback as to how this Parent Involvement Set Aside is spent. If you would like to give feedback or have any questions please contact: Evon Johnson Parent Involvement Coordinator 318-559-3837 [ejohnson@carrollschools.org](mailto:ejohnson@carrollschools.org).

### **Parental Involvement Activities**

The Parental Involvement coordinator will assist each school with the planning and carrying out of parental involvement activities at the school level and district level.

#### **Each school must schedule the following activities:**

- Open House
- One Parent activity each grading period
- Training for Parents

#### **Each school must have representation at the following:**

- District wide Fall meeting
- District wide Winter meeting
- District wide Spring Meeting
- The district will have three district wide meetings at the Title I Media Center.

#### **Each school must inform parents of the following:**

- School Improvement Plan
- AYP (Annual Yearly Progress)

- Status of Highly Qualified Teachers

**COMPUTER LABS- (LAP)- Learning Assisted Program)**

- Lab

A targeted group of students should be scheduled for the Labs daily (4-5 hours weekly). These labs are aligned to the Benchmarks (approved State Standards) and are instructional labs. The teachers must accompany the class to the lab.

- Each lab proctor should complete a purchase order approved by the principal for supplies needed for the lab.
- Lab proctors should not be assigned other duties outside of the lab that are not related to the operation of the lab.
- Weekly printouts and reports must be made available to the principal and teachers.

The Lab teacher or proctor will provide reports at the end of each grading period to the principal. These reports track the progress of your students. Therefore, the teacher plays a vital part of instruction and is required to make lesson plans. The labs should not be closed because the proctor is absent.

**Working Plans -School Improvement Plans**

School Improvement Plans should be implemented as written. These plans should guide the instruction in your school. The principal and the Federal Programs Director and Federal Programs Supervisor are responsible for tracking the activities and the spending of funds.

All spending will be correlated to the needs assessment of the school-wide plan and items purchased will be from the School Improvement Budget. There will be opportunities for revisions.

Each school will submit a WORKING PLAN (Your School-wide Plan with dates indicating what purchases and activities implemented) WORKING PLANS will be submitted at the end of each semester

### **Disposition of Equipment**

Once equipment has been purchased and assigned to a location, it must be authorized by the principal to be moved to a new location. The Disposition of Equipment form must be completed in its entirety and forwarded to the *Inventory Clerk* and the *Federal Programs Director*. *(This form must be completed when the parish technician removes the equipment for repairs)*

- **Removal of Equipment from Inventory** - When equipment is removed from the inventory, the following must be listed: School, Description, Department, Location, Serial Number, and ECPS Inventory Decal Number.

### **Highly Qualified Teachers and Paraprofessionals**

- Every Student Succeeds Act eliminates highly qualified teacher requirements; says teachers must meet state certification requirements.
- Calls for LEAs to improve the quality and effectiveness of teachers, principals, and other school leaders.
- Schools must report teachers' qualifications and local plans must address disparities.

### **Highly Qualified Teachers**

The principals will be provided:

- Assistance in staffing teachers in areas in which they are certified.
- Assistance in evaluating teachers' transcripts.
- Assistance in planning a program of study for teachers to become certified; and require each teacher to complete a Teacher Profile (prescription) to track program of study for becoming certified.

A conference will be planned with teachers who need college hours and they will be assisted in selecting courses in order that they meet state mandates for certified teachers. Teachers will be placed in areas in which they are certified according to state regulations (State certified and 30 content hours, Praxis requirements, National Board Certification, or HOUSSE)

### **Set aside Title 1 funds**

Title 1 funds will be set aside for tuition for teachers and paraprofessionals to take courses in related teaching areas and stipends for teachers to earn Continuing Learning Units.

Staff development activities will be provided for teachers to earn Continuing Learning Units (CLUs) in content areas and technology integration.

***There will be annual follow-up on teacher \*s program of study and evaluation of transcript***

**Highly Qualified Paraprofessionals**

Principals will be informed on state mandates for highly qualified paraprofessionals. (Paraprofessional must have 48 college hours or pass the Para Pro Assessment Test). The following procedures will be followed to assist paraprofessionals in becoming highly qualified.

- Evaluate paraprofessionals' transcript.
- Require all paraprofessionals to complete Career Ladder
- Plan a program of study for paraprofessionals and assist them in selecting courses in area of work as state mandated.
- Set aside Title 1 funds for tuition for paraprofessionals to take courses in related work areas and funds for reimbursement of the ParaPro Assessment Test.
- Provide annual follow-up on paraprofessional's program of study and evaluate *transcripts*.

**Title I will use a minimum of 5% to support teachers in becoming highly qualified.**

**Principal Attestation - Regarding Teacher and Paraprofessional Qualifications**

Every Student Succeeds Act requires principals to <sup>w./</sup>sign an annual attestation saying whether your school is in compliance with the requirements of ESSA Section 1119. This law requires that you attest as to your compliance with Section 1119 which includes six requirements about teacher and paraprofessional qualifications.

- (1) Newly hired teachers must be “certified”
- (2) Existing teachers must become “certified”
- (3) Newly hired paraprofessionals must have one of three qualifications:
  - o Two years of higher education, which is equivalent to 48 credit hours
  - o An associate's degree; or
  - o A passing score on state's paraprofessional assessment
- (4) Existing paraprofessional must meet the standards for new paraprofessionals.
- (5) All paraprofessionals must have a high school diploma or a recognized equivalent.
- (6) **Paraprofessional duties.** Paraprofessionals may not perform classroom instruction unless supervised by a highly qualified teacher.

## **Technology Infrastructure**

To keep the parish's infrastructure operative and functional, teachers must monitor the use of computers in the classroom. Even though the infrastructure has a WATCHGUARD to deter viruses, hackers are able to penetrate any system. Unless monitored continuously, the infrastructure will be infiltrated. The cost for cleanup is enormous. Constant monitoring of all computer use provides a safer, cost-efficient infrastructure. It is cheaper to monitor than to pay for clean-up. Please do not allow downloading of music, videos, or movies.

### **Guidelines and Procedures for Parish Technicians**

The main role of the parish technology specialist is to assist with the maintenance of the technology infrastructure.

- If there is a problem with Internet Access in your school (classrooms) the principal or the technology facilitator should make the call to (318) 559-2224 ext. 2018- Master Technology Specialist, Gregory Jones
- The technology specialist and technicians are assigned to each school.
- Technology Specialist Loretta Hill - Griffin Middle Academy
- Technology Technician Letha Whaley - General Trass High School
- Technology Technician Cameron Washington - Southside Elementary

## **INTERNET ACCESS/TECHNOLOGY INFRASTRUCTURE**

### **Internet Access**

**East Carroll Parish is a recipient of E-rate funding and must comply with the requirements of CIPA (Child Internet Protection Act under U.S.C. 254 (h)).**

### **What CIPA Requires**

- Schools and libraries subject to CIPA may not receive the discounts offered by the E- Rate program unless they certify that they have an Internet safety policy and technology
- protection measures to block or filter Internet access to pictures that: (a) are obscene, (b) are child pornography, or (c) are harmful to minors for computers that are accessed by minors.
- Schools subject to CIPA are required to adopt and enforce a policy to monitor online activities of minors; and
- Schools and libraries subject to CIPA are required to adopt and implement a policy addressing: (a) access by minors to inappropriate matter on the Internet; (b) the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; (c) unauthorized access, including so-called "hacking" and other unlawful activities by minors online; (d) unauthorized disclosure, use, and dissemination of personal information regarding minors; and (e) restricting minors' access to materials harmful to them.



Schools and libraries are required to certify that they have their safety policies and technology in place before receiving E-rate funding.

We are making every effort to stay in compliance with CIPA and are using **WATCHGUARD** to block and filter Internet Access. Security must be maintained. **For educational sites that are blocked, please contact your Technology Facilitator with the specific web address that is blocked. This must be in writing (cut and paste from the web). The facilitator/technology specialist cannot address blocked sites by accepting oral communication. The request must be faxed to 559-2224 or email Broadleaf by the technology master coordinator.**

### **Email Addresses**

All teachers must have valid East Carroll Parish School District's E-mail addresses and they must be on file with LDE. Please contact your Technology Facilitator for e-mail addresses. They will have this information for you at the beginning of the school year.

Please follow the instructions below to access your email:

#### **Online Web Access**

- **Open the following site:**  
**[https :\\mail.e carrollschools.org\\owa\\](https://mail.e.carrollschools.org/owa/)**
- **Enter your account information Example:**  
**User Name: Idoe**  
**Password: password**

**Please do not make any changes/adjustments or add or remove any software/equipment from the Technology Infrastructure. Changing patch cables, switches, hardware, etc. improperly, will cause the Infrastructure to malfunction.**

Please report any concerns to the school's technology facilitator or principal and the problem will be addressed immediately by the trained personnel. Our goal is a minimum of 8 hours of down-time with Internet Access.

### **Failing Schools (Inadequate Gain) Section 1116)**

**School Choice:** *Under ESSA*, parents of children attending schools that are not meeting state academic standards are able to move their children to other public schools, including public charter schools, that are meeting these standards. The public school choice option gives parents the chance to ensure that their children are attending a school where they are getting the instruction they need to succeed academically, while, at the same time, allowing school officials to make improvements in the children's regular schools. Any child attending a Title I school (generally a school that serves a high percentage of low income students) that the state has listed as "in need of improvement," in "corrective action" or in "restructuring and has failed to meet state standards for four years" is eligible to move to another public school in the same district. The district will provide transportation to these low- incomes, low achieving students. ***Principals please make your teachers aware of this mandate.***

### **Libraries**

All schools libraries are automated. Your school on-line subscription (Alliance Plus) must be renewed.

### **Private Schools**

Section 1120(a) now requires an LEA to provide equitable services to private school children, their families and teachers. Expenditures are used to implement academic research-based programs to help students improve academic achievement in the classrooms (i.e. reading, math)

#### ***Location of Services***

- Services must be provided in a separate space that is under the LEA's control when Title I services are being provided;
- If the services are provided in a library or private school classroom the space must be separate and portioned off;
- Computer equipment and other supplies purchased with Title I funds must be locked up when not in use;
- Materials purchased with Title I funds may only be used with Title I participants; and
- If these materials or equipment are used with Non-title I students, then the private school must pay a fee for their use.

Professional development activities (Private schools) must prepare private school teachers of Title I participants, such as:

- Professional development learning opportunities such as preparing teachers how to interpret test results/scores so that their instruction of Title I participants improves;
- Learning strategies for teaching at-risk children;
- Training in the latest research on effective teaching strategies for low achieving children.