

MIAMI-DADE COUNTY PUBLIC SCHOOLS



HANDBOOK

2022-2023





Miami-Dade County Public Schools

The School Board of Miami-Dade County, Florida

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TABLE OF CONTENTS

Purpose.....	1
Administrative Team Contact Information	2
SECTION A - PROGRAM GUIDANCE	
Program Overview and Goals	3
Every Student Succeeds Act (ESSA)	4
HB 7055 Education (CH. 2018-6, Laws of Florida)	12
Consultation	14
Complaint Procedures	15
SECTION B – BUDGETS AND EXPENDITURES	
Title I Grant Funds Auditing	17
Title I School-level Staff Assignment	17
School-level Compliance.....	18
Targeted Technical Assistance and Support	18
Title I Accountability and Technical Assistance Team (A-TAT)	19
Recommendations Based on Most Common Areas of Concern Found During A-TAT Visits (Traditional Schools)	20
Recommendations Based on Most Common Areas of Concern Found During A-TAT Visits (Charter Schools)	22
Procedures for Schools that are no Longer Eligible to Participate in the Title I Schoolwide Program	24
Office of Management and Compliance Audits	27
Budgetary Structures	30
Budget Administrative Requirements	33
Staffing Procedures	34
Title I Supplements	34
Shopping Cart Requisition Procedures	35
Schools Purchasing Guidelines	36
ERP Training Guides/Manuals for the SAP System	37
Purchasing Credit Card (P-Card)	38
Purchasing Credit Card Unauthorized Expenditures	39
Unauthorized Title I Purchases	41
Financial Transactions under SAP	43
Procedures and Deadlines for Pending Financial Transactions and Personnel Payroll Actions Under Title I Schoolwide Program	44
Title I Eligibility Determination Guidelines	46
Charter Schools Budget and Purchasing Guidelines	48
Department of Title I Administration Purchasing Guidelines	49
Department of Title I Administration Purchase Requisition Worksheet Checklist	49
SECTION C - PROPERTY AND CONTRACTS	
Schools and Regions Property Control Guidelines	50
Department of Title I Administration Property Control Guidelines	52
Department of Title I Administration Contract Routing	54

SECTION D - PREKINDERGARTEN AND EDUCATIONAL SUPPORT

Voluntary Prekindergarten (VPK) Program in Title I Schools	55
Chess2Think Initiative	57
Summer Services	58

SECTION E - PARENT AND FAMILY ENGAGEMENT

Scope and Sequence	59
Every Student Succeeds Act (ESSA) Section 1116 [20 U.S.C. 6318] Parent and Family Engagement.....	60
M-DCPS 2022-2023 Title I School-level Parent and Family Engagement Plan (PFEP)	66
Title I School-Parent Compact	66
Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS)	67
Annual Parent Meeting About the Benefits of the Title I Schoolwide Program ...	71
District Advisory Council (DAC) and Regions Parent Advisory Councils (PAC)	73
Schoolsite Parent Resource Center (PRC) or Parents' Reception Area	74
Family Support Services (FSS)	75
DAC Talk, News for Title I Parents	76

SECTION F - TITLE I MIGRANT EDUCATION PROGRAM

Title I Migrant Education Program	77
---	----

SECTION G - NON-PUBLIC SCHOOLS

Non-Public Schools	81
--------------------------	----

SECTION H - NEGLECTED AND DELINQUENT CENTERS

Neglected and Delinquent Centers	82
--	----

SECTION I - COMMUNITY PARTNERSHIP FOR HOMELESS

Project UP-START Program	83
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SECTION J - LIST OF APPENDICES (A-II, Pages A1-A101)

Appendix A	Charter Schools Title I Budget Appropriation Details (FM-6634)	A-1
Appendix B	Federal Time and Effort Certification Form - Single Cost Objective & Transfers (FM-6902)	A-2
Appendix C	Principal's Assurance Certification of Title I Staff Assignment (FM-7560)	A-6
Appendix D	School-level Compliance Reference Document	A-8
Appendix E	Electronic Title I Compliance School-level Staff Contact Information Form	A-22
Appendix F	School Board Bylaws & Policies 2111 – Parent Involvement	A-23
Appendix G	Title I Community Involvement Specialist/Community Liaison Specialist Weekly Schedule (FM-7721)	A-27

Appendix H	Record of Parental Support-Home Visit (FM-6915)	A-28
Appendix I	Title I Parent and Family Engagement Programs Incoming and Outgoing Telephone Log (FM-7723)	A-31
Appendix J	Title I School-Parent Compact (FM-6985)	A-34
Appendix K	Title I DAC/PAC Representatives (FM-6996)	A-37
Appendix L	Outgoing Controlled Equipment (FM-1670)	A-38
Appendix M	Property Disposal Form (FM-6587)	A-39
Appendix N	Plant Security Report (FM-0366)	A-40
Appendix O	M-DCPS Grants Budget Document	A-42
Appendix P	Reading Coach, Mathematics Coach, Science Coach, Community Involvement Specialist (CIS), and Community Liaison Specialist (CLS) Job Descriptions	A-43
Appendix Q	Title I Non-Capitalized Property Inventory Listing (FM-7645)	A-52
Appendix R	Purchasing Card Program - Purchase Authorization (FM-5707)	A-53
Appendix S	Purchasing Card Program – Monthly Reconciliation Worksheet (FM-5828)	A-55
Appendix T	Traditional Schools Federal Time & Effort Certification - Single Cost Objective and Transfers & Personnel Activity Report (PARs) for Cost Shared Allocation (FM-6902-T)	A-57
Appendix U	Assurance of Accountability and Compliance with Title I Schoolwide Program Guidelines (FM-7346)	A-59
Appendix V	Purchase Requisition Form	A-61
Appendix W	Approval of Off-site Use of School Board Property (FM-2380)	A-62
Appendix X	Instructions for Preparing the Transmittal for Agreement Form for Contracted Services	A-63
Appendix Y	Transmittal for Agreement Form for Contracted Services (FM-2452)	A-64
Appendix Z	Instructions for Preparing the Agreement Form for Contracted Services	A-65
Appendix AA	Agreement Form for Contracted Services (FM-2453)	A-66
Appendix BB	Payment Request for Contracted Services (FM-2454)	A-75
Appendix CC	Title I Program Notification Letter	A-76
Appendix DD	Title I Parent Resource Center Monthly Attendance Roster (FM-6901)	A-79
Appendix EE	Project UP-START Student Eligibility Questionnaire (FM-7378)	A-80
Appendix FF	2021 Red Book, Appendix A, Supplies and Equipment Criteria	A-83
Appendix GG	End-of-Year Checklist for Schools that are no Longer Eligible to Participate in the Title I Schoolwide Program (FM-7757)	A-84

Appendix HH	2022-2023 Title I District-level PFEP	A-85
Appendix II	2022-2023 Project UP-START Enrollment Letter	A-99

Purpose

The purpose of this handbook is to provide guidance to administrators and staff of schools participating in the 2022-2023 Title I Schoolwide Program. The handbook is divided into 10 sections, comprising of Federal, State and District policies, regulations and procedures, administrative and programmatic requirements, procedures for fiscal control and maintenance of records.

Title I schools' administrators and staff shall read the entire handbook to become familiar with all policies and procedures contained therein. It is imperative that the Supplement vs. Supplanting provision of the Elementary and Secondary Education Act (ESEA) is observed at all times, in order to ensure that federal funds provide the additional educational resources that students and teachers in high-poverty schools need to succeed. Administrators are encouraged to reach out to the Department of Title I Administration, if clarification or assistance is needed.

The Department of Title I Administration staff is committed to working with schools participating in the Title I Schoolwide Program to set high standards and expectations for all students. Together, we will ensure adherence to the purpose of the Title I, Part A of the ESEA to provide all children significant opportunity to receive a fair, equitable, and high-quality education and to close the educational achievement gaps. With this in mind, the information contained in this handbook is procedural in nature and should be used during the day-to-day operation of the 2022-2023 Title I Schoolwide Program.

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SECTION A - PROGRAM GUIDANCE

SECTION A – PROGRAM GUIDANCE

Program Overview and Goals

Title I - Improving the Academic Achievement of the Disadvantaged

The Every Student Succeeds Act (ESSA) was signed into law on December 10, 2015, amending the Elementary and Secondary Education Act (ESEA) of 1965. ESSA replaces No Child Left Behind (NCLB) and most provisions took effect in 2017-2018. ESSA gives states the authorization to identify their own goals to address proficiency on tests, English-language proficiency and graduation rates. The law maintains the annual testing requirement for Reading and Math in grades 3-8 and once in high school, and grade-span testing in Science. It also maintains subgroup reporting and a 95 percent testing requirement.

The United States Department of Education regulations for accountability, state plans and data reporting under ESSA were released November 29, 2016, effective January 30, 2017. The timeline for school improvement decisions based on the accountability system was 2018-2019. On December 8, 2016, regulations for assessment were released, effective January 9, 2017.

The Department of Title I Administration will continue to focus on improving the coordination and integration of Title I, Part A with other educational programs, such as: Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent Program), Title IX (Educational Services for Homeless Children and Youths), Voluntary Pre-kindergarten (VPK), Title III (English Learners), and Exceptional Student Education (ESE). The effort will be coordinated through comprehensive technical assistance, various supplemental activities, supplemental academic enrichment initiatives, remedial tutorial programs, and referral for support services. The District will provide discretionary educational services to schools in support of their programs. The Title I Administration Handbook provides a clear understanding of the overall program.

Every Student Succeeds Act (ESSA)

Listed below are summaries for some of the major sections of the *ESSA, as it relates to the Title I Program*.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)

Section 1111. State Plans

Challenging State Academic Standards and Assessments

Each State shall adopt challenging academic content standards and align academic achievement standards (referred to in ESSA as “challenging State academic standards”), which achievement standards shall include no less than three (3) levels of achievement, that will be used by the State, its local educational agencies, and its schools to carry out this part. The standards established by the State shall apply to all public schools and public school students in the State and with respect to academic achievement standards, include the same knowledge, skills, and levels of achievement expected of all public school students in the State. The State shall have such academic standards for mathematics, reading or language arts, and science, and may have such standards for any other subject determined by the State.

Each State shall demonstrate that the State has developed and is implementing a single, statewide State accountability system that will be effective in ensuring that all local educational agencies, public elementary schools, and public secondary schools make adequate yearly progress, as defined by the State. Each State accountability system shall:

- Be based on adopted academic standards and academic assessments, and shall take into account the achievement of all public elementary school and secondary school students;
- Be the same accountability system the State uses for all public elementary schools and secondary schools or all local educational agencies in the State, except that public elementary schools, secondary schools, and local educational agencies not participating under this part are not subject to the requirements of section 1116; and
- Include sanctions and rewards, such as bonuses and recognition, the State will use to hold local educational agencies and public elementary schools and secondary schools accountable for student achievement and for ensuring that they make adequate yearly progress, as defined by the State.

Section 1112. Local Educational Agency (LEA) Plans

To ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards, each LEA plan shall describe:

- How the LEA will monitor students’ progress in meeting the challenging State academic standards;

- How the LEA will identify and address, as required under State plans, any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers;
- How the LEA will carry out its responsibilities regarding parent and family engagement;
- The poverty criteria that will be used to select school attendance areas;
- The nature of the programs to be conducted by schools implementing the Schoolwide Program and, where appropriate, educational services outside the schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;
- The services the LEA will provide homeless children and youths, including services provided with Title I funds to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.);
- The strategy the LEA will use to implement effective parent and family engagement under section 1116;
- If applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs;
- How the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary;
- How the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as defined in section 1111(c)(2);
- If determined appropriate by the LEA, how such agency will support programs that coordinate and integrate: academic and career and technical education content through coordinated instructional strategies, and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit; and
- Any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide.

Transportation for Children in Foster Care

By not later than one (1) year after the date of enactment of the Every Student Succeeds Act, the LEA must develop and implement clear written procedures governing how transportation to

maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall:

- Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and
- Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if:
 1. The local child welfare agency agrees to reimburse the LEA for the cost of such transportation;
 2. The LEA agrees to pay for the cost of such transportation; or
 3. The LEA and the local child welfare agency agree to share the cost of such transportation.

Parents Right-to-Know - Information to Parents

At the beginning of each school year, a LEA that receives Title I funds shall notify the parents of each student attending any eligible Title I school that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

- Whether the student's teacher
 - ✓ has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - ✓ is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - ✓ is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Additionally, a school that receives Title I funds shall provide to each individual parent of a child who is a student in such school, with respect to such student:

- ✓ Information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments; and
- ✓ Timely notice that the student has been assigned or has been taught for four (4) or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Also, at the beginning of each school year, a LEA that receives Title I funds shall notify the parents of each student attending any school receiving Title I funds that the parents may request, and the LEA will provide the parents on request (and in a timely manner), information regarding any State or LEA policy regarding student participation in any assessments mandated by section 1111(b)(2)

and by the State or LEA, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable.

Section 1114. Schoolwide Program:

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

Benefiting from Operating a Schoolwide Program

A school that operates a schoolwide program is able to take advantage of numerous benefits, including:

- **Serving all students.** A school operating a schoolwide program does not need to identify particular students as eligible to participate. (ESEA section 1114(a)(2)(A)(i)).
- **Consolidating Federal, State, and local funds** (see discussion below). A school operating a schoolwide program may consolidate Federal, State, and local education funds to better address the needs of students in the school. (ESEA section 1114(a)(1), (3)).

Implementing a Schoolwide Program

There are three (3) required components of a schoolwide program that are essential to effective implementation: conducting a comprehensive needs assessment, preparing a comprehensive schoolwide plan, and annually reviewing and revising, as necessary, the schoolwide plan.

- Conducting a **comprehensive needs assessment.** To ensure that a school's comprehensive plan best serves the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards, the school must conduct a comprehensive needs assessment. (ESEA section 1114(b)(6)). Through the needs assessment, a school must consult with a broad range of stakeholders, including parents, school staff, and others in the community, and examine relevant academic achievement data to understand students' most pressing needs and their root causes. (ESEA section 1114(b)(2); 34 C.F.R. § 200.26(a)). Where necessary, a school should attempt to engage in interviews, focus groups, or surveys, as well as review data on students, educators, and schools to gain a better understanding of the root causes of the identified needs.
- Preparing a **comprehensive schoolwide plan** that describes how the school will improve academic achievement throughout the school, but particularly for the lowest-achieving students, by addressing the needs identified in the comprehensive needs assessment. (ESEA section 1114(b)(7)). The schoolwide plan must include a description of how the strategies the school will be implementing will provide opportunities and address the learning needs of all students in the school, particularly the needs of the lowest-achieving students. (ESEA section 1114(b)(7)(A)(i), (iii)). The plan must also contain descriptions of how the methods and instructional strategies that the school intends to use will strengthen the academic program in the school, increase the amount and quality of learning time, and

help provide an enriched and accelerated curriculum, including programs and activities necessary to provide a well-rounded education. (ESEA section 1114(b)(7)(A)(ii)).

- Annually **reviewing and revising the schoolwide plan** to ensure that it results in progress toward addressing the needs of the school, the plan should include benchmarks for the evaluation of program results. **This plan may be integrated into an existing improvement plan.**

Section 1115. Targeted Assistance Schools:

The term, “Targeted Assistance Schools” applies to schools that are not eligible, or do not choose to operate as schoolwide project schools. In these schools, eligible children are identified and selected, or targeted for assistance by Title I. Specific requirements for a targeted assistance school are outlined, with special emphasis on helping eligible children meeting the challenging State academic standards, which may include programs, activities, and academic courses necessary to provide a well-rounded education.

Section 1116. Parent and Family Engagement

All of the schools implementing the Title I Schoolwide Program must allocate at least one percent (1%) of the Title I budget towards programs, activities, and procedures for parent and family engagement. Each school shall jointly develop with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Plan (PFEP). The plan shall describe the means for carrying out the following requirements:

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school’s participation in the Title I Schoolwide Program and to explain the requirements of the program, and the right of the parents to be involved;
- Offer a flexible number of meetings, such as meetings in the morning or evening;
- Involve parents, in an organized, ongoing, and timely manner, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school PFEP, the Title I School-Parent Compact, and the joint development of the schoolwide program plan (School Improvement Process [SIP]);
- Provide parents of participating children with timely information about:
 - ✓ Title I programs;
 - ✓ A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards, and if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 - ✓ Notify parents and family members of students enrolled in the school of the PFEP, the Title I School-Parent Compact and the SIP, in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Such documents shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Section 1117. Participation of Children Enrolled in Private Schools

To the extent consistent with the number of eligible children in the school district, who are enrolled in private elementary schools and secondary schools, the District shall: After timely and meaningful consultation with appropriate private school officials, provide such children, on an equitable basis and individually or in combination, as requested by the officials to best meet the needs of such children, special educational services, and instructional services.

In general, educational services and other benefits for such private school children shall be equitable in comparison to services and other benefits for public school children participating in the Title I Schoolwide Program, and shall be provided in a timely manner.

Title I, Part C: Education of Migratory Children

Section 1301. Program Purposes

The purpose of this part are as follows:

- Assist States in supporting high-quality and comprehensive educational programs and services during the school year and, as applicable, during summer or intersession periods, that address the unique educational needs of migratory children;
- Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards;
- Ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet;
- Help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school; and
- Help migratory children benefit from State and local systemic reforms.

Section 1304. Supporting Needs of Migratory Children

The District must ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;

- Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
- The integration of services available under Title I, Part C with services provided by those other programs; and
- Measurable program objectives and outcomes.

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk

Section 1401. Program Purposes

The purpose of this part are as follows:

- Improve educational services for children and youth in local, tribal, and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic standards that all children in the State are expected to meet;
- Provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment; and
- Prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education and the involvement of their families and communities.

Section 1424(d). Use of Funds

Funds provided to local educational agencies under this subpart may be used, as appropriate, for the following activities:

- Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of such children and youth to the school environment and help them remain in school in order to complete their education;
- Dropout prevention programs which serve at-risk children and youth;
- The coordination of health and social services for such individuals, if there is a likelihood that the provision of such services will improve the likelihood such individuals will complete their education;
- Special programs to meet the unique academic needs of participating children and youth, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and assistance in securing student loans or grants for postsecondary education;
- Programs providing mentoring and peer mediation;

- Programs for at-risk Indian children and youth, including such children and youth in correctional facilities in the area served by the local educational agency that are operated by the Secretary of the Interior or Indian tribes; and
- Pay for success initiatives.

HB 7055 Education (CH. 2018-6, Laws of Florida)

F L O R I D A H O U S E O F R E P R E S E N T A T I V E S

ENROLLED

CSHB 7055, Engrossed 1

2018 Legislature

4301 1011.69 Equity in School-Level Funding Act.—
4302 (5) After providing Title I, Part A, Basic funds to
4303 schools above the 75 percent poverty threshold, which may
4304 include high schools above the 50 percent threshold as permitted
4305 by federal law, school districts shall provide any remaining
4306 Title I, Part A, Basic funds directly to all eligible schools as
4307 provided in this subsection. For purposes of this subsection, an
4308 eligible school is a school that is eligible to receive Title I
4309 funds, including a charter school. The threshold for identifying
4310 eligible schools may not exceed the threshold established by a
4311 school district for the 2016-2017 school year or the statewide
4312 percentage of economically disadvantaged students, as determined
4313 annually.
4314 (a) Prior to the allocation of Title I funds to eligible
4315 schools, a school district may withhold funds only as follows:
4316 1. One percent for parent involvement, in addition to the
4317 one percent the district must reserve under federal law for
4318 allocations to eligible schools for parent involvement;
4319 2. A necessary and reasonable amount for administration,
4320 which includes the district's indirect cost rate, not to exceed
4321 a total of 10 ~~8~~ percent; ~~and~~
4322 3. A reasonable and necessary amount to provide:
4323 a. Homeless programs;
4324 b. Delinquent and neglected programs;
4325 c. Prekindergarten programs and activities;

Page 173 of 207

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hb7055-03-er

ENROLLED

CSHB 7055, Engrossed 1

2018 Legislature

4326 d. Private school equitable services; ~~and~~
 4327 e. Transportation for foster care children to their school
 4328 of origin or choice programs; and—
 4329 4. A necessary and reasonable amount, not to exceed 1
 4330 percent, for eligible schools to provide educational services in
 4331 accordance with the approved Title I plan.
 4332 (b) All remaining Title I funds shall be distributed to
 4333 all eligible schools in accordance with federal law and
 4334 regulation. An eligible school may use funds under this
 4335 subsection to participate in discretionary educational services
 4336 provided by the school district. Any funds provided by an
 4337 eligible school to participate in discretionary educational
 4338 services provided by the school district are not subject to the
 4339 requirements of this subsection.
 4340 (c) Any funds carried forward by the school district are
 4341 not subject to the requirements of this subsection.

Consultation

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

In implementing the components, services, and activities of the Title I Program, the Department of Title I Administration strives to comply with all provisions of applicable federal and state laws, in particular the *ESSA Act*, and non-regulatory guidance that set the parameters and standards for the implementation of the program. To this end, the following procedures for providing input, comments, suggestions or filing a complaint, are available to parties who, in good faith, believe that services are not being delivered in compliance with federal and state laws and regulatory guidance relative to Title I.

Parent Advisory Councils/District Advisory Council

The District provides several forums for parents to provide feedback and input regarding the Title I Program implementation. In addition to the annual and ongoing parent meetings at each participating Title I school, Parent Advisory Councils (PAC) have been established representing each of the three (3) Regions that comprise the District. At the Title I Annual Parent Meeting, parents in each individual school elect a representative for the school to serve on the PAC. A District Advisory Council (DAC), comprised of representatives of each PAC, has also been established to consult with the District in the planning and implementation of the Title I Program. The DAC promotes awareness of the program with parents and communities of Title I schools within the District and holds meetings during the school year. Individuals seeking to provide input, comments or suggestions can utilize the PAC as a vehicle. The DAC leadership holds regular meetings with Title I Administration staff to discuss program implementation issues that are brought up by its constituents.

Other Opportunities for Input

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

Complaint Procedures

Complaint Procedures for Traditional Schools

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

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

Miami-Dade County Public Schools
Department of Title I Administration
Attention: Mr. Pedro Arteaga, Executive Director
1450 N.E. 2nd Avenue, Suite 500
Miami, Florida 33132

2. The Executive Director should hold a meeting with the Complainant within 10 business days. The Executive Director shall make every effort to review the allegation(s) and resolve the matter to the satisfaction of the complainant. A written notice of the resolution or non-resolution of the matter shall be forwarded to the complainant.
3. If no resolution can be reached, the complainant may appeal the determination with the Administrative Director, Title I Administration and Federal/State Fiscal Operations. The appeal will be presented to the Assistant Superintendent, Division of Student and Family Support Programs. A written Notice of Outcome of the appeal will be furnished to the complainant.
4. If the Complainant feels that the complaint with the District has not been resolved to his/her satisfaction, he/she may file a complaint with the Florida Department of Education, providing the basis for the complaint.

Complaint Procedures for Non-Public Schools

The District complies with the *Every Student Succeeds Act of 2015* (ESSA), Participation of Children Enrolled in Private Schools. In compliance with the provisions of the ESSA, the District consults in a timely and meaningful manner on the design and development of the non-public program with appropriate private school officials of eligible schools that have opted to receive services provided by Title I Administration.

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

1. A formal allegation regarding a violation of federal law and state regulatory guidance pertaining to the District's delivery of Title I services and programs to non-public schools

may be filed in writing within 30 days of the incident and should specifically state the facts about the alleged action(s) and the provision of law or rule being violated. Such a complaint must be forwarded to:

Ms. Yodislen S. Martinez
Title I Administration
Miami-Dade County Public Schools
28205 S.W. 124 Court Suite F007
Homestead, FL 33033

2. The Director should hold a meeting with the Complainant within 10 business days upon receipt of such notice. The Director shall make every effort to review the allegations and resolve the matter to the satisfaction of the Complainant. A written notice of the resolution or non-resolution of the matter shall be forwarded to the Complainant.
3. If no resolution can be reached, the complainant may appeal the determination with the Administrative Director, Title I Administration and Federal/State Fiscal Operations. The appeal will be presented to the Assistant Superintendent, Division of Student and Family Support Programs. A written Notice of Outcome of the appeal will be furnished to the complainant.
4. If no satisfaction can be reached with the Assistant Superintendent, the Complainant may appeal in writing the determination with the Chief Academic Officer.
5. If the Complainant feels that his complaint with the District has not been resolved to his /her satisfaction, the individual may file a complaint with the Florida Department of Education (FDOE) Ombudsman, providing the basis for the complaint.

Ms. Nicolle Leider, MPA
Equitable Services Ombudsman Division of Finance Operations
Florida Department of Education
325 West Gaines Street, Suite 844,
Tallahassee, FL 32399-0400
Tel. 850 245-9349 Office – EquitableServices@fldoe.org

The FDOE must make a determination within forty-five days (45) of complaint to this state. Also pursuant to the ESSA, non-public schools' officials may appeal to the Secretary of Education no later than thirty (30) days after the State Educational Agency resolves or fails to resolve the complaint within a reasonable period of time. A copy of the State's resolution and a complete statement of the reasons supporting the appeal shall be investigated, and resolution of the appeal no later than ninety (90) days after receipt of the appeal by the Secretary of Education.

SECTION B - BUDGETS AND EXPENDITURES

SECTION B - BUDGETS AND EXPENDITURES

Title I Grant Funds Auditing

All schools implementing the Title I Program will be required to meet the requirements of the ESSA Act. In a continuing effort to ensure schoolwide determination of compliance with federal, state and district regulations and guidelines; and ensure that appropriate evidence sources document compliance, the M-DCPS Office of Management and Compliance Audits reviews include the Title I Program.

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

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

The supervising administrator at the schoolsite is asked to ensure that all reports and pertinent program documentation are available and in order for review. Additionally, a space for the auditor to conduct the audit in an expeditious manner will be appreciated. Please review pages 27-29 to support audit compliance.

Title I School-level Staff Assignment

Principals have the authority to assign Title I paid staff within the school, as long as it is within the parameters of the Title I budget and the function of staff complies with the position's job description, in fulfillment of the Title I program requirements. However, Principals must assure the following:

Traditional Schools: All employees paid with Title I funds shall expend their time and effort servicing this federally funded program, as evidenced by the approval of the Federal Time and Effort Certification (formerly known as Circular A-87), and by each individual staff assignment schedule(s).

Charter Schools: All employees listed on the Charter Schools Title I Budget Appropriation Details Form (**Appendix A, FM-6634**), shall expend their time and effort servicing the Title I federally funded program, as evidenced by the completion of the Federal Time and Effort Certification Form (**Appendix B, FM-6902**), and by each individual staff assignment schedule(s).

Additionally, each eligible Title I school must maintain in the corresponding folder of the Title I School-level Compliance e-Filing System, copies of the Assignment Schedules for those staff paid with Title I funds. The Department of Title I Administration will conduct onsite visitations, at which time; the assignment schedules will be reviewed.

Moreover, for each of the periods indicated below, Principals are required to complete, sign, date, and electronically submit the Principal's Assurance Certification of Staff Assignment (**Appendix C, FM-7560**), via the Title I School-level Compliance Collaboration Site. This will allow the Department of Title I Administration to determine whether the Title I program has been charged appropriately for time spent on Title I duties by employees paid under the program.

Time and Effort Period	Deadline to Upload Assurance
July - October 2022	Thursday, November 10, 2022
November 2022 - February 2023	Friday, March 12 2023
March - June 2023	Friday, June 09, 2023

School-level Compliance

Title I provides funding for schools to supplement their existing programs. As with any grant, there must be accountability for these funds. In order to meet the monitoring/audit compliance required by the Every Student Succeeds Act, principals of schools implementing the Title I Schoolwide Program are required to compile the necessary compliance documentation and maintain it in the Title I School-level Compliance e-Filing System for a minimum of five (5) years (**Appendix D, lists the items that are required for compliance**). All documents delineated on the 2022-2023 Title I School-level Compliance Reference Document must be compiled and uploaded to the Title I School-level Compliance e-Filing System for review by members of the Title I Accountability and Technical Assistance Team (A-TAT), Federal and/or State monitors/auditors.

Schools are required to maintain the School-level Compliance Filing System documents electronically. The documents required in each section of the Title I e-Filing System must be uploaded into the Evidence Sources Upload page, school's designated folder, 2022-2023 subfolder of the Title I School-level Compliance Collaboration Site, and in the corresponding section and compliance item folder ([click here for instructions to upload the required documents](#)).

Principals are asked to provide the Department of Title I Administration with the names and contact information of staff designated to assist with the compilation of the Title I School-level Compliance documentation (i.e. Principal, Title I Facilitator, CIS/CLS, Project UP-START Liaison and School Treasurer). To facilitate this process the 2022-2023 Title I Compliance School-level Staff Contact Information Form (**Appendix E**) must be submitted electronically via the automated form. Additionally, principals must notify the Department of Title Administration of any changes to this form by completing and submitting a new form within 10 days of that change. This includes changes to the name of the staff listed on the form or his/her contact information. The updated information must be submitted via the same Google Forms link originally used to complete and submit the 2022-2023 Title I Compliance School-level Staff Contact Information Form (**Appendix E**). If a principal is not able to find the link, please send an email to Ms. Sheryl Knight (SKnight@dadeschools.net) or the Title A-TAT staff assigned to the school, requesting the link to complete a new form.

Targeted Technical Assistance and Support

To ensure timely compilation and upload process of the documentation required in 2022-2023 the Title I School-level Compliance e-filing System, the Department of Title I Administration's Accountability and Technical Assistance Team (A-TAT) will implement different types of support that include targeted on-site visits and virtual technical assistance to schools

On-site Technical Assistance and Support for Selected Schools - A physical visit to the school to review the uploaded documentation.

- The Department of Title I Administration will use specific criteria to identify schools selected for on-site Technical Assistance and Support, including a) new Title I schools; b) schools with newly appointed Title I Principals; c) schools with new designated Title I Compliance Facilitators, and d) monitoring process outcomes during the last two (2) years.

- Schools designated for On-site Technical Assistance and Support will be required to upload documentation for selected compliance items into the TIC Web-based System twice during the school year. The documentation will be reviewed by the A-TAT staff assigned to the school, and an official report of the outcome of the reviews will be issued.

Follow-up Desktop Technical Assistance and Support for Selected Schools - A remote documentation review, via the School-level Compliance Collaboration Site and the TIC System.

Upon compilation of all required documentation at the end of the school year, schools shall complete the Miami-Dade County Public Schools Title I Administration Assurance of Accountability and Compliance with Title I Schoolwide Program Guidelines form (**Appendix U, FM-7346-T or FM-7346-CH, as applicable**), and submit the completed form by said date to the Department of Title I Administration District office.

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

The A-TAT's objective is to provide technical assistance with the successful compilation and upload process of the documents required in the Title I School-level Compliance e-Filing System. This system has been developed to guide the schoolsite identification and upload process of appropriate evidence sources and compliance documentation.

Based on the review of the documentation compiled by schools in previous years, A-TAT staff members have identified some areas of concern for the components of the Title I School-level Compliance e-Filing System, which are common across multiple Title I schools. By becoming familiar with the information contained in the following *Recommendations Based on Most Common Areas of Concern Found During A-TAT Visits for Traditional Schools and Charter Schools*, and knowing how to avoid them, schools will be strengthening their operations while preventing potential audit findings.

Recommendations Based on Most Common Areas of Concern Found During A-TAT Visits

Traditional Schools

CURRICULUM AND INSTRUCTION

Roster of Students Not Meeting State Standards

- Documentation of additional educational assistance provided - Evidence of Before/After School Tutoring, Saturday Academies, Computer Assisted Instruction, etc., and Student Record of Attendance. These rosters should include identification of ESE and ELL students being provided these additional services.
- Sample of an ESSA 4-Week Parent Notification Letter.

BUDGET AND EXPENDITURES

- Grants Availability Reports must be printed and filed twice during the fiscal year.
- Purchase Orders and Invoices - Line items and amounts need to match on all documents.

Educational Field Trips

- All documentation pertaining to field trips need to be kept together in the School-level Compliance e-Filing System, Section II.3., whether as encumbered or expended.
- Objectives of field trips must be educational in nature and samples of follow-up assignments must be included in the Title I School-level Compliance e-Filing System for each fieldtrip paid with Title I funds.

Payroll

- Always maintain records of employees paid with Title I funds in the School-level Compliance e-Filing System, Section II.2.
- If a Transfer of Expenditures (JV) for salary related charges has been processed, the required back-up documentation must be attached to JVs in SAP in order to be approved.

Purchasing Guidelines

- Appropriate use of budgetary structures - Refer to the Title I Handbook for more details and budgetary structures.
- Purchase Orders and Invoices - Line items and amounts need to match on all documents.
- If a Transfer of Expenditures (JV) for non-salary related charges has been processed, then appropriate back-up documentation must be attached to JVs in SAP in order to be approved.
- Credit Card (P-Card) transactions must include the required backup documentation, as delineated in the 2022-2023 School-level Compliance Reference Document.
- All documentation pertaining to orders need to be kept together in the School-level Compliance e-Filing System, Section II.3.
- Audio Visual - Refer to the Title I Handbook for non-allowable items.
- Computer Hardware purchases - Refer to the Title I Handbook for non-allowable items.

Important Note - All purchases with the 2022-2023 Title I funds such as, but not limited to the following, are only allowed for the current fiscal year (**July 1, 2022 - June 30, 2023**), and should be supplemental in nature:

- Renewable license to operate a web-based software for students (Technology-Related Rentals - Commitment item 536900);

- License Subscriptions must include a service period that does not exceed FY 2022-2023, **ending June 30, 2023**;
- Printing and Duplication, inclusive of parent flyers and brochures (Printing and Duplicating - Commitment Item 539900);
- Student agendas (Supplies - Commitment Item 551000);
- Paper (Supplies - Commitment Item 551000) - Ensure that orders are placed with General Funds first before placing them with Title I funds. The recommendation is that no more than one ream of paper is purchased per student; and
- Ink Cartridges/Toner (Technology-Related Supplies - Commitment Item 551900)

PROPERTY

- Always maintain an inventory list of all Capitalized equipment purchased with Title I funds in the School-level Compliance e- Filing System, Section III.1.
- Always maintain a perpetual inventory listing of Non-Capitalized property acquired with Title I funds (FM-7645) in the School-level Compliance e-Filing System, Section III.1.
- Always maintain copies of Packing Slips, Invoices, Purchase Orders, etc.; in the School-level Compliance e- Filing System, Section II.3 and Section III.1 (as applicable).
- Always maintain copies of records pertaining to the disposal of Title I property.

PROFESSIONAL DEVELOPMENT

List of Professional Development (PD) Activities and/or PD Calendar

Documentation of Professional Development to Address Deficient Indicators for Schools Based on State Assessment Outcomes

- Samples of memos, agendas, handouts, and evidence of PD attendance (payroll documentation) for non-school based PD activities.
- Sign-in sheets for school-based PD activities.
- Evidence of Title I School-Parent Compact Communication Logs maintained by all teachers (grades K-5 only).

PARENT AND FAMILY ENGAGEMENT

Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS) Schedule

Schedules must be completed by the CIS/CLS and placed in the Parent and Family Engagement Section, folder VI.1. of the 2022-2023 School-level Compliance e-Filing System.

Completion and Timely Submission of the Monthly Parent and Family Engagement Report

The report must be submitted electronically, via the Title I Compliance (TIC) Web-based System, by the **5th school day of each month**. All original printed versions of the reports, initialed by the Principal and with the corresponding backup documentation (including FM-7720), must be kept electronically in the Parent and Family Engagement Section, folder VI.3 of the 2022-2023 School-level Compliance e-Filing System.

Please refer to the information contained in the Title I Handbook, Title I Administration's Website, and the Title I School-level Compliance Collaboration Site, in order to prevent potential audit findings related to the aforementioned compliance items.

Recommendations Based on Most Common Areas of Concern Found During A-TAT Visits

Charter Schools

CURRICULUM AND INSTRUCTION

Roster of Students Not Meeting State Standards

- Documentation of additional educational assistance provided - Evidence of Before/After School Tutoring, Saturday Academies, Computer Assisted Instruction, etc., and Student Record of Attendance. These rosters should include identification of ESE and ELL students being provided these additional services.
- Sample of an ESSA 4-Week Parent Notification Letter.

BUDGET AND EXPENDITURES

Educational Field Trips

- All documentation pertaining to field trips need to be kept together in the School-level Compliance e-Filing System, Section II.3., whether as encumbered or expended.
- Objectives of field trips must be educational in nature and samples of follow-up assignments must be included in the School-level Compliance e-Filing System for each fieldtrip paid with Title I funds.

Payroll

Always maintain records of employees paid with Title I funds in the School-level Compliance e-Filing System, Section II.2.

Purchasing Guidelines

- Purchase Orders and Invoices - Line items and amounts need to match on all documents.
- All documentation pertaining to orders need to be kept together in the School-level Compliance e-Filing System, Section II.3.
- Audio Visual - Refer to the Title I Handbook for non-allowable items.
- Computer Hardware purchases - refer to the Title I Handbook for non-allowable items.

Important Note - All purchases with the 2022-2023 Title I funds such as, but not limited to the following, are only allowed for the current fiscal year (**July 1, 2022 - June 30, 2023**), and should be supplemental in nature:

- Copier maintenance;
- Renewable license to operate a web-based software for students;
- License Subscriptions must include a service period that does not exceed FY 2022-2023, **ending June 30, 2023**;
- Printing and Duplication, inclusive of parent flyers and brochures;
- Student agendas; and
- Paper and Ink Cartridges/Toner ensure that not all orders placed are with **ONLY** Title I funds.

PROPERTY

- Always maintain an inventory list of all Capitalized equipment purchased with Title I funds in the School-level Compliance Reference Document and e-Filing System, Section III.1.

Property (Contd.)

- Always maintain a perpetual inventory listing of Non-Capitalized property acquired with Title I funds (FM-7645) in the School-level Compliance Reference Document and e-Filing System, Section III.1.
- Always maintain copies of Packing Slips, Invoices, Purchase Orders, etc.; in the School-level Compliance Reference Document and e-Filing System, Section II.3 and Section III.1 (as applicable).
- Always maintain copies of records pertaining to the disposal of Title I property.

PROFESSIONAL DEVELOPMENT

List of Professional Development (PD) Activities and/or PD Calendar

Documentation of Professional Development to Address Deficient Indicators for Schools Based on State Assessment Outcomes

- Samples of memos, agendas, handouts, and evidence of PD attendance (payroll documentation) for non-school based PD activities.
- Sign-in sheets for school-based PD activities.
- Evidence of Title I School-Parent Compact Communication Logs maintained by all teachers (grades K-5 only).

PARENT AND FAMILY ENGAGEMENT

Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS) Schedule

Schedules must be completed by the CIS/CLS and placed in Parent and Family Engagement Section, folder VI.1. of the 2022-2023 School-level Compliance e-Filing System.

Completion and Timely Submission of the Monthly Parent and Family Engagement Report

The report must be submitted electronically, via the Title I Compliance (TIC) Web-based System, by the **5th school day of each month**. All original printed versions of the reports, initialed by the Principal and with the corresponding backup documentation (including FM-7720), must be kept in the Parent and Family Engagement Section, folder VI.3. of the 2022-2023 School-level Compliance e-Filing System.

Please refer to the information contained in the Title I Handbook, Title I Administration's Website, and the Title I School-level Compliance Collaboration Site, in order to prevent potential audit findings related to the aforementioned compliance items.

Procedures for Schools that are no Longer Eligible to Participate in the Title I Schoolwide Program

Section 1113(a)(3) of the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized under the Every Student Succeeds Act (ESSA), requires that a local educational agency (LEA) determines the eligibility of a school to receive Title I funds by annually ranking eligible schools in which the concentration of children from low-income families exceeds 71.5 percent from highest to lowest. Miami-Dade County Public Schools (M-DCPS) is required to use the Free or Reduced Price Lunch (FRPL) data from the Florida Department of Education (FDOE) Public School Eligibility Survey 3 Report of the current year in order to determine the Title I eligibility of a school for the following year. If a school that is currently implementing the Title I Schoolwide Program does not meet the Title I eligibility threshold, it will not be designated as a Title I school for the subsequent school year.

The following procedures were developed to provide guidance to schools that become ineligible to receive a Title I Schoolwide Program allocation. These procedures are in alignment with the Florida Department of State General Records Schedule GS1-SL regulation pertaining to the retention of records for a period of five (5) years, and the Code of Federal Regulations [C.F.R., Part 200.313(c) and 200.62, about the continuous utilization of equipment acquired under a Federal award (e.g. Title I Schoolwide Program).

Procedures Upon Ineligibility Status Determination

District:

- Notify schools of their Title I ineligibility status determination;
- Issue written guidance regarding specific actions to be implemented in order to continue to be in compliance with Federal, State and Local requirements;
- Review the Title I School-level Compliance e-Filing System completion status, in order to address any pending compliance item; and
- Provide technical assistance and support to schools through the Title I Accountability and Technical Assistance Team (A-TAT) for a smooth transition.

School:

- Complete the *End-of-Year Checklist for Schools that are no Longer Eligible to Participate in the Title I Schoolwide Program (Appendix GG, FM-7757)*, in order to ratify the implementation of the following actions:
 - ✓ Review District's developed guidance to ensure compliance with Federal, State and Local requirements;
 - ✓ Access the Title I Compliance (TIC) Web-based System to review the Title I School-level Compliance Filing System Status Form, upload back-up documentation if necessary, and certify the form;
 - ✓ Print the final/certified version of the Title I School-level Compliance Filing System Status Form and upload it to Section IX Assurances of the 2021-2022 Title I e-Filing System on the Title I School-level Compliance Collaboration Site;
 - ✓ Ensure that all documents of compliance delineated in the Title I School-level Compliance Filing System Status Form are appropriately compiled in their corresponding folder;

- ✓ Ensure that the Title I School-level Compliance Filing System for the last five (5) years, as applicable, are in a centralized location and readily available in the event of an audit or upon request by staff from the Department of Title I Administration;
- ✓ Ensure that the Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS) or staff designated to oversee the Parent and Family Engagement Program has completed and submitted to the District, via the TIC System the Parent and Family Engagement Data Report for each month of the 2021-2022 school year. The certified monthly reports, initialed by the Principal, must be maintained in the 2021-2022 Title I School-level Compliance e-Filing System;
- ✓ Conduct a building walk-through to ensure that all equipment purchased with Title I Schoolwide Program funds is clearly identified with the “M-DCPS Title I Property” label, indicating the school year of purchase;
- ✓ Ensure that the inventory listing of Capitalized (\$1,000 and over) property acquired with Title I Schoolwide Program funds is completed, up-to-date and maintained in the 2021-2022 Title I School-level Compliance e-Filing System; and
- ✓ Ensure that the perpetual inventory listing of Non-Capitalized (under \$1,000) property acquired with Title I Schoolwide Program funds (FM-7645) is completed, up-to-date and maintained in the 2021-2022 Title I School-level Compliance e-Filing System.

Procedures for Subsequent Years After Ineligibility Status Determination

District:

- Continue to provide technical assistance and support to schools through the Title I Accountability and Technical Assistance Team (A-TAT); and
- Conduct un-announced monitoring visits to verify completion of the upload process of documents to the School-level Title I e-Filing System for the previous year(s) (for a period of five years) and the proper utilization and follow-up with property disposal procedures of property acquired with Title I Schoolwide Program funds.

School:

- Ensure that the Title I School-level Compliance e-Filing System is properly maintained for the last five (5) years, as applicable, are in a centralized location and readily available in the event of an audit or upon request by staff from the Department of Title I Administration;
- Ensure that all equipment purchased with Title I Schoolwide Program funds is clearly identified to support students’ academic achievement in the core-assessed subject areas (i.e. Reading/Language Arts, Math, Science and Social Studies) and/or Parent and Family Engagement activities or in support of other Federal programs within the building;
- Conduct building walk-throughs to ensure that all equipment purchased with Title I funds remain identified with the “M-DCPS Title I Property” label, indicating the school year of purchase and is properly utilized;
- Follow Title I Administration’s procedures in the event of Title I purchased property requiring to be disposed. A memorandum requesting permission, along with the name and the title of technician/staff member validating need for disposal and the completed Property Disposal Form (**Appendix M, FM-6587**) must be sent to the Administrative Director in the Department of Title I Administration;
- Adhere to Title I Administration’s procedures for appropriate documentation of Title I property to support: Approval of Off-Site Use of School Board Property Form (**Appendix W,**

FM-2380) when off-campus use of Title I Property; Transferring of Title I Property (contact 305 995-3193); and Vandalism of Title I Property;

- Ensure that the inventory listing of Capitalized (\$1,000 and over) property acquired with Title I Schoolwide Program funds is maintained up-to-date and readily available for review for as long as the equipment remains at the school site; and
- Ensure that the perpetual inventory listing of Non-Capitalized (under \$1,000) property acquired with Title I Schoolwide Program funds (**Appendix Q, FM-7645**) is maintained up-to-date and readily available for review for as long as the equipment remains at the school site.

Office of Management and Compliance Audits

Audit Process

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

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

- ✓ Title I Administration Handbook
- ✓ Districtwide and Board-Approved Parental Involvement Policy (Board Policy 2111 **Appendix F**)
- ✓ Manual of Property Control Procedures
- ✓ Payroll Processing Procedures Manual
- ✓ Purchasing Credit Card Program Policies and Procedures Manual

The following areas will be reviewed during the Title I audits at the schoolsite:

Title I Budget Allocation

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

- Proper documentation for all financial transactions are kept in the Title I School-level Compliance e- Filing System; and
- There are no significant remaining balances or spending in excess of budget.

Payroll Related Expenditures

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

Non-Payroll Related Expenditures

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

Office of Management and Compliance Audits (Continued)

Payroll

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

- There is a copy of the approved Federal Time and Effort Certification Form on file;
- The Final Budget Conference Title I Position Comparison report and mid-year SAP Position Control report to ensure all positions are in agreement with the authorized and filled positions;
- The Title I temporary instructor account expenditures adhere to the established statutory requirements for Title I; and
- The job responsibilities for employees paid out of Title I are in compliance with Title I guidelines.

Non-Payroll Related Expenditures

The following purchasing records should be maintained in the Title I School-level Compliance e-Filing System for audit purposes:

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

Auditors will review these documents to ascertain that:

- Purchases are for the current fiscal year and not for the succeeding fiscal year;
- Purchases are allowable expenditures as listed in the Title I Administration Handbook;
- Purchases are made in compliance with bid guidelines established by Procurement Management and School Board Policies;
- Purchases are posted to the proper accounting structure;
- Invoices are mathematically correct and reconciled against corresponding packing slips or similar documentation acknowledging receipt of goods/services;
- Equipment purchases which require Property Control (tagging) are engraved and labeled as Title I property or listed in the "Assets to be Tagged" for the school location. Physical location of property items will be verified;
- List of Non-Cap Equipment (under \$1,000) with Title I label and copy of PO on file; and
- For professional services, contract guidelines and proper approval procedures have been followed.

Office of Management and Compliance Audits (Continued)

Parent and Family Engagement

To determine compliance with requirements for parent and family engagement, the following procedures must be followed:

- School is required to complete a CIS/CLS questionnaire. Questionnaire will be signed by both the Principal and the CIS/CLS;
- School must spend, the minimum School-based Parent and Family Engagement Title I Allocation on parent and family engagement activities; and
- Parent Resource Center/Area will be visited by the auditor and observation documented.

Auditors will review the Parent and Family Engagement component for the following records:

- The parents' visitation log for the Parent Resource Center;
- Calendar of Yearly Parent and Family Engagement Activities;
- CIS/CLS schedule (**Appendix G, FM-7721**);
- Record of Parental Support Home Visits (**Appendix H, FM-6915**) and a log of incoming and outgoing telephone calls (**Appendix I, FM-7723**);
- Parent and Family Engagement Monthly Data. The information must be submitted electronically, via the Title I Compliance (TIC) Web-based System, **by the 5th school day of each month**. All original printed version of the reports, initialed by the Principal and with the corresponding backup documentation, must be kept in the Parent and Family Engagement Section, folder VI.8 of the 2022-2023 School-level Compliance e-Filing System;
- Attendance of the CIS/CLS and school personnel at Region Parent Advisory Council (PAC) and all District Advisory Council (DAC) meetings;
- Evidence of providing parents with information regarding the availability of the School Improvement Process (SIP), the Title I District-level Parent and Family Engagement Plan (PFEP) and School-level PFEP;
- Title I School-Parent Compact (**Appendix J, FM-6985**);
- Title I Annual Parent Meeting documentation; and
- Title I DAC/PAC Representatives form (**Appendix K, FM-6996**).

Property

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

- Outgoing Controlled Equipment Form, if applicable (**Appendix L, FM-1670**). For Title I property, a memorandum to the Department of Title I Administration requesting permission to dispose of property and Property Disposal Form (**Appendix M, FM-6587**);
- Plant Security Report used to report stolen or damaged items (**Appendix N, FM-0366**);
- Capitalized and Non-Capitalized Property Inventory Lists; and
- Property purchases including copies of PO(s) for capitalized and non-capitalized items.

Budgetary Structures

Resource Allocation Requirements

Title I schools are to review the Local Educational Agency (LEA) matching requirement, such that the school does not supplant with Title I allocations.

Salary Expenditures:

All full-time and part-time positions funded with Title I funds are supplemental in nature. Average salaries are provided, including fringe benefits for employment of full-time and/or part-time positions purchased through the Title I Budget Development System application in SAP.

Overtime

Commitment Item: 513100

Expenditures for full-time classroom paraprofessionals, full-time Community Involvement Specialists (CIS), Community Liaison Specialists (CLS), and Family Support Specialists (FSS) for work performed beyond 40 hours a week on a 150% rate.

Stipends/In-Service Reimbursement

Commitment Item: 513600

Expenditures for stipends for professional development sessions pertaining to assessed content area teacher (Language Arts/Reading, Math, Science or Social Studies).

Temporary Instructor

Commitment Item: 514900

Expenditures for substitute coverage for a Full-Time Title I funded teacher or an assessed content area teacher (Language Arts/Reading, Math, Science or Social Studies) needed due to activities generated by the Principal.

Hourly Employee

Commitment Item: 515000

Expenditures for instructional or parental hourly staff.

Non-Salary Expenditures:

Professional and Technical

Commitment Item: 531000

Expenditures for services which by their nature can be performed only by persons with specialized skills and knowledge which are acquired through intensive academic preparation. Funds are to be budgeted in the account for professional development activities utilizing consultant services from outside of the school system or within the school system (after work hours). A fully executed contract must be attached as back-up documentation (**Appendix AA, FM-2453**).

Suggested Product Category: 92416 – Course development, services, instructional/training

In-County Travel

Commitment Item: 533000

Expenditures for travel reimbursement within Miami-Dade County.

Suggested Product Category: 96287-Travel, local (provided by third party)

Out-of-County Travel

Commitment Item: 533100

Expenditures for travel reimbursement outside Miami-Dade County.

Suggested Product Category: 96288 – Travel, non-local (provided by third party)

Field Trips

Commitment Item: 533200

Expenditures for student transportation and/or student admission fees. This includes on-site field trips which also require a contract (**Appendix AA, FM-2453**). Please be reminded that a field trip request should include:

- Specific academic purpose and final student academic product as a result of the field trip;
- Date of the field trip;
- Location of the field trip and all other pertinent details; and
- Backup documentation (e.g. Region-approved Field Trip Request Packet, Quote(s), etc.).

Suggested Product Category: 96216 – Bus transportation services

Note: Food/Meals are not an allowable expense under Title I.

Repairs and Maintenance

Commitment Item: 535000

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

Technology-Related Repairs and Maintenance

Commitment Item: 535900

Expenditures for technology-related repairs and maintenance services.

Suggested Product Category: 93900 – Equipment maintenance and repair services for computers

Technology-Related Rentals

Commitment Item: 536900

Expenditures for annual fees charged for web-based software licenses, computer and related equipment rentals, licenses and fees for internet research subscriptions.

Note: Service validity period must not exceed Fiscal Year dates of July 1, 2022– June 30, 2023.

Suggested Product Category: 98574 – Software, computer, rental or lease

Other Purchased Services

Commitment Item: 539000

Other purchased services not included above.

Suggested Product Category: 92400 – Educational/Training Services

91838 – Education and Training Consulting

Printing and Duplicating

Commitment Item: 539900

Expenditures for printing and duplicating services.

Suggested Product Category: 96500 – Printing preparations

Supplies*

Commitment Item: 551000

Expenditures for consumable materials that are characterized by any one (1) or more of the following conditions:

- It is consumed, worn out, or deteriorated in use; or

- It loses its identity through fabrication or incorporation into different or more complex units or substance.

Note: For purchases of Supplemental Workbooks use product category 71512 (books, reference (incl. cd versions), dictionaries, encyclopedias etc.).

Suggested Product Category: 23241 – Kits and supplies, crafts, miscellaneous
 25000 – Data processing cards and paper
 71512 – Books, reference (incl. CD versions)
 78553 – Educational games and toys

Technology-Related Supplies*

Commitment Item: 551900

Expenditures for supplies used for technology-related purposes, such as ink cartridges/toner, flash drives, mouse, headphones, keyboards, laptop batteries, blank CDs/DVDs, robotics and other technology-related consumable supply items.

Suggested Product Category: 20689 – Storage devices, electronic
 20700 – Computer accessories and supplies
 20772 – Printer accessories and supplies

Audio Visual Materials

Commitment Item: 562100 Capitalized – greater than or equal to \$1,000.00 per item

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

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

Suggested Product Category: 20775 – Projection devices and accessories
 65500 – Photographic equipment
 84084 – Video and audio systems, accessories and parts
 88011 – Audio visual equipment and supplies

Equipment*

Commitment Item: 564100 Capitalized – greater than or equal to \$1,000.00 per item

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

Expenditures for initial or additional items of equipment, which contain no microchip and are not digital in nature, such as: microscopes, telescopes, electronic book binder, that are not integral parts of the building or building service systems.

Computer Hardware and Peripherals

Commitment Item: 564300 Capitalized – greater than or equal to \$1,000.00 per item

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

Expenditures for initial or additional items such as desktop computers, laptops, laptop carts, peripheral hardware (i.e. webcams for desktop/laptop), printers and scanners.

Suggested Product Category: 20400 – Computer hardware and peripherals for microcomputer

Technology-Related Equipment*

Commitment Item: 564800 Capitalized – greater than or equal to \$1,000.00 per item

Commitment Item: 564700 Non-Capitalized – less than \$1,000.00 per item

Expenditures for initial or additional equipment such as digital cameras, CD/cassette players, recorders, robotic equipment, and projectors, which are technology-related in nature and are not integral parts of the building or building service systems.

Suggested Product Category: 60000 – Office machines, equipment and accessories
 60042 – Copy machines, including parts and accessories

Dues and Fees

Commitment Item: 573000

Expenditures for staff registration fees to attend employee trainings, seminars, webinars, conferences (not included in travel reimbursement packet) in core assessed content areas, student registration fees for academic events and activities, Dual Enrollment courses in assessed content area (Language Arts/Reading, Math, Science or Social Studies ONLY).

Suggested Product Category: 96364 – Registration fees
96348 – Membership dues

*Please refer to the *Financial and Program Cost Accounting and Reporting for Florida Schools (2021 Red Book)*, Appendix A, *Supplies and Equipment Criteria*, included herein as **Appendix FF**, to become familiar with the criteria for classifying an item as either a supply or equipment.

The Fiscal Responsibilities page, located under the School-level Compliance tab of the Department of Title I Administration's website, includes the FY 2022-2023 Title I Schoolwide Program (35450023) Funding Structure Summary with Shopping Cart Product Categories.

Budget Administrative Requirements

1. All overtime (OT) 513100, stipends 513600, temporary instructor (substitute) 514900, and hourly 515000 salary accounts must have sufficient budget to cover total actual expenditures. Initially, the school may have to estimate the amount to be budgeted based on average or estimated rates. However, it is the school's responsibility to periodically request additional budget transfers into the aforementioned salary accounts to cover total projected expenditures based on actual rates. **Last day for instructional hourly employees to work is Thursday, June 8, 2023.**
2. Conversions of full-time positions shall be requested on a pro-rata basis, as follows:

Position Deletion or Conversion

Schools may elect to convert positions at full budget value through December 23, 2022, provided that the positions are vacant and non-obsolete.

Funds may be transferred between accounting structures after Budget is posted to the general ledger using the request for Budget Transfer M-DCPS Grants Budget Document (**Appendix O**), along with request(s) for position(s) to be added, converted or deleted.

Full-time Positions

Effective Date

Value

July 1 – December 23, 2022

Full Budget Value (If position has been vacant up to date)

January 9 – June 30, 2023

½ Budget Value

Extra-Period Supplements

Effective Date

Value

July 1 – December 23, 2022
January 9 – June 30, 2023

Full Budget Value (if supplement(s) not assigned)
½ Budget Value

Staffing Procedures

Staff is hired or moved through a Request for Personnel Action (RPA) process. Every year Title I opens new program numbers and simultaneously closes the previous year's program numbers. Full-Time Positions that have been allocated a budget, are automatically updated and will appear in the Position Control List under the new program number.

Retroactive RPA Procedures

Currently, any position that has a retroactive RPA to a different funding structure in SAP will have the salary and fringe amounts automatically adjusted. The required Federal Time and Effort Certification Form (formerly known as Circular A-87) will also be automatically generated via the location's work administrator's Universal Worklist (UWL) in SAP. **Last day for processing a retroactive RPA in SAP for FY 2022-2023 is Thursday, June 8, 2023.**

Identification of components through the accounting structure:

Component

Functional Area

Schoolwide 2022-2023

35450023-510000 Basic Instruction (Teachers/Paras)
35450023-611000 Attendance and Social Work (Social Workers)
35450023-612000 Guidance Services (Counselors)
35450023-615000 Parental Involvement (CIS/CLS/FSS)
35450023-640000 Instructional Staff Training Services
35450023-780000 Student Transportation Services (Field Trips)

(Coaches)

Title I Supplements

Commitment Item 514400, 3 different functions for supplements:

	Supplement Code	Supplement Code Description
Function 510001 Title I Extra-Period Supplements purchased by school (Budget based on average salary: \$6,868 + fringes = \$ 8,461)	1105	ETPS Title I Science
	110D	ETPS Title I Lang Arts
	110E	ETPS Title I Math
	110T	ETPS Title I Social Studies
Function 510002 Title I Instructional Supplement: Instructional staff at each Title I School regardless of funding source	FRPL %	Supplement Amount per Year
	90-100% FRPL	\$500
	80-89.99% FRPL	\$300
	71.579.99% FRPL	\$100

Function 510003	Supplement Amount per Year
Lowest 300 D & F Schools for eligible schools	\$100

*Please note:

- The Schoolwide Program Number changes each fiscal year.
- The final payroll for personnel to be charged to the 2022-2023 Title I Schoolwide Program will be from June 2, 2023 through June 15, 2023.

Shopping Cart Requisition Procedures

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

1. All purchase requisitions charged to Title I structures *MUST* be routed following the District's Approval Chain process;
2. ALL purchases of non-salary items (except textbooks, i.e. SRA), *must* be entered into the *SAP Procurement System* and processed appropriately. Academic justification and backup documentation (i.e. quote(s), sole source letter) must be included as part of the SAP shopping cart;
3. Correct distinction must be made between technology related supplies and consumable supplies (see Budgetary Structures). For example, printer toner is to be ordered under technology related supplies 551900; consumable workbooks are to be ordered under supplies 551000;
4. Approval and monitoring of shopping cart requisitions will be conducted daily. *Allow reasonable time for shopping cart requisitions to be routed, approved and processed on orders above \$6,000.;*
5. All shopping carts for commitment items 531000 through 569200 (with the exception of 533000, 533100, 533200 and 539900), must be entered by **Friday, February 10, 2023. Note: New shopping carts for these commitment items will not be honored after this deadline, including S&MD and credit card orders;**
6. Please review the Department of Title I Administration listing of Unauthorized Title I Purchases on pages 41-42; and
7. Please review pending shopping carts that have not been converted to purchase orders on a biweekly basis to ensure proper processing before the purchasing deadline.

Title I Schoolwide Program funds are to be utilized during the fiscal year in which they were allocated.

Schools receiving goods online after June 30, 2023 will be responsible for payment of any outstanding balances from their next fiscal year school budgets.

Schools Purchasing Guidelines

Request

All shopping carts are routed through the District's SAP process.

Follow Up

Ensure all shopping carts created in SAP are fully processed and converted into a Purchase Order (PO) by the Procurement Office.

Delivery

Work location must:

- Reconcile items received against the invoice;
- Acknowledge receipt of goods online;
- Label Title I property; and
- Send original invoice to Accounts Payable for vendor payment processing.

Maintain

Work location must upload and keep:

- Copy of invoice for work location files;
- Inventory list of Title I capitalized equipment;
- Title I Non-Capitalized Property Inventory Listing (**Appendix Q, FM-7645**); and
- Copies of purchase order and invoice.

ERP Training Guides/Manuals for the SAP System

- The ERP Finance and Procurement along with the ERP Human Resource Training Links can be found under the Home Tab in SAP.

The screenshot displays the M-DCPS SAP Portal interface. At the top, the header includes the M-DCPS logo, the text "M-DCPS SAP Portal", and navigation links for "Help" and "Log off". Below the header, a secondary navigation bar contains the following tabs: "Home", "Backend Landscape", "Employee Self-Service", "e-Recruiting", "Human Resources", "Payroll", "Procurement", "Finance", and "Reports". The "Home" tab is currently selected. Below this, a breadcrumb trail shows "Home > MDCPS Overview". The main content area features two links: "Universal Worklist" with a corresponding icon, and "SAP ERP Training Resources" with a document icon. The "SAP ERP Training Resources" link is accompanied by a descriptive paragraph: "This site provides up-to-date SAP Training Resources for E-Recruiting, Human Resources, Finance and Payroll. The sites includes announcements, hands on step by step tutorials, quick tip guides, PowerPoint's, recorded Live Meetings, and important links to assist you with the M-DCPS district processes in SAP."

Purchasing Credit Card (P-Card)

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

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

Credit cards will be issued to work location administrators for the purpose of purchasing authorized goods and services costing less than \$3,000, **with the exception of ODP Business Solutions** (subject to change at any given time). The goal of this program is to reduce the number of costly transactions processed by the Procurement and Accounts Payable departments, and provide work locations with the flexibility to obtain authorized materials and supplies, as needed. Please review the Purchasing Credit Card listing of Unauthorized Expenditures on the following page. Each work location will be issued at least one (1) credit card with a unique account number. Although the School Board is responsible for each card, the School Board will not be liable for unauthorized purchases made by employees with the intent to defraud the District. The Purchasing Credit Card Program does not affect M-DCPS or the Department of Title I Administration's current purchasing regulations or internal policies.

The M-DCPS Purchasing Card Administrator, in the Office of the Controller, manages the program. Each participating work location has a Purchasing Card Administrator (i.e., Work Location Administrator) to manage the Purchasing Credit Card Program. The Purchasing Card Administrator for each work location is responsible for the overall management of the location's program. The [Purchasing Card Policies and Procedures Manual](http://ehandbooks.dadeschools.net/policies/72.pdf) can be accessed by clicking on the following link <http://ehandbooks.dadeschools.net/policies/72.pdf>.

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

1. A description of the supplemental materials purchased, as well as a justification about the direct impact on student achievement or parent and family engagement;
2. A copy of the M-DCPS Purchasing Card Program Purchasing Authorization Form signed by the school administrator (**Appendix R, FM-5707**);
3. A copy of the credit card statement. Remember to identify the vendors to be paid with Title I funds;
4. M-DCPS Purchasing Card Program Monthly Reconciliation Work Sheet (**Appendix S, FM-5828**); and
5. A copy of the vendor invoice(s).

Purchasing Credit Card Unauthorized Expenditures

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

- All Furniture, Fixture and Equipment (FF&E) where the unit price of each item is greater than \$999.99 due to Property Control (Asset Tag) requirements:
 - ✓ Unit Price Items \$999.99 and less are allowed.
 - ✓ It is recommended that FF&E purchases are limited to Equipment and that Furniture and Fixtures follow the District's Shopping Cart process.
- Any Product procured by Stores and Mail Distribution (S&MD) cannot be purchased with the P-Card – this includes:
 - ✓ Cases of paper;
 - ✓ Custodial Supplies;
 - ✓ Chemical/Custodial products as determined by Custodial Standard Committee; and
 - ✓ Textbooks charged to programs 8560 and 8640.

Please see the S&MD Web page (<http://smd.dadeschools.net/>) or the SAP shopping cart for a listing of products available through S&MD.

- Rental Agreements/Maintenance Repairs valued above \$999.99.
- Funding Sources requiring a WBS Element (Project Number for Capital Construction).
- Travel and Registration:
 - ✓ All Field Trips related transactions including admissions and chartered bus transportation.
 - ✓ Travel and Entertainment related expenditures (i.e. airlines, hotel, car rentals, transportation, tolls, field trips, Charter Bus companies and admission to amusement parks) excluding seminar/registration costs.
 - ✓ Individual memberships in professional, educational and community organizations and related activities and services except pursuant to administrative guidelines based on the District's best interest developed by the Superintendent and approved by the Board.
- Hospitality, Decorations and Beautifications:
 - ✓ Refreshments, coffee, water, cups, plates, bottled water etc. including food purchases for hospitality meetings and special observances.
 - ✓ Beautification and decoration accessories (i.e. plants, wallpaper, pictures, frames, designer or specialized supplies or equipment, etc.). Air fresheners such as plug-ins, etc.
- Personal Items:
 - ✓ Items for personal use (i.e., microwave, refrigerator, coffee makers, air purifier, fan, heater, electronic equipment, medicine, clothing, gifts).
 - ✓ Decorative letterhead or stationary, greeting cards, party supplies, decorative mouse pads, entertainment, holiday items, etc.
- Awards:
 - ✓ Non-salary awards where the unit cost of the award exceeds \$100.00.

- ✓ Salary and monetary awards.
- Other Misc.:
 - ✓ Cash advances of any kind.
 - ✓ Charges totaling \$2,999.99 or more per vendor per purchase/charge (split orders are not allowed except for Office Supply items).
 - ✓ Business cards, except when approved in writing by a Senior Cabinet member.
 - ✓ Tools and equipment not authorized by the Safety Department.
 - ✓ Items in support of extracurricular school activities such as uniforms, tickets, t-shirts, games and costumes.
 - ✓ Internal Fund related purchases.
 - ✓ Consulting and professional services.
 - ✓ Taxes, late penalties/fees and interest charges.
 - ✓ Uniforms not authorized by union contract.
 - ✓ Utilities and telephone expenses, including cellular phones, unless authorized by the Department of Energy and Communication Management.

Please refer to the current Purchasing Card Program Policies and Procedures Manual for additional exclusions not listed above.

Splitting Transactions – Not Allowed

Work locations are prohibited from splitting purchases, through separate consecutive transactions in order to bypass the \$2,999.99 single transaction limit. (i.e. – item cost \$4,000.00 and location asks vendor to generate two (2) separate transactions to make the purchase).

- Office supplies are the only exception to this rule where multiple purchases can be made from the Bid Awarded Office Supply vendor

Be aware that when placing an order with a vendor, they will typically not charge the Purchasing Card until the order is shipped. If it is shipped in multiple orders and dates, you will be charged per shipment. For example: you placed an order for \$1,000.00 with the vendor. The vendor shipped \$700.00 from one of their Distribution Centers today and the rest of the order, \$300.00, from another Distribution Center on another day, this will show as two charges on your statement, this is not in our control as it is controlled by the vendor and will not be considered a split order.

Unauthorized Title I Purchases

Purchases with Title I grant funds must be used solely for supplemental activities that directly support the accomplishment of the program's purpose, priorities and expected outcomes during the program period, as reflected in the schools' School Improvement Plan. All expenditures must be consistent with the approved Title I application, as well as applicable state and federal laws, regulations and guidance. Below is a list of items or services that are generally not allowed or authorized as expenditures. This is not an all-inclusive list of unallowable items.

- Entertainment (e.g., a field trip without the approved academic support will be considered entertainment; entrance admission to non-academic events, inclusive of chaperone entrances fee for field trips)
- Meals, refreshments or snacks (inclusive of food of any kind during a field trip or an event)
- End-of-year celebrations, parties or socials (e.g. rental of venue for field trips, end of year activities, etc.)
- Game systems and game cartridges (e.g., Wii, Nintendo, PlayStation)
- Out-of-state travel (*)
- Travel for administrators
- Overnight field trips (e.g. retreats, lock-ins)
- Incentives (e.g., certificates, plaques, trophies, stickers, t-shirts, give-a-ways)
- Personal hygiene, skin care, abstinence, and/or hope chest items
- Gift cards
- Decorations
- Advertisements
- Promotional or marketing items (e.g., flags, banners, coffee cups, water bottles, mugs, key-chains, lanyards, bookbags, tote bags, personalized school items, bumper stickers, visitor hallway passes, student ID cards)
- Teacher agendas/calendars, portfolios, etc.
- Office supplies and equipment (i.e., paperclips, staples, staplers, printers, scanners, etc.)
- Art and music supplies (*)
- Textbooks (*)
- Computer/technology equipment for administrators/clerical
- Furniture (ALL TYPES)
- Postage (stamps)
- Servers (*)
- Creation or maintenance of websites
- Purchase of facilities or vehicles (e.g., buildings, buses, vans, cars)
- Land acquisition
- Kitchen appliances (e.g., refrigerators, microwaves, stoves, tabletop burners)
- Items for the maintenance of plant (e.g., custodial/maintenance supplies, lawn mowers, etc.)
- Communication equipment (i.e., walkie-talkies, telephones, beepers, etc.)
- Tuition

Unauthorized Title I Purchases (continued)

- Capital improvements and permanent renovations/fixtures (e.g., all types of wiring/ drops, playgrounds, buildings, fences, parking spaces, paving, wall-mounted boards and interactive equipment, etc.)
- Physical Education/Playground equipment and supplies (e.g., bats, gloves, mats, gyms, nets, etc.)
- Dues to organizations, federations or societies for personal benefit
- Clothing or uniforms

The above-mentioned items, as well as any other similar items not listed, are unauthorized purchases with the Title I grant funds. Exceptions may be made for items indicated by an asterisk (*); however, there must be **prior written approval** from the Department of Title I Administration, ***otherwise the school will be responsible to utilize an alternate funding source for the purchase.*** Should you have any questions, please contact Ms. Ana M. Rodriguez, ERP Management Officer, Title I Finance and Budget Management, at 305 995-1705 or AMRodriguez@dadeschools.net.

Financial Transactions under SAP

Budget Transfers

All grant-funded programs must use the M-DCPS Grants Budget Document form (**Appendix O**) to request Budget Transfers. The M-DCPS Grants Budget Document form can be found under the SAP FINANCE tab, Transactions, Grants Budget Document. Schools implementing the 2022-2023 Title I Schoolwide Program must complete the aforementioned form and submit the original EXCEL completed form via email to the Region Administrative Director for Financial Human Capital for review and approval.

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

Transfer of Expenditures (Journal Vouchers – JV)

Transfers of Expenditures, including Title I requests, are to be entered directly into the SAP system under the FINANCE tab, G/L Account Documents, Create/Park Journal Voucher Document. Access to screens in SAP, such as FINANCE and REPORTS, must be authorized by the Quad A assigner for the school's location.

NOTE: The following back-up documentation MUST be attached to the JV in SAP in order to be approved:

For Salary JVs (i.e. Hourly Employee – 515000)

1. Manual Time and Effort Certification Form completed and signed by the Principal (**Appendix T, FM-6902**).
2. An academic or parental justification note.
3. Budget/Grants Availability Report showing the expenditures under commitment item(s) listed in JV.

For Non-Salary JVs (i.e. Hourly Employee – 551000)

1. Shopping Cart(s)/Purchase Order(s)/Invoice(s) detailing the items purchased and amounts that match the JV amount (if attachments do not match the amount of the JV, please include justification as to why there is a discrepancy). If items were paid via the school's P-Card, please attach a copy of the P-Card Reconciliation Packet, which includes the M-DCPS Purchasing Card Program Purchase Authorization Form (**Appendix R, FM-5707**); Academic and/or parent and family engagement justification; Copy of the vendor invoice for each purchase; M-DCPS Purchasing Card Program Monthly Reconciliation Work Sheet (**Appendix S, FM-5828**); and Credit Card Bank Statement.
2. An academic justification note explaining how the items purchased with Title I funds are supplemental in nature and will be used in the core-assessed subject areas such as Reading/Language Arts, Math, Science and Social Studies or if utilized for parent and family engagement purposes.

3. Budget/Grants Availability Report showing the expenditures under commitment item(s) listed in JV.

Procedures and Deadlines for Pending Financial Transactions and Personnel Payroll Actions Under Title I Schoolwide Program

- Shopping Carts entered in SAP and P-Card orders placed with vendors for technology items, such as student laptops/desktops and parent/family engagement laptops/desktops under commitment items 564300 and 564400) must be entered by **Friday, October 28, 2022**.
- Shopping Carts entered in SAP and P-Card orders placed with vendors for commitment items 531000 through 569200 (with the exception of 533000, 533100, 533200 and 539900), must be entered by **Friday, February 10, 2023**. *Note: New shopping carts for these commitment items will not be honored after this deadline, including S&MD and credit card orders.*
- Credit card purchases made on or before the deadline, should be reconciled the following month and ensure the “Requested Date”, “Transaction Date” and “Approval Date” listed on the signed FM-5707 Purchase Authorization Form states a date on or before **Friday, February 10, 2023**.
- All Professional and Technical Requisitions (commitment item 531000/539000) must be submitted and approved by the Principal no later than **Friday, May 12, 2023**.
- All In-County and Out-of-County Travel requests (commitment item 533000/533100/539000) must be submitted and approved by the Principal by no later than **Friday, May 12, 2023**.
- All Field Trip Shopping Carts, Funds Reservations and Special Field Trip Invoice forms (commitment item 533200) for core academic related activities requiring student transportation must be submitted and approved by the Principal by no later than **Friday, May 12, 2023**.
- All Printing and Duplicating JV’s (commitment item 539900) must be created in SAP no later than **Friday, May 12, 2023**.
- All Open Purchase Orders (PO’s) are to be closed by completing the online receipt of goods or services and invoices, bearing “Receipt of Goods” stamp, sent to the Accounts Payable Department no later than **Thursday, June 8, 2023**.
- If the online receipt of goods is not completed by the aforementioned date, please contact M-DCPS Procurement Management Services to close/cancel the open PO’s and inform the vendor(s) about the cancellation(s) of said PO’s to avoid goods being shipped and/or services provided, after PO’s have been cancelled and funding is no longer available.
- All hourly personnel paid with Title I funds may work through **June 8, 2023**. School may be required to provide an alternate funding source for any expenditure beyond **June 8, 2023**.
- The final payroll period for personnel to be charged to the 2022-2023 Title I Schoolwide Program will be from May 26, 2023 through June 8, 2023. All payroll corrections for time worked through Thursday, June 8, 2023, must be entered by **June 8, 2023**.
- All Budget Transfer requests must be submitted to the T1Transfers@dadeschools.net email address by the Region’s Financial Human Capital Region Administrative Director by no later than **Friday, June 23, 2023**; including School locations with negative balance(s) in the structures such as hourly (515000), overtime (513100), temporary instructor (514900),

stipends (513600) and textbooks (552000) under Program 35450023, which must select and execute appropriate action(s) as listed below, in order to avoid a possible audit finding:

1. Submit a M-DCPS Grants Budget Document (Appendix O) to your school's Region Administrative Director for Financial Human Capital, requesting the transfer of funds within Program 35450023 to cover the negative balance(s).
 2. Initiate a retroactive RPA via SAP HR if the negative balance is in the hourly structure (515000) and use an effective date prior to the date the structure(s) went into the negative (red). Verify that the retroactive RPA process is fully completed **no later than Thursday, June 8, 2023**.
 3. Prepare a JV in SAP to transfer the negative balance(s) (expenditures) from the charged structure to another structure in a different funding source. Please include supporting documentation, such as PO, invoice, credit card reconciliation, Federal Time and Effort Certification (formerly known as Circular A-87) (**Appendix T, FM-6902**), and/or Budget/Grants Availability Report.
- All Transfer of Expenditures (JV) requests are to be entered directly into the SAP system by **Friday, June 23, 2023**, along with the required back-up documentation as follows in order to be approved:

For Salary JVs (i.e. Hourly Employee – 515000)

1. Manual Time and Effort Certification Form completed and signed by the Principal (**Appendix T, FM-6902**).
2. An academic or parental justification note.
3. Budget/Grants Availability Report showing the expenditures under commitment item(s) listed in JV.

For Non-Salary JVs (i.e. Supplies – 551000)

1. Shopping Cart(s)/Purchase Order(s)/Invoice(s) detailing the items purchased and amounts that match the JV amount (if attachments do not match the amount of the JV, please include justification as to why there is a discrepancy). If items were paid via the school's P-Card, please attach a copy of the P-Card Reconciliation Packet, which includes the JV number used for the month's P-Card Reconciliation and all other backup documentation.
 2. An academic justification note explaining how the items purchased with Title I funds are supplemental in nature and will be used in the core-assessed subject areas like Reading/Language Arts, Math, Science and Social Studies or if utilized for parent and family engagement purposes.
 3. Budget/Grants Availability Report showing the expenditures under commitment item(s) listed in JV.
- It is the school's responsibility to ensure that all required support documentation is included with every transaction made with Title I funding (Shopping Carts, Funds Reservations, P-Card Reconciliations and Transfers of Expenditures/JVs).
 - It is the school's responsibility to review and adhere to the requisition procedures included in the 2022-2023 Title I Administration Handbook, available electronically at <http://ehandbooks.dadeschools.net/policies/135.pdf>, in order to avoid the possibility of an audit finding.

Title I Eligibility Determination Guidelines

Miami-Dade County Public Schools (M-DCPS) adheres to Federal, State, and Local mandates in determining which schools qualify to receive Title I supplemental funding. This determination is made at each school, on an annual basis. The District uses the schools' Free and Reduced Priced Lunch (FRPL) data from the Florida Department of Education (FDOE) Bureau of Federal Educational Programs, via Survey 3, in order to determine Title I funds eligibility. The District established FRPL threshold is 71.5%, as per federal ESSA Section 1113 (A)(i) and as depicted in the Florida Statute, Section 1011.69 of the Equity in School-Level Funding Act.

Traditional Public Schools: Each school's eligibility determination is based on the percentage of students receiving free and reduced priced meals through the National School Lunch Program (NSLP), as reflected on the FDOE Bureau of Federal Educational Programs Survey 3 (as aforementioned), from a date certain in February of the fiscal year preceding the subject fiscal year. The schools are ranked from highest to lowest based on the percentage of the school's population that qualifies for free and reduced lunches. The Information Technology Services (ITS) Department generates the Data that is sent to the FDOE for the development of Survey 3. The number of students receiving free and reduced lunches is derived from applications filled out by the student's parents or guardians at any time during the school year or the direct certification status. The information on these applications is entered in the computer at each school. The student population at a given school on the date of the survey is determined from the student registration information.

Charter Schools: M-DCPS' Department of Title I Administration is committed to provide funds to the charter schools on the same basis as it provides funds to other eligible District public schools (34 CFR §76.786(c)). For existing charter schools (as with traditional ones), the District uses the schools' FRPL data from the FDOE Bureau of Federal Educational Programs, via Survey 3, in order to determine Title I funds eligibility. In determining the eligibility to receive Title I funds for a charter school participating in the NSLP that opens for the first time or significantly expands its enrollment, the District considers current enrollment data (FRPL data from the FDOE Bureau of Federal Educational Programs via Survey 2) of the newly opened or expanded charter school, as per Federal Register (64 Fed. Reg. 71,964) final regulations implementing Section 10306 of the Elementary and Secondary Education Act (ESEA).

A charter school opening for the first time or significantly expanding its enrollment is eligible to receive Federal-to-State formula funds only if it complies with the following four (4) major responsibilities outlined in the final regulations:

1. Notify the Department of Title I Administration in writing, at least 120 days in advance of the date the charter school is scheduled to open or expand.
2. Establish its eligibility to receive funds under the Title I program and comply with all program requirements.
3. Provide to the Department of Title I Administration student enrollment, FRPL data, and any additional information available to estimate the amount of funds the charter school will be eligible to receive when it actually opens or expands.

4. Provide actual enrollment and eligibility data to the District, once the charter school actually opens or expands (34 CFR §76.786(b) and 76.788).

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

Miami-Dade County Public Schools
Department of Title I Administration
Attention: Ms. Ana M. Rodriguez, ERP Management Officer
1450 N.E. 2nd Avenue, Suite 500
Miami, Florida 33132

**National School Lunch Program – In order for schools to be part of the NSLP, schools must apply through the Florida Department of Agriculture and Consumer Services, Division of Food, Nutrition and Wellness and complete the requirements prior to the operation of these programs.*

***Significant expansion of enrollment - Substantial increase in the number of students attending a charter school due to a significant event that is unlikely to occur on a regular basis, such as the addition of one (1) or more grades or educational programs in major curriculum areas.*

Charter Schools Budget and Purchasing Guidelines

- Upon Miami-Dade County Public Schools Title I Program designation, a memorandum of record will be mailed directly to the Governing Board Chairperson, for the upcoming school year's Title I Program budget creation.
- Schools are to complete the Charter Schools Title I Budget Appropriations Details Form (**Appendix A, FM-6634**) for the upcoming school year, using the Title I schoolwide allocation. When planning budgets, the following guidelines will assist in ensuring compliance with Title I federal regulations:
 - Title I funds are to be used to upgrade the entire educational program of the school by supplementing and not supplanting.
 - Title I funds are to be used to directly improve student achievement in Language Arts/Reading, Math, Science or Social Studies.
 - Examples of allowable Title I expenditures are personnel, instructional supplies, equipment, educational field trips that support and enrich the curriculum, and staff development for teachers and paraprofessionals.
 - The initial Charter School Contract, and successive School Improvement Process (SIP), must support the budget creation.
 - Schools must spend the minimum School-based Parent and Family Engagement Title I Allocation on parent and family engagement programs, activities, and procedures.
 - Schools must adhere to the following procedures when conducting purchases with Title I funds:
 - reconcile items received against the invoice;
 - maintain a copy of the invoice for work location files; and
 - label Title I property.
- All documentation (inclusive of, but not limited to, agendas, schedules, minutes, time sheets, receipts, invoices, purchase orders, rosters, etc.) must be maintained at the Charter School, for a minimum of five (5) school years, as evidence sources to validate the use of Title I Schoolwide allocations.
- Additionally, Charter Schools are required to maintain a copy of the board approved minutes documenting review and approval of initial and/or any revised Title I Budget Appropriation Details Form for the current fiscal year.
- Schools are to complete the *2022-2023 Miami-Dade County Public Schools Title I Administration Assurance of Accountability and Compliance with Title I Schoolwide Program Guidelines* form (**Appendix U, FM-7346-CH**), and submit by said date to the Department of Title I Administration District office, validating authorized Title I budgetary expenditures.

Department of Title I Administration Purchasing Guidelines

Request

Equipment, Materials and Supplies

Complete *Purchase Requisition Worksheet (Appendix V)*.

The worksheet must be signed by the Program Administrator.

Routing

Route completed *Purchase Requisition Worksheet* to Ms. Ana M. Rodriguez, ERP Management Officer, Finance and Budget Management, and subsequently to Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs, for review and approval.

Purchases are then completed through the Department of Title I Administration.

Department of Title I Administration Purchase Requisition Worksheet Checklist

All requested information on the Purchase Requisition Worksheet (**Appendix V**) must be properly completed prior to its submission to the ERP Management Officer, Finance and Budget Management, and subsequently to the Administrative Director, Student and Parent & Family Engagement Support Programs. The checklist below identifies areas that require special attention.

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

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

SECTION C – PROPERTY AND CONTRACTS

SECTION C – PROPERTY AND CONTRACTS

The disposition of property is rigidly controlled by State Statute and School Board Policy. School Board property should not be disposed of, and accountable officers are not relieved of custody without Board approval. [Florida Statute Chapter 274.05](#) and [274.06](#) gives the Board discretion to dispose of property “that is obsolete or the continued use of which is uneconomical or inefficient, or which serves no useful function”. [School Board Policy 7310-Disposition of Surplus Property](#) authorizes the Superintendent to dispose of obsolete property in accordance with prescribed procedures and subject to final reporting to the Board. Additionally, Equipment acquired under a Federal award must be disposed of according to [Uniform Guidance: 2 CFR §200.312 - .313](#).

Disposition of equipment, off-campus use, transferring and vandalism of property purchased with Title I funds, must be made in accordance with the following instructions:

Schools and Regions Property Control Guidelines

Procedures for Disposal of Title I Property

- Work location supervising administrator submits a memorandum to Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs:
 - Requesting permission to dispose of property;
 - Including the name and the title of technician/staff member validating need for disposal; and
 - Attaching Property Disposal Form (**Appendix M, FM-6587**).
- Upon review completion of the documentation submitted, Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs, will issue a memorandum to work location supervising administrator, granting permission to dispose of property.
- Work location supervising administrator completes and signs the Outgoing Controlled Equipment form (**Appendix L, FM-1670**), and takes the green, pink, and yellow copies, along with the property, to the Stores and Mail Distribution (S&MD) Satellite Warehouse (Richards Warehouse); or
- Work location supervising administrator mails green, pink and yellow (first three copies) to:
 - Mr. Robert Gonzalez, Foreman
 - Stores and Mail Distribution Satellite Warehouse
 - (Richard’s Warehouse)
 - 12525 NW 28 Avenue
 - Miami, FL 33167
 - 305 995-7885
- Stores and Mail Distribution will make the arrangements for pick-up of property from traditional schools only. **Charter schools are responsible for delivering the disposed property, directly to Stores and Mail Distribution Satellite Warehouse (Richards Warehouse).**

- Work location supervising administrator keeps blue copy of the Outgoing Controlled Equipment form (**Appendix L, FM-1670**).
- Work location supervising administrator will be given the yellow copy of the Outgoing Controlled Equipment form upon delivery to S&MD or upon pick-up of property by S&MD.
- Work location supervising administrator sends a copy of the yellow form to Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs, via the following:
 - Email: BMontgomery@dadeschools.net; or
 - Fax: 305 523-0669; or
 - Mail: Miami-Dade County Public Schools
Department of Title I Administration
1450 NE 2nd Avenue, Suite 500
Miami, Florida 33132

Off-Campus Use of Title I Property

The work location supervising administrator maintains an Approval of Off-Campus Use of School Board Property form at work location when property is assigned off-campus, and when property is returned to campus (**Appendix W, FM-2380**).

Transferring Title I Property

The work location supervising administrator should contact Ms. Bernadette Montgomery at 305 995-1253.

Vandalism of Title I Property

- The work location supervising administrator must contact immediately Miami-Dade Schools Police Department by telephone at 305 757-2677;
- The work location supervising administrator completes Plant Security Report form (**Appendix N, FM-0366**); and
- The work location supervising administrator must submit a completed Plant Security Report form (**Appendix N, FM-0366**) within 24 hours of the telephone report to Miami-Dade Schools Police Department.

Department of Title I Administration Property Control Guidelines

The Department of Title I Administration abide by the Property Control Guidelines established by the School Board of Miami-Dade County Bylaws & Policies, as it pertains to the following:

- Purchase of New Equipment;
- Equipment Repair Request;
- Disposal of Title I Property;
- Off-Campus Use of Title I Property;
- Transferring Title I Property; and
- Vandalism of Title I Property

Disposal of Title I Property

- Program Administrator must submit a memorandum to Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs:
 - Requesting permission to dispose of property;
 - Including the name and the title of technician/staff member validating need for disposal; and
 - Attaching Property Disposal Form (**Appendix M, FM-6587**).
- Upon review completion of the documentation submitted, Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs, will issue a memorandum to the Program Administrator, granting permission to dispose of property.
- Program Administrator completes the Outgoing Controlled Equipment form (**Appendix L, FM-1670**) and schedules disposal pick up by contacting:

Mr. Robert Gonzalez, Sr Foreperson
Stores and Mail Distribution Satellite Warehouse
(Richards Warehouse)
12525 NW 28 Avenue
Miami, FL 33167
305 995-7885

- Program Administrator takes the signed Outgoing Controlled Equipment form [FM-1670], and the property to Mr. Robert Gonzalez. He will sign and return two (2) copies of the Outgoing Controlled Equipment form [FM-1670].
- Program Administrator sends a copy to Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs, via the following:
 - Email: BMontgomery@dadeschools.net; or
 - Fax: 305 523-0669; or
 - Mail: Miami-Dade County Public Schools
Department of Title I Administration
1450 NE 2nd Avenue, Suite 500
Miami, Florida 33132

- Program Administrator keeps copy for files.

Off-Campus Use of Title I Property

- Program Administrator maintains an Approval of Off-Campus Use of School Board Property form (**Appendix W, FM-2380**).
- Program Administrator sends a copy of Approval of Off-Campus Use of School Board Property form [FM-2380] to Mr. Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs, when property is assigned off-campus and when property is returned to campus.

Vandalism of Title I Property

- Program Administrator must contact Miami-Dade Schools Police Department and obtain a police report.
- Program Administrator completes Plant Security Report form (**Appendix N, FM-0366**) - leave location number blank).
- Program Administrator delivers original Plant Security Report form [FM-0366] and original Miami-Dade Schools Police Department report, immediately to Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs.
- Program Administrator must maintain copies.

All concerns, with reference to the above areas, are to be directed to Ms. Bernadette Montgomery, Administrative Director, Student and Parent & Family Engagement Support Programs.

Department of Title I Administration Contract Routing

ORIGINATOR

*Once approved by All stakeholders, the Originator:

Completes all forms for two (2) original contracts, with signature as follows:
Vendor/Contractor; Principal; and Region Superintendent/Division Head.

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

DEPARTMENT OF TITLE I ADMINISTRATION ADMINISTRATIVE ASSISTANT

(Minimum of 2 weeks needed for processing)

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

Routes folder to Ms. Bernadette Montgomery (signature, corrections);
Routes folder to Mr. Edgardo L. Reyes (signature, corrections);

Routes folder to Attorney (signature, corrections);

Routes folder to Ms. Lourdes Diaz (signature) forwards to Superintendent (signature); and

Returns fully executed contracts to originator.

ORIGINATOR – Follows District guidelines through completion

Note: Please allow six (6) weeks (minimally) to assist with ensuring total contract completion, prior to services being rendered.

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

Please see Instructions for Preparing the Transmittal for Agreement Form for Contracted Services (**Appendix X**), Transmittal for Agreement Form for Contracted Services (**Appendix Y, FM-2452**), Instructions for Preparing the Agreement Form for Contracted Services (**Appendix Z**), and Agreement Form for Contracted Services (**Appendix AA, FM-2453**).

**SECTION D - PREKINDERGARTEN AND
EDUCATIONAL SUPPORT**

SECTION D - PREKINDERGARTEN AND EDUCATIONAL SUPPORT

Voluntary Prekindergarten (VPK) Program in Title I Schools

Program Description

The Title I Prekindergarten Program is designed as an enrichment strategy for children who attend schools that are implementing the State-funded Voluntary Prekindergarten (VPK) Program in Title I Schools. Class size of the four-year-old program is limited to 19 eligible general education students, and one (1) eligible Special Education (SPED) student, totaling 20 students per classroom. Students with disabilities will be assigned by a Prekindergarten Staffing Specialist from the Prekindergarten Program for Children with Disabilities.

Schools that have more eligible applicants than available slots must make their selection utilizing a lottery system. A waiting list of other eligible students must be established. When withdrawals occur, this list should be used to maintain an enrollment of 20 students. If no waiting list has been established or exhausted, schools may recruit from neighboring Title I schools. Every effort should be made to ensure that children who are in foster homes, or those who are designated homeless, are placed in classrooms as soon as possible to minimize disruption of their education.

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

The Florida Early Learning and Developmental Standards (FELDS) establish a set of performance standards to drive the instructional program in the classroom. The Standards are grouped around eight domains: 1. Physical Development, 2. Approaches to Learning, 3. Social and Emotional Development 4. Language and Literacy, 5. Mathematical Thinking, 6. Scientific Inquiry, 7. Social Studies, 8. Creative Expression Through the Arts.

The instructional team in Title I VPK Programs must include one (1) certified early childhood or prekindergarten/primary teacher, and one (1) highly qualified (HQ) paraprofessional. The adult/student ratio of 1:10 must be maintained to ensure VPK compliance. Teachers are required to participate in training in the delivery of “Big Day for Pre-K”, the District’s Title I Pre-K curriculum, as well as training on the Florida VPK Assessment which is a State mandate. Lastly, it is the expectation that teachers will attend training for Florida Early Learning and Developmental Standards for Four-Year-Olds.

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

- Students enrolled in the State-funded VPK Program (3 instructional hours in the morning) in Title I schools, will be eligible to participate in the Title I funded Enrichment Prekindergarten Program (2.5 hours after lunch) at no cost to the parent(s);
- Students must have attained the age of four, on or before September 1. Four-year-old children with birthdays from February 2nd – through September 1st will be eligible to enroll in the VPK program for 2022-2023 or postpone enrollment for 2022-2023; and
- Students must reside within a Title I school attendance boundary.

Locations

Selected schools

Budgetary Implications

The Voluntary Prekindergarten Program (VPK) is funded through the District Title I Early Childhood budget for eligible Title I prekindergarten students.

Chess2Think Initiative

Description

Chess2Think is a supplemental, extra-curricular enrichment initiative aimed at increasing the number of students exposed to chess by providing virtual and in-person access to the game at all schools, while increasing student participation in the Challenging Higher Education for Students in our Schools (CHESS) Program's tournaments and competitions.

This initiative strives to help improve academic performance and develop analytical and critical thinking skills necessary for students to be successful in school. Chess2Think will also support the development of essential skills to better prepare students for post-secondary education and career development. All District schools are eligible and encouraged to participate in the Chess2Think Initiative. The program is a combination of in-person direct instructional support at the school site in addition to a host of online content to supplement learning.

Along with other tools, the program provides:

- Weekly in-person instruction;
- Supplemental materials for the classroom;
- In-person Region tournaments and a District Championship;
- Online tournaments and a year-long Grand Prix competition;
- Online curriculum content and tools for students;
- Online training for teachers and students;
- Grandmaster lectures;
- Chess video series/webinars;
- Online technical support; and
- Support and training for participation in online competitions

The initiative will host in-person region tournaments, online Grand Prix competitions, and a District Championship to recognize the efforts and achievements of the school year. Please refer to Briefing 33631 - 2022-2023 Chess2Think Initiative for additional details ([click here](#)).

For more information about the Chess2Think Initiative, please visit the Title I Website ([click here](#)) or contact us via telephone, at 305 273-2830.

Location

Chess2Think Initiative
5555 S.W. 93rd Avenue, Portable #5
Miami, FL 33165
305 273-2830

Implemented at selected Title I schools.

Budgetary Implications

Funded through schoolsite budgets as determined by the school administration

Part-time hourly pay for facilitators

Chess Tournaments – student transportation and admission/registration fees

Summer Services

The School Board of Miami-Dade County Bylaws & Policies

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

2440 - SUMMER SCHOOL

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

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

Effective 7/1/11

Legal

F.S. 1001.43

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

**SECTION E – PARENT
AND
FAMILY ENGAGEMENT**

SECTION E – PARENT AND FAMILY ENGAGEMENT

Scope and Sequence

The Every Student Succeeds Act (ESSA) has strengthened and/or expanded requirements for involving the parents and family members of students enrolled in schools participating in the Title I School-wide Program. These requirements include:

- Involving parents in the planning and implementation of the Title I Program at the schoolsite;
- Utilizing the minimum School-based Parent and Family Engagement Title I Allocation to support ESSA, Section 1116. Parent and Family Engagement;
- Conducting a Title I Annual Parent Meeting at each school implementing the Title I Program to inform parents of the school's participation in the program;
- Ensuring the appropriate distribution of the Title I Program Parent Notification Letter, in multiple languages, (**Appendix CC**) and parental newsletters to all parents/guardians;
- Meeting the requirements of the Parents Right-To-Know;
- Providing the Department of Title I Administration, Miami-Dade County Public Schools Consultation and Complaint Procedures (refer to pages 14-16);
- Having the current M-DCPS Title I District-level Parent and Family Engagement Plan (PFEP) in multiple languages, accessible to parents (**Appendix HH**);
- Developing, reviewing, and distributing the Title I School-level PFEP in multiple languages; and
- Developing, reviewing, and distributing the Title I SchoolParent Compact in multiple languages to all parents in the Title I Program at the schoolsite.

Every Student Succeeds Act (ESSA)

SEC. 1116. [20 U.S.C. 6318] PARENT AND FAMILY ENGAGEMENT

(a) LOCAL EDUCATIONAL AGENCY POLICY

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

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

(A) involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d);

(B) provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;

(C) coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;

(D) conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

(i) barriers to greater participation by parents in activities authorized by this section (with 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);

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and

(iii) strategies to support successful school and family interactions;

(E) use the findings of such evaluation in subparagraph (D) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in this section; and

(F) involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

(3) RESERVATION

(A) IN GENERAL - Each local educational agency shall reserve at least one (1) percent of its allocation under subpart 2 to assist schools to carry out the activities described in this section, except that this subparagraph shall not apply if one (1) percent of such agency's allocation under subpart 2 for the fiscal year for which the determination is made is \$5,000 or less. Nothing in this subparagraph shall be construed to limit local educational agencies from reserving more than one (1) percent of its allocation under subpart 2 to assist schools to carry out activities described in this section.

(B) PARENT AND FAMILY MEMBER INPUT. Parents and family members of children receiving services under this part shall be involved in the decisions regarding how funds reserved under subparagraph (A) are allotted for parental involvement activities.

(C) DISTRIBUTION OF FUNDS. Not less than 90 percent of the funds reserved under subparagraph (A) shall be distributed to schools served under this part, with priority given to high-need schools.

(D) USE OF FUNDS. Funds reserved under subparagraph (A) by a local educational agency shall be used to carry out activities and strategies consistent with the local educational agency's parent and family engagement policy, including not less than one (1) of the following:

(i) Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members;

(ii) Supporting programs that reach parents and family members at home, in the community, and at school;

(iii) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members;

(iv) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement; and

(v) Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.

(b) SCHOOL PARENT AND FAMILY ENGAGEMENT POLICY/PLAN

(1) IN GENERAL. Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy/plan, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand.

Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE. If the school has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT. If the local educational agency involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the local educational agency, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

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

(c) POLICY INVOLVEMENT

Each school served under this part shall:

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

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

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

(4) provide parents of participating children:

(A) timely information about programs under this part;

(B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and

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

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

(d) SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

As a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall:

(1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and

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

(A) parent-teacher conferences in elementary schools and K-8 Centers (grades K-5), at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

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

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

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

(e) BUILDING CAPACITY FOR INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part:

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

(2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;

(3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of

contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;

(4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;

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

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

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

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

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

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

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

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

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

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

(f) ACCESSIBILITY

In carrying out the parent and family engagement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

(g) FAMILY ENGAGEMENT IN EDUCATION PROGRAMS

In a State operating a program under part E of title IV, each local educational agency or school that receives assistance under this part shall inform parents and organizations of the existence of the program.

(h) REVIEW

The State educational agency shall review the local educational agency's parent and family engagement policies/plans and practices to determine if the policies/plans and practices meet the requirements of this section.

(Reference: U.S. Department of Education's Website)

M-DCPS 2022-2023 Title I School-level Parent and Family Engagement Plan (PFEP)

Each school that receives funds from Title I, Part A shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written Parent and Family Engagement Plan (PFEP) that describes how the school will carry out the parent and family engagement requirements in Section 1116(b), School Parent and Family Engagement Policy, Subsections (c) through (f).

For the 2022-2023 school year, schools implementing the Title I Schoolwide Program are required to complete the District-developed Title I School-level PFEP template and upload the completed plan to the Title I School-level Compliance Collaboration Site **on or before Friday, October 28, 2022.**

Title I School-Parent Compact

The Title I School-Parent Compact (**Appendix J, FM-6985**) is an annual written agreement between the school and the parents of children participating in Title I Program. The agreement identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement. This is an opportunity for both the school and parents to commit formally to a child's success.

Teachers are required to maintain a communication log, in order to demonstrate individual parent conferences to review, discuss and amend the School-Parent Compact with the parent for their child (**grades K-5 only**).

*I walked into the school
And looked around the place
I didn't know quite what to do;
Didn't recognize a face.*

*You see, my kids and I just moved here
And I'm trying to build a home.
Working 2 jobs, not speaking English
And doing all of it alone.*

*I really want to help them more
But I just don't have a clue.
There are so many things you just don't see
And I don't know what to do.*

*I turned, ready to walk away
Like I did the day before,
When I heard a voice calling to me
Just as I reached the door.
I turned around and saw her smiling
Reaching out to take my hand.*

*She changed her language when she realized
I didn't understand.
She walked me to a special room*

*I hadn't seen before;
With posters hanging from the walls
Books, computers, and so much more.*

*We sat down and began to speak;
I told her how I felt.
She understood, and for once I realized
I was going to get some help.*

*I asked her who she was
And she said she was here for me.
Her job was not only to help the children
But the entire family.*

*That day, something big happened
I saw that I had a place,
In helping my children learn
And I saw it in her face.*

*Now I bring so many others
Straight into that room;
A place where I feel welcome
Something like a second home.*

*And I'll always remember that special day
I learned a word you'll never guess;
It's a word so needed in every school
And that word is CIS.*

Maria E. Salas

Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS)

Program Description

The Title I Parent and Family Engagement Program is designed to help parents become more involved with their children's education. Title I Community Involvement Specialists (CIS)/Community Liaison Specialists (CLS) work closely with parents and families by planning workshops and special parenting activities, calling parents, and making home visits, as needed. In the absence of a CIS or CLS, the school designates one (1) or more staff members to fulfill all CIS/CLS duties and responsibilities to support the parent and family engagement program at the school. Parents are encouraged to visit their child's school; however, schools have not always gotten the response they were seeking. Therefore, home visits may be conducted by the CIS/CLS or designated staff member as needed.

Requirements for Implementation

The Parent and Family Engagement Program should be staffed by one (1) or more CIS/CLS funded by the school's Title I allocation. The Title I CIS/CLS serves as a bridge between the home and the school. Schoolsite staff should provide interesting and informative activities for parents at schools and in the community.

The Title I CIS/CLS is to attend District CIS/CLS Orientation Meeting, CIS/CLS Training Sessions, all Region Parent Advisory Council (PAC) and all Title I District Advisory Council (DAC) General

Meetings. The Title I CIS/CLS and the schoolsite administrator should plan activities for parents and families based on School Improvement Process (SIP) objectives and the Title I School-level Parent and Family Engagement Plan (PFEP) objectives.

The Title I CIS/CLS has the responsibility of maintaining the following documentation in Section VI of the Title I School-level Compliance e-Filing System:

- Evidence of CIS/CLS participation in the Title I CIS/CLS Orientation Meeting, CIS/CLS Training sessions, Title I Parent Advisory Council (PAC) Meetings, Title I District Advisory Council (DAC) General Meetings other meetings conducted by the Department of Title I Administration for Title I CIS/CLS (i.e., Attendance Reports, Sign-in Sheets);
- Evidence of CIS/CLS participation in district-wide professional development activities, and events to enhance professional growth. (i.e., Certificate or Status Report indicating “complete”);
- Evidence of CIS/CLS participation in professional development activities/professional growth experiences which document current professional learning related to parent and family engagement, if applicable. (i.e. Registration, Sign-in Sheets, Follow-up Assignment, Certificate or Status Report indicating “complete”). If this item is not applicable, the appropriate disclaimer must be included.
- Evidence that the school provided parents of participating children with a description and explanation of the curriculum in use at the school;
- Evidence that the school provided parents/families information about the forms of academic assessment used to measure student progress, the availability of State, District and school testing data, and the proficiency level students are expected to meet through services provided;
- Evidence that the school provides activities to build the capacity of school staff, parents/families for meaningful parent and family engagement by offering a flexible number of meetings and workshops/activities (i.e. flyers (in multiple languages, with disclaimer), demonstrating meetings and workshops/activities are provided at different times of the day);
- Evidence of providing full opportunities for the participation of parents/families with limited English proficiency, parents with disabilities, and parents of migratory children should be substantiated through services provided by the school;
- Evidence of parent and family engagement in the decision-making process of how the School’s Title I Allocation will be used, as reviewed/discussed during the EESAC meetings or other meetings held with parents and families, such as the Title I Annual Meeting. The Parent and Family Engagement Survey, administered at the end of the school year, provides opportunities for parents to formulate suggestions and to participate in the decision-making process relative to the education of their children. To that end, parents should be encouraged to complete the survey, which will assist the District in developing

of the Title I District-level Parent and Family Engagement Plan (PFEP) that addresses the needs and concerns of parents;

- Annual Parent Meeting About the Benefits of the Title I Schoolwide Program Documentation:
 - ✓ Annual Parent Meeting About the Benefits of the Title I Schoolwide Program Flyer in multiple languages with disclaimer;
 - ✓ Agenda;
 - ✓ Minutes;
 - ✓ Attendance Records;
 - ✓ School-level Title I Parent Surveys (District approved template is available on the Title I Website and the Title I School-level Collaboration Site);
 - ✓ Parent Survey Compilation of Results (template available on the Title I School-level Collaboration Site);
 - ✓ Title I District-level Title I PFEP (in multiple languages (**Appendix HH**));
 - ✓ Title I School-level Title I PFEP (in multiple languages);
 - ✓ Evidence of the following documents in multi-languages: flyers and sample of the Title I School-Parent Compact (**Appendix J, FM-6985**); and
 - ✓ PowerPoint presentation utilized during the meeting and customized with school information throughout.
- Copy of the CIS/CLS Job Description (**Appendix P**) and Schedules (**Appendix G, FM-7721**);
- Parent Resource Center/Area:
 - ✓ School Improvement Process (SIP);
 - ✓ Title I District-level PFEP (**Appendix HH**);
 - ✓ Title I School-level Title I PFEP;
 - ✓ Title I School-Parent Compact;
 - ✓ Title I Notification Letter
 - ✓ Parent Resource Center/Area Attendance Log;
 - ✓ School-level Title I Parent and Family Engagement Surveys;
 - ✓ Flyers;
 - ✓ Handouts;
 - ✓ Parent Resource Center Hours of Operation;
 - ✓ Information about other federal programs;
 - ✓ Translated materials;
 - ✓ Resources for parents and families;
 - ✓ Accessibility of Parent Resource Center/Area; and
 - ✓ Welcoming environment
- Records of Property Inventory for items purchased by the Department of Title I Administration for the performance of duties related to the implementation of the Title I Parent and Family Engagement Program at the School (as applicable); and
- Title I School-level Monthly Parent and Family Engagement Data (the following compliance items must be compiled on a monthly basis, arranged in the order indicated below, and maintained in the folder designated for the month):

- ✓ Documentation of parents in attendance at the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program, as evidenced by attendance records (in-person and/or virtual). The Annual Parent Meeting About the Benefits of the Title I Schoolwide Program flyer in multiple languages and agenda must be compiled for this item;
- ✓ Documentation of parent surveys collected, as evidenced by the completed Monthly Assurance Form;
- ✓ Documentation of Parent contacts (telephone calls/e-mails);
- ✓ Documentation of new community outreach partners connections made (completed FM-7722);
- ✓ Documentation of parent/family members referred to community agencies;
- ✓ Documentation of participation in Parent and Family Engagement professional development activities (e.g., webinars, virtual/in-person training, etc.);
- ✓ Documentation of completed home visits (with signatures);
- ✓ Documentation of incomplete home visits (without signatures);
- ✓ Parent Resource Center/Area attendance log (in-person and/or virtual);
- ✓ Documentation on the number of participants representing the school at the District Advisory Council (DAC) General Meetings (attendance records);
- ✓ Documentation on the number of participants representing the school at the Parent Advisory Council (PAC) Meetings (attendance records);
- ✓ Documentation of activities/training/workshops (in-person and/or virtual) conducted, including:
 - Title I Parent and Family Engagement Activities Coversheet (FM-7720) [completed form].
 - Documentation of Parent/Family Engagement Activities and Attendance Records (agendas, attendance documentation, flyers in multi-languages, etc.).
- ✓ Printed certified report(s) initialed by School-Site Administrator.

Locations

Implemented at all Title I school sites.

Budgetary Implications

Funded through schoolsite budgets, as determined by the school administration.

Annual Parent Meeting About the Benefits of the Title I Schoolwide Program

Program Description

The Every Student Succeeds Act (ESSA) focuses, among other things, on increasing parent and family engagement in the Title I Program. A major requirement of the Act is the Title I Annual Parent Meeting, Section 1116(c [1]), Policy Involvement.

Requirements for Implementation

- Conduct the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program to inform parents and families of the school's participation in the Title I Schoolwide Program. During the meeting, the school will provide a description of the Title I Schoolwide Program which will include an explanation about the forms of academic assessments, the school performance data, and the rights of parents.
- The school will document that the communication has been provided to stakeholders.
- All Parents/guardians must be invited. This meeting should be conducted by the last week of October.
- The Annual Parent Meeting About the Benefits of the Title I Schoolwide Program materials posted on the Title I website and uploaded to the Title I School-level Compliance Collaboration Site.
- For audit purposes, records of this meeting must be maintained by each school, including copies of the following:
 - Flyer of Announcement for Annual Parent Meeting About the Benefits of the Title I Schoolwide Program in multiple languages with accessibility and accountability disclaimer;
 - Agenda for Annual Parent Meeting About the Benefits of the Title I Schoolwide Program;
 - Minutes for Annual Parent Meeting About the Benefits of the Title I Schoolwide Program;
 - Attendance Records for Annual Parent Meeting About the Benefits of the Title I Schoolwide Program;
 - Sample of the Title I School-Parent Compact (**Appendix J, FM-6985**);
 - Title I School-level Parent and Family Engagement Plan (PFEP);
 - School-level Title I Parent and Family Engagement Survey & Compilation of Results;
 - Completed Title I /DAC/PAC Representatives Form (**Appendix K, FM-6996**); and
 - Title I Program Notification Letter in multiple languages (**Appendix CC**).
- Documents must be maintained in the Parent and Family Engagement, Section VI. of the electronic Title I School-level Compliance e-Filing System for a minimum of five (5) years (General Records Schedule GS1-SL for State and Local Government Agencies).
- During the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program parents should be informed about the parents and Title I CIS/CLS of the first DAC General Meeting for all parent representatives. Announcement flyers will be mailed to schools giving specific details for the meeting.

- Review the School-level Title I PFEP (each school participating in the Title I Schoolwide Program must develop this schoolwide plan with parental input).
- Review the Title I School-Parent Compact (each school participating in the Title I Schoolwide Program must develop a compact and multiple opportunities throughout the school year are to be provided for parents to implement, review and revise their child's Compact for maximum utilization).
- The Title I School-level PFEP and the Title I School-Parent Compact shall be maintained at the schoolsite for audit purposes for a minimum of five (5) school years.

Location

Implemented at all Title I school sites.

Budgetary Implications

Funded through schoolsite budgets, as determined by the school administration.

District Advisory Council (DAC) and Regions Parent Advisory Councils (PAC)

Program Description

The District Advisory Council (DAC) is made up of elected representatives from each Region Parent Advisory Council (PAC). Both the PAC and the DAC are involved in developing the Title I Parent and Family Engagement Plan (PFEP), which is to be incorporated into the Local Educational Agency's (LEA) plans. The Region PACs are made up of parent representatives elected by each Title I school.

Requirements for Implementation

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

- Each school elects two (2) parent representatives and one (1) alternate as representatives to the Region PAC and DAC;
- The Region PAC elects officers from among the school representatives;
- The representatives bring concerns of parents to PAC meetings and DAC Executive Board meetings;
- The DAC elects its officers from among school and Region representatives;
- CIS/CLSs attend all PAC and DAC meetings;
- PAC/DAC attendance records are to be maintained by the District Office;
- Both PAC and DAC are governed by the Title I District Parent Advisory Council Constitution and Bylaws;
- Each DAC meeting is concluded with the presentation of attendance awards to one (1) school in each Region with the highest number of parents in attendance. Ties are broken by staff attendance. Children are not included in the count;
- Representatives attend local, state, and national conferences, workshops and seminars; and
- Both PAC/DAC review School Improvement Plans, the District application, and participate in Community Awareness Days and Grandparents Recognition Day.

Responsibilities of Parent Representatives and Alternates

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

Locations

Implemented at all Title I school sites, Regions and District Office.

Budgetary Implications

Funded through schoolsite budgets, as determined by the school administration and the District Title I Parent and Family Engagement Set-Aside.

Schoolsite Parent Resource Center (PRC) or Parents' Reception Area

Program Description

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

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

- Parenting Booklets/Information;
- School Calendar of Events;
- Parent/Child Activity Calendars;
- Home learning Policy;
- Parent Involvement Levels Chart;
- School-level Title I Parent and Family Engagement Plan (PFEP);
- Title I School-Parent Compact;
- School Newsletter/Newspaper;
- Parent Handbook;
- Report Card Dates;
- Parent Surveys;
- Before and After-School Programs;
- District/Regions Parent Advisory Council Calendars;
- *DAC Talk, News for Title I Parents*;
- Project UP-START Program Information;
- DAC/PAC Officers and School Representatives names and contact information;
- DAC Initiatives (Community Awareness Days, Grandparents Recognition, etc.) package;
- PTA Officers, Calendar and Activities;
- Parent Workshop Dates and Titles;
- Testing Calendar;
- Computer Home-Loan Program Information (where applicable);
- Computer Class Schedule;
- Community School/Adult Continuing Education Information;
- Community Service Information;
- Public Library and Home Library Information;
- Parent Academy Materials, including Class Schedules;
- List of community agencies for referral; and
- Information about Family Support Services (FSS) and the Parents-Helping-Parents (PHP) initiative.

Requirements for Implementation

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

Location

Implemented at all Title I school sites.

Budgetary Implications

Funded through schoolsite budgets, as determined by the school administration.

Family Support Services (FSS)

Program Description

Family Support Services (FSS) is also part of the District's Title I Parent and Family Engagement Program. The overarching goal of FSS is to increase meaningful interaction between families, schools, and communities in order to improve student outcomes. Parents-Helping-Parents (PHP) is one (1) of the initiatives of FSS, implemented at 41 elementary and K-8 center schools. The four (4) main objectives of the PHP are to: 1) expand outreach and support services to families; 2) help families understand federal, state and district policies that impact their children's school experiences; 3) enhance families' ability to advocate for their children; and 4) promote positive relationships between parents and other stakeholders. One (1) parent from each of the 41 schools was hired and trained as a Family Support Specialist to accomplish the goals of the initiative. Schoolsite Family Support Specialists at the 41 schools communicate daily with the District's FSS staff. The District FSS staff participate in monthly meetings with other departments, community agencies, and advisory panels to identify priorities and actively promote family engagement. Family Support Services also provides direct services to all Title I schools in the district regardless of their participation in the PHP initiative.

Location

Department of Family Support Services
5555 SW 93 Avenue - #3
Miami, FL 33165
305 271-8257

Implemented at selected Title I schools.

Budgetary Implications

Funded through the District's Title I Parent and Family Engagement Set-Aside.

DAC Talk, News for Title I Parents

Program Description

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

In addition, articles featured in *DAC Talk* include updates on the *Every Student Succeeds Act (ESSA)*, District Advisory Council (DAC) and Region Parent Advisory Councils (PAC). *DAC Talk* always includes a message from the District Advisory Council Chairperson.

Requirements for Implementation

Submit articles for publication to your school's DAC representative or CIS/CLS three (3) weeks prior to DAC General Meetings.

Locations

Implemented at all Title I school sites.

Budgetary Implications

Funded by District Title I Budget.

**SECTION F - TITLE I MIGRANT
EDUCATION PROGRAM**

SECTION F - TITLE I MIGRANT EDUCATION PROGRAM

Title I Migrant Education Program

Program Description

The Title I Migrant Education Program provides educational and support services for “migratory” students to ensure they have the same opportunities to meet the same academic standards as other children. M-DCPS Title I Migrant Education Program provides comprehensive supplemental services to ensure maximum academic achievement and the highest quality education for our migrant students.

Our funding supports high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic standards. Funds also ensure that migratory children not only are provided with appropriate education and support services that address their special needs, but also that such children receive full and appropriate opportunities to meet the same challenging state academic content and standards that all students are expected to meet.

M-DCPS Title I Migrant Education Program has been improving the lives of farm workers and their children by delivering free, supplemental educational and support services to the migrant community, and has made significant contributions toward curtailing the dropout rate among migrant high school students as evidenced by the number of migrant students graduating from high school.

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

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

Migrant Early Childhood Learning Program (MECLP)

Provides services to eligible migrant preschool children at selected Migrant Housing Centers. Sites in the two (2) main Migrant Housing Centers: Redland and South Dade provide instruction for migrant three and four-year-old children. The MECLP offers the developmentally appropriate Pre-K Waterford Early Learning and the Scholastic Big Day Early Childhood program curriculum. Additionally, food services, health screenings, and extended daycare is available. Parent and Family Engagement is also an integral part of the program. Parent and family participation in workshops, parent–teacher conferences and other school/community activities are infused to include parents as partners in their children’s educational process. The MECLP addresses the needs of the whole child, as children are involved in hands-on experiences with people, objects, ideas and events.

Migrant Achievement Resources (MAR)

Offers educational and support services designed to meet the needs of migrant student in Grades K-5. MAR services are offered at selected elementary schools. MAR offers supplemental tutoring and technology-based instruction to eligible migrant students, priority will be given to Priority For Service (PFS) students. MAR staff provides supplemental instruction based on current curriculum implemented by school personnel. MAR staff articulates with appropriate classroom teachers to ensure consistent curriculum. In addition, MAR staff monitors student attendance, provides educational referrals, expedites student record transfers, assists with conduct issues and organizes cultural activities. Working in collaboration with the Title I Migrant Education Program Supportive Service Component, MAR staff assists with identification and recruitment, and initiates **M**igrant **S**tudent **I**nformation **E**xchange (MSIX) services for migrant students who transfer in and out of Miami-Dade County. MAR staff also offers Support Service referrals, home visits and provides parent and family engagement activities.

Migrant Academic Planning and Achievement (MAPA Middle)

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

Migrant Academic Planning and Achievement (MAPA High)

Offers a selection of services tailored to meet the needs of migrant students in grades 9-12 at selected secondary schools. The Teacher/Advocate customizes services through the selection of several available models, which include: Go Out And Lead (GOAL), Career Awareness, Attendance, Credit Accrual and Counseling opportunities designed to teach students how to foster and maintain a positive attitude toward education and life-long learning. Cultural activities, educational technology, effective use of the internet, school attendance monitoring, adult/vocational education referrals are provided through MAPA. MAPA staff assists with identification and recruitment, and MSIX. Support services referrals and parental involvement activities are also provided. Scholarships information, credit recovery referral , FAFSA (Free Application for Federal Student Aid) assistance, and participation in Mini-Corps Club and Close-Up program opportunities are offered through the MAPA component. All migrant student graduates are invited to participate in the Migrant Student Recognition Program.

Supportive Services

The primary function is to identify and recruit migrant students residing in the school District under the Title I Migrant Education Program. A major component under supportive services is the transfer of student records utilizing the Migrant Student Information Exchange (MSIX). Supportive Services also provide advocacy for migrant students and promotes community-related migrant activities. The Supportive Services' component assists migrant students and families in securing needed academic, health, dental, legal, social, housing, and other support services through its referral system. In addition, Support Services organize the Family Resource Centers located at Redland and South Dade Centers, which provide clothing/food banks, educational workshops, parent and family training workshops, and school information, in order to increase parent and family engagement. The Title I Migrant Education Program Supportive Services staff works closely with Parent Outreach Programs and community agencies to provide migrant families with

a curriculum that prepares migrant parents with the skills, knowledge, and confidence to support their children's education. Family literacy programs are also offered by the Migrant Education Program Supportive Services component. The Literacy Night initiative has given parents an opportunity to spend quality time with their child while becoming actively involved in the learning process. The Supportive Services component organizes the Migrant Parent Advisory Council (MPAC). Its primary purpose is to offer migrant parents a forum to advise the District on migrant educational concerns and make recommendations in order to improve migrant students' academic achievement. The MEP also encourages maximum migrant parent participation in the educational experiences of their children by bringing together the school, the home and educational influences for the good of all migrant children. Another objective of the MPAC is to increase migrant parents' knowledge and understanding of their parental role in their children's education.

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

Extended School Day Program (ESP)

Services are offered at selected elementary schools and migrant housing centers for students in grades Pre-K-12, with a focus on grades 3rd through 8th. Participants in the ESP receive supplemental highly qualified instruction/tutoring by state certified educators and trained professional staff. The primary goals are to enhance learning according to standards set by M-DCPS curriculum, Common Core and Next Generation Sunshine State Standards. The accomplishment of these requirements is met through the usage of developmentally appropriate interventions that inspire students' participation at ESP sites. Extended School Day Program services for elementary students include tutorials to prepare students for State assessments, such as Florida Standards Assessments (FSA) and End-of-Course (EOC), subject instruction, homework assistance, Supplemental Educational Services opportunities, Boy Scouts, Girl Scouts, team sports, nutrition education, field trips, cultural activities, guest speakers, arts and crafts, literacy programs, and technology-based instruction. Secondary students receive tutorials to prepare students for State assessments, such as FSA and EOC, homework assistance, peer/individual counseling, technology-based instruction and Supplemental Educational Services opportunities. Learning is influenced through the usage of positive services to include mentoring students, peer/individual counseling, homework assistance, cultural activities, arts and crafts, computer lab technology, positive mentor speakers, Community Awareness Activities, and special instruction in State assessments subject matter for both Elementary and Secondary students. All students participate in supervised creative recreational activities that enhance wellness. Parental involvement activities are an important component of ESP. The Family Literacy Night is a monthly evening parent literacy activity, where Title I Migrant staff presents innovative and fun Literacy Activities to migrant parents and children attending the Extended School Day Program. Students and their parents are actively engaged while they read, interact and explore monthly themes. Family Literacy Nights are hosted by MEP staff at the three (3) MEP ESP Centers, located in Redland, South Dade and Everglades Migrant Farmworker Housing Camps.

Migrant Summer Program (MSP)

Offers summer supplemental educational and supportive services to eligible migrant students. Services are offered through the Pre-K Program, Migrant Summer Reading Camp Program, Meals Program, Secondary Services Program, and Identification and Recruitment activities. Focus will be on serving 3rd through 8th grade. Participants receive enrichment and tutorials to

prepare students for State assessments, such as FSA and EOC, and computer/internet skills, based on FSA. The services will be offered at selected schools and at the main migrant housing centers.

Requirements for Implementation

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

- The child is younger than 22 years of age and has not graduated from high school or does not hold a high school equivalency certificate;
- The child is a migratory agricultural worker, a migrant fisher or has a parent, guardian, or spouse, who is a migrant agricultural worker, or a migrant fisher;
- The child has moved within the preceding 36 months to enable the child, the child's parent, guardian, spouse, or a member of the child's immediate family to seek or obtain temporary or seasonal employment in agricultural or fishing work or due to economic necessity;
- Such employment is a Principal Means of Livelihood; and
- The child has moved from one (1) school district to another.

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

Location

Implemented at selected elementary, K-8 Centers, middle, senior high schools, and community/Housing Centers/Labor Camps.

Budgetary Implications

Funded through Title I, Part C Migrant Education Grant and supplemented by the District Title I, Part A Set-Aside.

SECTION G - NON-PUBLIC SCHOOLS

SECTION G – NON-PUBLIC SCHOOLS

Non-Public Schools

Program Description

The Every Student Succeeds Act (ESSA) allows for the Local Educational Agency (LEA) to provide supplementary instructional services, to Title I eligible students who attend Non-Public schools, directly or through contracts with public and private agencies, organizations, and institutions. The United States Supreme Court has confirmed that local school districts are required to provide Title I funded instructional services to eligible students who attend religiously affiliated, Non-Profit, Non-Public schools.

As a result of meaningful consultation between representatives of M-DCPS, Department of Title I Administration, and representatives of participating Non-Public schools, it was mutually agreed that Title I instructional services should be provided by Third-Party Contractors who will provide all equipment, materials and supplies, as well as professional development and parent and family engagement activities necessary in order to deliver remedial basic skills instruction to students failing or at-risk of failing, in core subject areas, such as reading, mathematics, language arts, science, social studies, and counseling, as required under Title I regulations.

Requirements for Implementation

Eligibility for Title I funding is based upon the number of students from low-income families whose home address is within the attendance boundary of a participating Title I public school, and who attend non-profit non-public schools. The District utilizes the “*Proportionality*” method for calculating poverty data on private school children. M-DCPS applies the low-income percentage of each participating public school attendance area to the number of private school children who reside in that attendance area.

The services to Non-Public schools must supplement the regular school program by providing intensive tutorial services to students residing in the attendance boundary of a public school implementing the Title I program and who are academically needy. The intensive tutorial services use direct instruction, in-person or remote, supplemental materials, and technology-based programs.

Location

Implemented at participating private school sites within the District.

Budgetary Implications

The Title I Non-Public Schools’ Component is funded through the District Title I, Part A, Private School Set-Aside.

**SECTION H - NEGLECTED AND
DELINQUENT CENTERS**

SECTION H - NEGLECTED AND DELINQUENT CENTERS

Neglected and Delinquent Centers

Program Description

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

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

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

Requirements for Implementation

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

- Meet the educational needs of neglected, delinquent, and at-risk children and youths, and assist in the transition of these students from correctional facilities to a variety of programs, including returning to home schools;
- Ensure that students have the same opportunities to achieve as if they were in public schools in the state;
- Evaluate the program and disaggregate data on participation by gender, race, ethnicity, and age, not less than once every three (3) years;
- Collect and maintain the records required by state and federal Title I guidelines; and
- Provide documentation as requested by local, state and federal educational agencies.

Location

Implemented at selected public or private agencies serving as sites for this program.

Budgetary Implications

Funded through Title I, Part D Neglected and Delinquent Grant, under the Every Student Succeeds Act (ESSA), State Education Agencies (SEA) programs, states receive funds based on the number of children in the state-operated institutions and per-pupil educational expenditures. Each state's allocation is generated by child counts in state juvenile institutions that provide at least 20 hours of instruction from non-federal funds and adult correctional institutions that provide 15 hours of instruction per week. The SEA then makes subgrants to LEA based on their proportional share of the state's adjusted enrollment count of neglected or delinquent children and youth.

**SECTION I - COMMUNITY PARTNERSHIP
FOR HOMELESS**

SECTION I - COMMUNITY PARTNERSHIP FOR HOMELESS

Project UP-START Program

Program Description

Project UP-START, the Homeless Education Program of Miami-Dade County Public Schools, receives supplemental funding from Title I, Part A, Homeless Reservation, in order to meet the following ESSA Title IX, Part A, provisions:

- Identifying homeless students in schools across the District;
- Identifying and removing barriers to regular school attendance; and
- Supporting homeless students in their continued academic progress.

To this end, the Reservation is used to employ three (3) Full-time School Social Workers and one Full-time CAP Advisor, who serve as District Outreach Liaisons at each of the three (3) regions that comprises M-DCPS. Additionally, the Homeless Reservation is utilized to employ Three (3) Full-time Community Liaisons Specialist, as well as additional funding for Hourly Community Liaison Specialists in order to provide outreach, case management, and social work services.

Families or school staff of eligible students may contact the office for case management services or make an appointment to speak with a Project UP-START staff member in person. Project UP-START staff members work to increase advocacy on behalf of students through distribution of information to school-based personnel on issues related to unstable housing and available community resources.

Further, funds are allowed for In-County Travel for all Project UP-START staff members, printing and duplication services to provide materials for both outreach and intervention assistance, computer equipment, and to cover the cost of hourly tutors, counselors, and the two (2) Lead Tutors for the Project UP-START After-School Tutoring Program at selected shelter sites.

The after-school tutorial component is designed to supplement the learning taking place in selected shelter sites. Activities to promote a healthy sense of self and to strengthen academic competence are part of the tutorial sessions. Additionally, an option for online tutoring is offered for those students who prefer that option. The parental/family component brings participants to workshops in order to learn ways to help their children with homework, communication with school staff, or for guidance to access the Parent Portal. Parental/family involvement meetings are scheduled on a regular basis at selected shelter sites to encourage academic success of students experiencing unstable housing.

Requirements for Implementation

Parents/guardians must complete the Project UP-START Student Eligibility Questionnaire form (**Appendix EE, FM-7378**) to determine housing status. Upon enrollment of students in the program, the 2022-2023 Project UP-START Enrollment Letter (**Appendix II**) must be distributed to parents/guardians. This letter informs parents/guardians of their child's enrollment in the Project UP-START Program based on the Student Eligibility Questionnaire (**Appendix EE, FM-7378**) that they completed and submitted to the District, the support services to be provided, and the Program's contact information. **It is the School UP-START Liaison's responsibility to ensure that parents/guardians of students listed in the Project UP-START Student Report from the Employee Portal are in receipt of the Enrollment Letter.**

Location

Implemented throughout Miami-Dade County.

Budgetary Implications

Funded through the District Title I, Part A Homeless Reservation and the Title IX, Part A Sub-Grant.

SECTION J - APPENDICES

APPENDICES

- Appendix A - Charter Schools Title I Budget Appropriation Details (FM-6634)
- Appendix B - Federal Time and Effort Certification Form - Single Cost Objective & Transfers (FM-6902)
- Appendix C - Principal's Assurance Certification of Title I Staff Assignment (FM-7560)
- Appendix D - School-level Compliance Reference Document
- Appendix E - Electronic Title I Compliance School-level Staff Contact Information Form
- Appendix F - School Board Bylaws & Policies 2111 – Parent Involvement
- Appendix G - Title I Community Involvement Specialist/Community Liaison Specialist Weekly Schedule (FM-7721)
- Appendix H - Record of Parental Support-Home Visit (FM-6915)
- Appendix I - Title I Parent and Family Engagement Programs Incoming and Outgoing Telephone Log (FM-7723)
- Appendix J - Title I School-Parent Compact (FM-6985)
- Appendix K - Title I DAC/PAC Representatives (FM-6996)
- Appendix L - Outgoing Controlled Equipment (FM-1670)
- Appendix M - Property Disposal Form (FM-6587)
- Appendix N - Plant Security Report (FM-0366)
- Appendix O - M-DCPS Grants Budget Document
- Appendix P - Reading Coach, Mathematics Coach, Science Coach, Community Involvement Specialist (CIS), and Community Liaison Specialist (CLS) Job Descriptions
- Appendix Q - Title I Non-Capitalized Property Inventory Listing (FM-7645)
- Appendix R - Purchasing Card Program - Purchase Authorization (FM-5707)
- Appendix S - Purchasing Card Program – Monthly Reconciliation Worksheet (FM-5828)
- Appendix T - Traditional Schools Federal Time & Effort Certification - Single Cost Objective and Transfers & Personnel Activity Report (PARs) for Cost Shared Allocation (FM-6902-T)
- Appendix U - Assurance of Accountability and Compliance with Title I Schoolwide Program Guidelines (FM-7346)
- Appendix V - Purchase Requisition Form
- Appendix W - Approval of Off-site Use of School Board Property (FM-2380)
- Appendix X - Instructions for Preparing the Transmittal for Agreement Form for Contracted Services
- Appendix Y - Transmittal for Agreement Form for Contracted Services (FM-2452)
- Appendix Z - Instructions for Preparing the Agreement Form for Contracted Services
- Appendix AA - Agreement Form for Contracted Services (FM-2453)
- Appendix BB - Payment Request for Contracted Services (FM-2454)
- Appendix CC - Title I Program Notification Letter
- Appendix DD - Title I Parent Resource Center Monthly Attendance Roster (FM-6901)
- Appendix EE - Project UP-START Student Eligibility Questionnaire (FM-7378)
- Appendix FF - 2021 Red Book, Appendix A, Supplies and Equipment Criteria

- Appendix GG - End-of-Year Checklist for Schools that are no Longer Eligible to Participate in the Title I Schoolwide Program (FM-7757)
- Appendix HH - 2022-2023 Title I District-level PFEP
- Appendix II - 2022-2023 Project UP-START Enrollment Letter



**CHARTER SCHOOLS
TITLE I BUDGET APPROPRIATION DETAILS FORM
Fiscal Year 2022-2023**

Charter School Name: _____ Location: _____

Schoolwide Basic Instructional Staff (Type name(s) below)	Position Description	Social Security or Employee #	BUDGET APPROPRIATIONS			Total Allocation
			Salary Appropriations	Fringe Benefits Appropriations	Non-Salary Appropriations	
						\$0.00
						\$0.00
						\$0.00
						\$0.00
						\$0.00

Teacher Salary Supplements Appropriations

Teacher salary supplements due to assignment to a Title I eligible school. (Florida Statute 1012.22 Section c. (l))	Total Number of Teachers	Supplement Appropriations	Fringe Benefits Appropriations	Total Tchrs. Supplements Appropriation
				\$0.00

Basic Instruction Non-Salary Appropriations

Professional & Technical				\$0.00
Travel				\$0.00
Printing				\$0.00
Supplies				\$0.00
Equipment				\$0.00
Software				\$0.00
Subtotal Basic Instruction Budget Appropriations (Salary/Non-Salary)		\$0.00	\$0.00	\$0.00

Parent and Family Engagement (PFE) Budget Appropriations

Schoolwide PFE Staff (Type name(s) below)	Position Description	Social Security or Employee #	PFE - BUDGET APPROPRIATIONS			Minimum Required PFE Set-Aside Allocation
			Salary Appropriations	Fringe Benefits Appropriations	Non-Salary Appropriations	
						\$0.00

Parent and Family Engagement (PFE) Non-Salary Appropriations

					\$0.00
					\$0.00
Subtotal PFE BUDGET APPROPRIATIONS (Salary/Non-Salary)			\$0.00	\$0.00	\$0.00

TOTAL APPROPRIATIONS (The amount in the yellow highlighted cell MUST match the Total Allocation.)			\$0.00	\$0.00	\$0.00	\$0.00
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PFE Min. Not Met

Unallocated Balance \$0.00

Disclaimer Statement: I certify that the Appropriations reported above are in accordance with the approved budget and that any staff hired meet the Every Student Succeed Act (ESSA) qualification requirements. Should the need arise for a Title I program budget amendment, I will provide the request with appropriate documentation, inclusive of a copy of the Governing Board approved minutes documenting review and approval, to Miami-Dade County Public Schools, Department of Title I Administration, 30 days in advance.

Governing Board Chairperson (Signature) _____ (Type name) _____ Date _____

(DO NOT WRITE BELOW THIS LINE)

Department of Title I Administration _____ (Signature) Approved Disapproved

Your budget is approved for Appropriations within the Schoolwide and Parental as indicated above.

Upon receipt of item(s) purchased through Title I funds, please ensure that a "M-DCPS Title I Property Label indicating the school year of purchase is placed on each item. Additionally, please maintain an inventory listing of items acquired through this purchase (including P.O. number, date of purchase, item description, serial number, and physical location of item) as part of the Property Section of the Title I Schoolwide Program, Schoolsite Compliance Packets.

Date: _____

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
FEDERAL TIME AND EFFORT CERTIFICATION FORM – SINGLE COST OBJECTIVE & TRANSFERS**

(Program Name & Number)

(Payroll Periods – Do Not Exceed 6 Months)

(Fiscal Year)

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

Comments & Corrections:

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

(Signature of Employee Supervisor or School Principal)

(Date)

(Type Name and Title)

PLEASE SCAN THIS COMPLETED FORM TO: t1transfers@dadeschools.net

ORIGINAL SHOULD BE FILED AT WORK LOCATION WITH TRANSFER OF EXPENDITURE DOCUMENT.

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

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

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
FEDERAL TIME AND EFFORT CERTIFICATION FORM – PERSONNEL ACTIVITY REPORT (PARs) FOR COST SHARED ALLOCATION**

(Employee Name) _____ (Employee Number) _____ (Employee Title)

(Location Name & Number) _____ (Payroll Periods – Do Not Exceed 3 Months)

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

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

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

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

PLEASE SCAN THIS COMPLETED FORM TO: t1transfers@ddadeschools.net

ORIGINAL SHOULD BE FILED AT WORK LOCATION WITH TRANSFER OF EXPENDITURE DOCUMENT.

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

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

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
 FEDERAL TIME AND EFFORT CERTIFICATION FORM – SINGLE COST OBJECTIVE & TRANSFERS**

_____ **(Program Name & Number)**

_____ **(Payroll Periods – Do Not Exceed 6 Months)**

_____ **(Fiscal Year)**

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

Comments & Corrections:

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

_____ **(Signature of Employee Supervisor or School Principal)**

_____ **(Date)**

_____ **(Type Name and Title)**

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

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

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
FEDERAL TIME AND EFFORT CERTIFICATION FORM – PERSONNEL ACTIVITY REPORT (PARs) FOR COST SHARED ALLOCATION**

(Employee Name) _____ (Employee Number) _____ (Employee Title)

(Location Name & Number) _____ (Payroll Periods – Do Not Exceed 3 Months)

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

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

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

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

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

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



Miami-Dade County Public Schools
Title I Administration

Principal's Assurance
Certification of Title I Staff Assignment

Traditional Schools

2022-2023

_____	_____
School Name	Work Location

- Period (please select one):** July - October 2022
 November 2022 - February 2023
 March - June 2023

I ratify that all Title I paid staff, expended 100% of their time and effort servicing this federally funded program for the period indicated above, as evidenced by the approval of the Federal Time and Effort Certification to be completed for the identified period above.

Moreover, I certify that the assignment schedules of staff paid with Title I funds have been compiled and will be maintained in the corresponding section of the 2022-2023 Title I School-level Compliance Filing System for a minimum of five (5) years, in order to support any District, State or Federal audit of our District or the school site.

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

Name of Principal:	
Signature of Principal:	Date:

This form must be signed and dated no later than five (5) business days from the end of the reporting period selected above. The completed assurance must be uploaded to the Title I School-level Compliance Collaboration Site, *Evidence Sources Upload Folder, Section IX.*



Miami-Dade County Public Schools
Title I Administration

Principal's Assurance
Certification of Title I Staff Assignment

Charter Schools

2022-2023

_____ School _____ Work Location

- Period (please select one):** July - October 2022
 November 2022 - February 2023
 March - June 2023

I certify that the names of all Title I paid staff, included in the Charter Schools Title I Budget Appropriation Details Form, expended 100% of their time and effort servicing the Title I federally funded program for the period indicated above.

Moreover, I certify that the assignment schedules of staff paid with Title I funds have been compiled and will be maintained in the corresponding section of the 2022-2023 Title I School-level Compliance Filing System for a minimum of five (5) years, in order to support any District, State or Federal audit of our District or the school site.

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

Name of Principal:	
Signature of Principal:	Date:

This form must be signed and dated no later than five (5) business days from the end of the reporting period selected above. The completed assurance must be uploaded to the Title I School-level Compliance Collaboration Site, *Evidence Sources Upload Folder, Section IX.*

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Traditional Schools)**

I - CURRICULUM AND INSTRUCTION (SCHOOLWIDE PROGRAM [35450023])

- I.1. Documentation of implementing effective curricula that lead to improving students' academic achievement and hold students to the same academic standards and documentation of actual needs assessment instruments and data sources**
1. Curriculum (e.g., agendas and attendance documentation of curriculum-centered meetings: team meetings, collaborative meetings, grade level/department/Region and District, etc.)
 2. Data (e.g., agendas and attendance documentation of data meetings: student data chats, teacher data chats schedule, data review meetings)
- I.2. Roster of students not meeting State Standards, inclusive of students with disabilities and English Learners (EL), and documentation of additional educational assistance provided**
1. Evidence of Before/After School Tutoring, Interventions, Saturday Academies, Computer-Assisted Instruction that includes roster of students not meeting State Standards, denoting EL or SPED (sample template posted on the Title I website), schedules and Student Record of Attendance
- I.3. Coordination and Integration of Services provided by Title I with other Federal programs.**
1. Evidence of coordination of services with other Federal programs, as applicable (e.g., brochures, Grant Award Notification Letter, PowerPoints, training evidence, handouts, agendas, minutes, emails, etc.):
 - Head Start/Early Head Start
 - VPK
 - Title I, Part C (Migrant Education)
 - Title I, Part D (Neglected and Delinquent)
 - Title III
 - Title IX (Project UP- START)
- I.4. Appropriate documentation of confidential "as-needed services," provided to migrant students at the school through programs and mechanisms that allow migrant students equal educational opportunities as their non-migrant counterparts.**
1. List of migrant students (*download and print the roster of migrant students from the Employee Portal, Reports tab, Miscellaneous*)
 2. Evidence of additional resources provided to migrant students and their families (documentation of additional support services provided [e.g., referrals, tutorial services, distribution of free uniforms, etc.]
- I.5. Appropriate documentation of confidential "as-needed services," provided to any students at the school in "homeless situations," through programs and mechanisms that allow Project UP-START students equal educational opportunities as their non-homeless counterparts**
1. List of identified Project UP-START students (*download and print the roster of students from the Employee Portal, Reports tab, Miscellaneous*)
 2. Evidence of additional resources provided to UP-START students (e.g., meeting agendas, emails and other correspondence demonstrating collaboration between school and other relevant programs, referrals, tutorial services, distribution of free uniforms, free food, arrangements for transportation, etc.)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Traditional Schools)**

II - BUDGET AND EXPENDITURES (SCHOOLWIDE PROGRAM [35450023])

II.1. Title I Schoolwide Budget

1. Copy of original Title I Budget form developed during the Preliminary Budget Conference (Generated from the SAP Budget Development System - Title I)
2. Copies of all Budget Transfer(s), as applicable. Final document may be retrieved from the Principal.
3. Copies of Transfers of Expenditures JV's and Credit Card Reconciliation JV's when using Title I funds (including all backup documentation and Grants Availability Report)
4. Copies of at least two (2) Grants Availability Reports, printed from SAP during the fiscal year, preferably one when funds are encumbered and one after expenditures are reflected

II.2. Salary Related Expenditures

1. Copy of the Title I SBBS Position Comparison report from the Preliminary Budget Conference and Position Control List (PCL), printed from SAP, to ensure positions purchased and utilized are in agreement (applicable to schools using Title I funds for personnel). Position information may vary if a Budget Transfer or position change request was processed with personnel adjustments
2. Assignment schedules of all core subject area Full-time and Hourly employees paid with Title I funds, inclusive of Instructional/Transformation Coaches. Completed schedules for all employees paid with Title I funds must include staff full name, days, time periods, core subject area, and room number
3. Copy of substitute scheduling roster(s) for Temporary Instructor/Substitute expenditures, to ensure adherence to the guidelines in the Department of Title I Administration Handbook
4. List of staff receiving Title I Supplements budgeted under Commitment Item 514400 (Teacher Salary Account), along with the Function number and Supplement Code, as applicable

Notes:

- **Title I hourly/full-time funds can only be utilized for staff directly involved with instruction in the core areas and/or parental involvement**
- **Position Control assignments must match scheduled duties**
- **The Office of Management and Compliance Audits will select a random sampling of Title I non-salary and salary expenditures from the SAP Report to verify that funds have been used to meet the fiscal requirements for Title I**

II.3. Non-Salary Related Expenditures

1. Purchases are allowable expenditures
2. Purchases are charged to the proper funding structure (Account Classification)
3. Purchases follow contract guidelines outlined in the 2022-2023 Department of Title I Administration Handbook for contracted professional services
4. Purchases follow guidelines established by Procurement Management and School Board Policy
5. For each item purchased with Title I funds, the following documents will be uploaded to the school's designated e-filing system on the Title I Compliance Collaboration site and SAP, to demonstrate use of funds to support student achievement and/or parent and family engagement:
 - Estimate/Quote*
 - For Commitment Item 536900 (Technology-Related Rentals), annual fees service or license or subscription validity period must be clearly indicated on the valid quote, not to exceed fiscal year dates of July 1, 2022 – June 30, 2023
 - Shopping Cart

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Traditional Schools)**

II - BUDGET AND EXPENDITURES (CONTINUED)

- Purchase Order
- Academic justification explaining how the items purchased with Title I funds are supplemental in nature and will be used in the core-assessed subject areas (Reading/Language Arts, Math, Science and Social Studies) or if utilized for parent and family engagement purposes, and how the items will be utilized during the current school year
- Vendor invoices, mathematically correct and reconcile against corresponding vendor quote
- Evidence of delivery to the school site

**For purchases over \$1,000, at least three (3) written quotes or a Sole Source Letter must be solicited from the vendor(s)*

6. Credit Card (P-Card) transactions must include the following backup documentation uploaded to the school's designated e-filing system on the Title I Compliance Collaboration site and SAP:
 - Academic justification explaining how the items purchased with Title I funds are supplemental in nature and will be used in the core-assessed subject areas (Reading/Language Arts, Math, Science and Social Studies) or if utilized for parent and family engagement purposes, and how the items will be utilized during the current school year
 - A copy of the approved Purchasing Card Program Purchasing Authorization form (FM-5707) for each purchase, listing items purchased and signed by the school administrator on or prior to the transaction date
 - A copy of the credit card bank statement
 - M-DCPS Purchasing Credit Card Program Monthly Reconciliation Work Sheet (FM-5828)
 - A copy of the vendor quote(s), invoice, and evidence of delivery
7. Shopping Carts and Funds Reservations for Field Trips (commitment item 533200/573000) must include the following backup documentation:
 - Specific academic purpose linked to Reading/Language Arts, Math, Social Studies and/or Science
 - Final student academic product as a result of the field trip
 - Entire field trip packet that includes:
 - Date of the field trip
 - Location of the field trip and other details such as number of students participating
 - Backup documentation (e.g., Field Trip Request Packet Cover, quote(s), invoice, etc.)

II.4. Parent and Family Engagement Funding

1. Copies of documentation demonstrating use of School-based Parent and Family Engagement Title I Allocation minimum requirement, to carry out the activities and strategies in the PFEP, as outlined in Section 1116(3)(D)(i-v) of the Every Student Succeeds Act (ESSA) **[Salary Related Expenditures and Non-salary Related Expenditures documentation]**
 - CIS/CLS Schedule
 - Non-Salary Purchases for parent and family engagement (Function 615000)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Traditional Schools)**

III- PROPERTY (SCHOOLWIDE PROGRAM [35450023])

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

1. Schools must identify any Capitalized (\$1,000 and over) and non-Capitalized (under \$1,000) property purchased with Title I funds by placing a “M-DCPS Title I Property” label on each item, indicating the school year of purchase

Note: Capitalized items must be engraved with a Property Inventory Number, as applicable

2. Schools must maintain an inventory listing of Capitalized property acquired with Title I funds. The Office of Management and Compliance Audits conducts a complete physical property inventory for items with an individual cost of \$1,000 or more
3. Schools must maintain a perpetual inventory listing of Non-Capitalized property acquired with Title I funds (FM-7645) **[completed Non-Capitalized Property Inventory]**
4. Schools must maintain a separate inventory listing of Non-Capitalized property (FM-7645) for items purchased by the Department of Title I Administration for the performance of duties related to the implementation of the Title I Parent and Family Engagement Program at the school. If this item is not applicable, the appropriate disclaimer must be included

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

III.2. Refer to the 2022-2023 Department of Title I Administration Handbook and adhere to the following Title I Property guidelines:

1. Memorandum issued to the Department of Title I Administration, prior to disposal, requesting permission to dispose property, along with the completed Property Disposal form (FM-6587)
2. Memorandum from the Department of Title I Administration, granting permission for disposal.
3. Copy of Outgoing Controlled Equipment form (FM-1670) signed by all stakeholders
4. Copy of the Approval of Off-Site Use of School Board Property form (FM-2380) when there is off- campus use of Title I Property, as applicable
5. Copy of written communication requesting authorization to transfer and written approval from the Department of Title I Administration when transferring Title I Property
6. Copy of Plant Security Report (FM-0366) used to report lost, stolen or damaged Title I Property

IV- PROFESSIONAL DEVELOPMENT (SCHOOLWIDE PROGRAM [35450023])

IV.1. Documentation of professional development to address deficient indicators for schools based on State Assessment Outcomes

1. **Non-school-based PD activities:** samples of agendas, handouts, evidence of PD attendance (payroll documentation), and/or certificate of completion
2. **School-based PD activities:** attendance documentation (must include participants’ role), samples of memos, PowerPoints, agendas, and handouts for each PD, as applicable

IV.2. Evidence of capacity building training and professional development for staff on the importance of Parent and Family Engagement (e.g. Principals’ training/seminars materials, Title I School-level Compliance Facilitators’ training materials, CIS/CLS Orientation Meeting and Training Sessions materials)

1. Samples of meeting agendas
2. PowerPoint Presentations
3. Attendance documentation

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Traditional Schools)**

IV- PROFESSIONAL DEVELOPMENT (CONTINUED)

IV.3. Evidence of Title I Schoolwide Program overview to staff during faculty meeting(s), and evidence of parent conferences to amend the School-Parent Compact (K-5 only)

1. Samples of meeting agendas
2. Attendance documentation
3. Samples of Communication Logs from a few teachers, demonstrating at least one parent conference per child with appropriate school staff was conducted to amend the School-Parent Compact with the parent (**grades K-5 only**). The log must clearly indicate that parents were contacted to discuss and/or amend the School-Parent Compact

V- PARENT AND FAMILY ENGAGEMENT PLAN (PFEP) [35450023]

V.1. The School Improvement Process (SIP) and Title I School-level Parent and Family Engagement Plan (PFEP) are developed annually, in conjunction with parents. These plans are in alignment with The School Board of Miami-Dade County Policy 2111. Additionally, parents along with school staff shall annually develop their school's Title I School-Parent Compact, outlining how the parent, school staff, and student will share the responsibility for improved student academic achievement

1. Evidence of technical assistance provided by the LEA in the development and the review of the Title I School-level PFEP (meeting agendas, handouts, electronic communication, etc.)
2. Evidence of parent and family engagement in the development, review, and update of the SIP (e.g., EESAC Meeting minutes from OSI and SIP signature page)
3. Evidence of parent and family engagement in the development, review, and update of the PFEP, including the use of the Title I Budget Allocation and the evaluation of the Title I Parent and Family Engagement Program (Annual Parent Meeting About the Benefits of the Title I Schoolwide Program minutes)
4. Title I School-level PFEP stamped by the Department of Title I Administration
5. Backup documentation for the PFEP to be uploaded to the school's designated e-Filing System on the Title I School-level Compliance Collaboration Site:
 1. EESAC meeting minutes from OSI showing evidence of discussion about the PFEP
 2. Title I School Parent Compact
 3. Title I Notification Flyer
 4. Annual Parent Meeting About the Benefits of the Title I Schoolwide Program Minutes
 5. Annual Parent Meeting About the Benefits of the Title I Schoolwide Program flyer in multiple languages with accessibility/accommodations disclaimer
 6. Annual Parent Meeting About the Benefits of the Title I Schoolwide Program customized PowerPoint Presentation
 7. Annual Parent Meeting About the Benefits of the Title I Schoolwide Program attendance documentation
 8. Word document to include a link of school's website page that contains the following documents in multiple languages:
 - Title I Notification Flyer
 - Title I District-level PFEP
 - Title School-level PFEP
 - Title I Notification Letter
 - Title I School-Parent Compact
 - School-level Title I Parent and Family Engagement Survey
 - Annual Parent Meeting About the Benefits of the Title I Schoolwide Program PowerPoint (customized with school information throughout)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Traditional Schools)**

V- PARENT AND FAMILY ENGAGEMENT PLAN (PFEP) [CONTINUED]

- SIP
 - Any other additional resources to support student's at-home learning
9. Minimum of two (2) flyers in multiple languages, of school-based parental activities, with accessibility accommodations and translation services disclaimer (demonstrating flexible meetings at different times of the day)
 10. Title I Notification Letter in multiple languages on district or school letterhead
 11. ESSA Four-Week Parent Notification Letter(s) in English, Spanish, and Haitian Creole) or signed disclaimer
 12. Evidence of meeting/workshop/events/**parent correspondence about the curriculum at the school site**
 13. Evidence of meetings/workshops/events/**parent correspondence and documentation of additional assistance for students not meeting state standards implemented at the school site**
 14. Three (3) samples of the **completed** official School-level Title I Parent and Family Engagement Survey (one sample for each language: English, Spanish, and Haitian-Creole)

VI- PARENT AND FAMILY ENGAGEMENT (SCHOOLWIDE PROGRAM [35450023])

VI.1. CIS/CLS Assignment Schedule (Assignment Schedule or if this item is not applicable, the appropriate disclaimer must be included)

VI.2. Parent Resource Center/Area

1. Department of Title I Administration Parent Resource Center/Area Checklist (completed, dated and signed checklist)
2. Picture(s) of the Parent Resource Center/Area

VI.3. Title I School-level Monthly Parent and Family Engagement Data Report

1. Documentation of parents in attendance at the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program, as evidenced by:
 - Annual Parent Meeting About the Benefits of the Title I Schoolwide Program flyer in multiple languages with accessibility and accommodation disclaimer
 - Attendance records (in-person and/or virtual)
2. Documentation of School-level Title I Parent and Family Surveys collected, as evidenced by the completed School-level Title I Parent and Family Engagement Survey Monthly Assurance and the Quarterly School-level Title I PFEP Survey Compilation of Results (**November, March and June**).
3. Documentation of parent contacts (telephone calls/e-mails) [FM-7723]
4. Documentation of new community outreach partners connections made (completed FM-7722).
5. Documentation of parent/family members referred to community agencies/support services (FM-7626)
6. Documentation of participation in parent and family engagement professional development activities (e.g., webinars, virtual/in-person training, etc.)
7. Documentation of completed home visits (with signatures) [FM-6915]
8. Documentation of incomplete home visits (without signatures) [FM-6915]
9. Parent Resource Center/Area attendance records (in-person and/or virtual) [FM-6901]
10. Documentation on the number of participants representing the school at the District Advisory Council (DAC) General Meetings (attendance records provided by Title I)
11. Documentation on the number of participants representing the school at the Parent Advisory Council (PAC) Meetings (attendance records provided by Title I – **North - Central - South**)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Traditional Schools)**

VI- PARENT AND FAMILY ENGAGEMENT (CONTINUED)

12. Documentation of activities/training/workshops (in-person and/or virtual) conducted, including:
 1. Title I Parent and Family Engagement Activities Coversheet (FM-7720) **[completed form]**
 2. Documentation of parent and family engagement activities and attendance records (agendas, attendance documentation, flyers in multi-languages, etc.)
13. Printed certified reports initialed by School-Site Administrator

Note: A Title I School-level Monthly Parent and Family Engagement Data Justification Form, signed and dated by the Title I School-level Compliance Facilitator must be completed and uploaded for each item with a zero (0) in the report

**VII- TITLE I EDUCATION AND TRANSFORMATION OFFICE (ETO)
COMPREHENSIVE AND TARGETED PROGRAM (35460023)**

VII.1. Salary Expenditures*

1. Roster of employees paid with Title I ETO Comprehensive and Targeted (C&T) funds (Program #35460023)
2. Assignment schedules of all core subject area Full-time and Hourly employees paid out of program #35460023, inclusive of Transformation Coaches. Completed schedules must include staff full name, days, time periods, core subject area, and room number

***Notes:**

- **Title I hourly/full-time funds can only be utilized for staff directly involved with instruction in the core areas**
- **Position Control assignments must match scheduled duties**
- **The Office of Management and Compliance Audits will select a random sampling of Title I non-salary and salary expenditures from the SAP Report to verify that funds have been used to meet the fiscal requirements for Title I**

VII.2. Property

1. Inventory listing of Capitalized property acquired with Title I C&T funds. The Office of Management and Compliance Audits conducts a complete physical property inventory for items with an individual cost of \$1,000 or more
2. Perpetual inventory listing of Non-Capitalized property acquired with Title I C&T funds (FM- 7645)

VIII. TITLE I UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG) PROGRAM (35780023)

VIII.1. Salary Expenditures*

1. Roster of employees paid with Title I UniSIG funds (Program #35780023)
2. Assignment schedules of all core subject area Full-time and Hourly employees paid out of program (35780000) inclusive of Transformation Coaches. Completed schedules must include staff full name, days, time periods, core subject area, and room number

***Notes:**

- **Title I hourly/full-time funds can only be utilized for staff directly involved with instruction in the core areas**
- **Position Control assignments must match scheduled duties**
- **The Office of Management and Compliance Audits will select a random sampling of Title I non-salary and salary expenditures from the SAP Report to verify that funds have been used to meet the fiscal requirements for Title I**

VIII.2. Property

1. Inventory listing of Capitalized property acquired with Title I UniSIG funds. The Office of Management and Compliance Audits conducts a complete physical property inventory for items with an individual cost of \$1,000 or more
2. Perpetual inventory listing of Non-Capitalized property acquired with Title I UniSIG funds (FM-7645)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Traditional Schools)**

IX- ASSURANCES (SCHOOLWIDE PROGRAM [35450023])

IX.1 Assurances of Compliance and Accountability

1. Copy of the Principal's Assurance Certification of Staff Assignment (FM-7560T) for each quarter, in order to ratify that the Time and Effort Certification Report of employees paid with Title I funds was properly completed and signed. **The form must be signed after the last date of the certification period**
2. Certified Title I School-level Compliance Filing System Status Form, printed from the Title I School Compliance (TIC) Web-based System (click on the blue "Print" button of the TIC System, located on the top right of the screen and upload the PDF report to folder IX.1 of the e-Filing System
3. Signed copy of M-DCPS Title I Administration School site Assurance of Accountability and Compliance Document (FM-7346-T). **Submission deadline: Friday, June 2, 2023**

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Charter Schools)**

I - CURRICULUM AND INSTRUCTION (SCHOOLWIDE PROGRAM [35450023])

- I.1. Documentation of implementing effective curricula that lead to improving students' academic achievement and hold students to the same academic standards and documentation of actual needs assessment instruments and data sources**
1. Curriculum (e.g., agendas and attendance documentation of curriculum-centered meetings: team meetings, collaborative meetings, grade level/department/Region and District, etc.)
 2. Data (e.g., agendas and attendance documentation of data meetings: student data chats, teacher data chats schedule, data review meetings)
- I.2. Roster of students not meeting State Standards, inclusive of students with disabilities and English Learners (EL), and documentation of additional educational assistance provided**
1. Evidence of Before/After School Tutoring, Interventions, Saturday Academies, Computer-Assisted Instruction that includes roster of students not meeting State Standards (sample template posted on the Title I website), schedules and Student Record of Attendance
- I.3. Coordination and Integration of Services provided by Title I with other Federal programs**
1. Evidence of coordination of services with other Federal programs, as applicable (e.g., brochures, Grant Award Notification Letter, PowerPoints, training evidence, handouts, agendas, minutes, emails, etc.):
 - Head Start/Early Head Start
 - VPK
 - Title I, Part C (Migrant Education)
 - Title I, Part D (Neglected and Delinquent)
 - Title III
 - Title IX (Project UP- START)
- I.4. Appropriate documentation of confidential "as-needed services," provided to migrant students at the school through programs and mechanisms that allow migrant students equal educational opportunities as their non-migrant counterparts**
1. List of migrant students (*download and print the roster of migrant students from the Employee Portal, Reports tab, Miscellaneous*)
 2. Evidence of additional resources provided to migrant students and their families (documentation of additional support services provided [e.g., referrals, tutorial services, distribution of free uniforms, etc.]
- I.5. Appropriate documentation of confidential "as-needed services," provided to any students at the school in "homeless situations," through programs and mechanisms that allow Project UP-START students equal educational opportunities as their non-homeless counterparts**
1. List of identified Project UP-START students (*download and print the roster of students from the Employee Portal, Reports tab, Miscellaneous*)
 2. Evidence of additional resources provided to UP-START students (e.g., meeting agendas, emails and other correspondence demonstrating collaboration between school and other relevant programs, referrals, tutorial services, distribution of free uniforms, free food, arrangements for transportation, etc.)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Charter Schools)**

II - BUDGET AND EXPENDITURES (SCHOOLWIDE PROGRAM [35450023])

II.1. Title I Schoolwide Budget

1. Copy of most recently fully approved Charter Schools Title I Budget Appropriation Details form (FM-6634), which must include the list of staff paid with Title I funds and their employee number and job code position
2. Copy of any revised Title I Budget Appropriation Details form (FM-6634) approved by the Department of Title I Administration (as applicable)
3. Copy of the Board approved minutes documenting review and approval of initial and/or any revised Title I Budget Appropriation Details form for the current fiscal year

II.2. Salary Related Expenditures

1. Assignment schedules of Full-time and Hourly employees paid with Title I funds
2. Copy of most recent payroll document for each staff paid with Title I funds
3. Copy of all quarterly Federal Time and Effort Certification Forms (FM-6902-CH)
4. Evidence of allowable Hourly expenditures paid with Title I funds

Note: Title I hourly/full-time funds can only be utilized for staff directly involved with instruction in the core areas and/or parental involvement

II.3. Non-Salary Related Expenditures

1. Purchases are allowable expenditures
2. Purchases follow contract guidelines outlined in the 2022-2023 Department of Title I Administration Handbook for contracted professional services
3. Purchases follow guidelines established by Procurement Management and School Board Policy
4. Copies of vendor quotes, purchase orders, invoices and justification when using Title I funds. For purchases over \$1,000, at least three (3) written quotes or a Sole Source Letter must be solicited from the vendor(s)
5. Invoices are mathematically correct and reconcile against corresponding vendor quote
6. Field Trips expenditures must include the following backup documentation:
 - Specific academic purpose linked to Reading/Language Arts, Math, Social Studies and/or Science
 - Final student academic product as a result of the field trip
 - Entire field trip packet that includes:
 - Date of the field trip
 - Location of the field trip and other details such as number of students participating
 - Backup documentation (e.g., Field Trip Request Packet Cover, quotes(s), invoice, etc.)

II.4. Parent and Family Engagement Funding

1. Copies of documentation demonstrating use of School-based Parent and Family Engagement Title I Allocation minimum requirement, to carry out the activities and strategies in the PFEP, as outlined in section 1116(3(D)(i-v) of the Every Student Succeeds Act (ESSA) **[Salary Related Expenditures and Non-salary Related Expenditures documentation]**
 - CIS/CLS Schedule
 - Non-Salary Purchases for parent and family engagement (Function 6150)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Charter Schools)**

III- PROPERTY (SCHOOLWIDE PROGRAM [35450023])

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

1. Schools must identify any Capitalized (\$1,000 and over) and non-Capitalized (under \$1,000) property purchased with Title I funds by placing a “M-DCPS Title I Property” label on each item, indicating the school year of purchase

Note: Capitalized items must be engraved with a Property Inventory Number, as applicable

2. Schools must maintain an inventory listing of Capitalized property acquired with Title I funds. The Office of Management and Compliance Audits conducts a complete physical property inventory for items with an individual cost of \$1,000 or more
3. Schools must maintain a perpetual inventory listing of Non-Capitalized property acquired with Title I funds (FM-7645) **[completed Non-Capitalized Property Inventory]**
4. Schools must maintain a separate inventory listing of Non-Capitalized property (FM-7645) for items purchased by the Department of Title I Administration for the performance of duties related to the implementation of the Title I Parent and Family Engagement Program at the school. If this item is not applicable, the appropriate disclaimer must be included

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

III.2. Refer to the 2022-2023 Department of Title I Administration Handbook and adhere to the following Title I Property guidelines:

1. Memorandum issued to the Department of Title I Administration, prior to disposal, requesting permission to dispose property, along with the completed Property Disposal form (FM-6587)
2. Memorandum from the Department of Title I Administration, granting permission for disposal.
3. Copy of Outgoing Controlled Equipment form (FM-1670) signed by all stakeholders
4. Copy of the Approval of Off-Site Use of School Board Property form (FM-2380) when there is off- campus use of Title I Property, as applicable
5. Copy of written communication requesting authorization to transfer and written approval from the Department of Title I Administration when transferring Title I Property
6. Copy of Plant Security Report (FM-0366) used to report lost, stolen or damaged Title I Property

IV- PROFESSIONAL DEVELOPMENT (SCHOOLWIDE PROGRAM [35450023])

IV.1. Documentation of professional development to address deficient indicators for schools based on State Assessment Outcomes

1. **Non-school-based PD activities:** samples of agendas, handouts, evidence of PD attendance (payroll documentation), and/or certificate of completion
2. **School-based PD activities:** attendance documentation (must include participants' role), samples of memos, PowerPoints, agendas, and handouts for each PD, as applicable

IV.2. Evidence of capacity building training and professional development for staff on the importance of Parent and Family Engagement (e.g. Principals' training/seminars materials, Title I School-level Compliance Facilitators' training materials, CIS/CLS Orientation Meeting and Training Sessions materials).

1. Samples of meeting agendas
2. PowerPoint Presentations
3. Attendance documentation

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Charter Schools)**

IV- PROFESSIONAL DEVELOPMENT (CONTINUED)

IV.3. Evidence of Title I Schoolwide Program overview to staff during faculty meeting(s), and evidence of parent conferences to amend the School-Parent Compact (K-5 only)

1. Samples of meeting agendas
2. Attendance documentation
3. Samples of Communication Logs from a few teachers, demonstrating at least one parent conference per child with appropriate school staff was conducted to amend the School-Parent Compact with the parent (**grades K-5 only**). The log must clearly indicate that parents were contacted to discuss and/or amend the School-Parent Compact

V- PARENT AND FAMILY ENGAGEMENT PLAN (PFEP) [35450023]

V.1. The School Improvement Process (SIP) and Title I School-level Parent and Family Engagement Plan (PFEP) are developed annually, in conjunction with parents. These plans are in alignment with The School Board of Miami-Dade County Policy 2111. Additionally, parents along with school staff shall annually develop their school's Title I School-Parent Compact, outlining how the parent, school staff, and student will share the responsibility for improved student academic achievement

1. Evidence of technical assistance provided by the LEA in the development and the review of the Title I School-level PFEP (meeting agendas, handouts, electronic communication, etc.)
2. Evidence of parent and family engagement in the development, review, and update of the SIP (e.g., EESAC Meeting minutes from OSI and SIP signature page)
3. Evidence of parent and family engagement in the development, review, and update of the PFEP, including the use of the Title I Budget Allocation and the evaluation of the Title I Parent and Family Engagement Program (Annual Parent Meeting About the Benefits of the Title I Schoolwide Program minutes)
4. Title I School-level PFEP stamped by the Department of Title I Administration
5. Backup documentation for the PFEP to be uploaded to the school's designated e-Filing System on the Title I School-level Compliance Collaboration Site:
 1. EESAC meeting minutes from OSI showing evidence of discussion about the PFEP
 2. Title I School Parent Compact
 3. Title I Notification Flyer
 4. Annual Parent Meeting About the Benefits of the Title I Schoolwide Program Minutes
 5. Annual Parent Meeting About the Benefits of the Title I Schoolwide Program flyer in multiple languages with accessibility/accommodations disclaimer
 6. Annual Parent Meeting About the Benefits of the Title I Schoolwide Program customized PowerPoint Presentation
 7. Annual Parent Meeting About the Benefits of the Title I Schoolwide Program attendance documentation
 8. Word document to include a link of school's website page that includes the following documents in multiple languages:
 - Title I Notification Flyer
 - Title I District-level PFEP
 - Title School-level PFEP;
 - Title I Notification Letter
 - Title I School-Parent Compact
 - School-level Title I Parent and Family Engagement Survey
 - Annual Parent Meeting About the Benefits of the Title I Schoolwide Program PowerPoint (customized with school information throughout)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Charter Schools)**

V- PARENT AND FAMILY ENGAGEMENT PLAN (PFEP) [CONTINUED]

- SIP
 - Any other additional resources to support student's at-home learning
9. Minimum of two (2) flyers in multiple languages, of school-based parental activities, with accessibility accommodations and translation services disclaimer (demonstrating flexible meetings at different times of the day)
 10. Title I Notification Letter in multiple languages on district or school letterhead
 11. ESSA Four-Week Parent Notification Letter(s) in English, Spanish, and Haitian Creole) or signed disclaimer
 12. Evidence of meeting/workshop/events/**parent correspondence about the curriculum at the school site**
 13. Evidence of meetings/workshops/events/**parent correspondence and documentation of additional assistance for students not meeting state standards implemented at the school site**
 14. Three (3) samples of the **completed** official School-level Title I Parent and Family Engagement Survey (one sample for each language: English, Spanish, and Haitian-Creole)

VI- PARENT AND FAMILY ENGAGEMENT (SCHOOLWIDE PROGRAM [35450023])

VI.1. CIS/CLS Assignment Schedule (Assignment Schedule or if this item is not applicable, the appropriate disclaimer must be included)

VI.2. Parent Resource Center/Area

1. Department of Title I Administration Parent Resource Center/Area Checklist (completed, dated and signed checklist)
2. Picture(s) of the Parent Resource Center/Area

VI.3. Title I School-level Monthly Parent and Family Engagement Data Report

1. Documentation of parents in attendance at the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program, as evidenced by:
 - Annual Parent Meeting About the Benefits of the Title I Schoolwide Program flyer in multiple languages with accessibility and accommodation disclaimer
 - Attendance records (in-person and/or virtual)
2. Documentation of School-level Title I Parent and Family Surveys collected, as evidenced by the completed School-level Title I Parent and Family Engagement Survey Monthly Assurance and the Quarterly School-level Title I PFEP Survey Compilation of Results (**November, March and June**)
3. Documentation of parent contacts (telephone calls/e-mails) [FM-7723]
4. Documentation of new community outreach partners connections made (completed FM-7722).
5. Documentation of parent/family members referred to community agencies/support services (FM-7626)
6. Documentation of participation in parent and family engagement professional development activities (e.g., webinars, virtual/in-person training, etc.)
7. Documentation of completed home visits (with signatures) [FM-6915]
8. Documentation of incomplete home visits (without signatures) [FM-6915]
9. Parent Resource Center/Area attendance records (in-person and/or virtual) [FM-6901]
10. Documentation on the number of participants representing the school at the District Advisory Council (DAC) General Meetings (attendance records provided by Title I)
11. Documentation on the number of participants representing the school at the Parent Advisory Council (PAC) Meetings (attendance records provided by Title I – **North - Central - South**)

**Miami-Dade County Public Schools
Department of Title I Administration
2022-2023 School-level Compliance Reference Document (Charter Schools)**

VI- PARENT AND FAMILY ENGAGEMENT (CONTINUED)

12. Documentation of activities/training/workshops (in-person and/or virtual) conducted, including:
 1. Title I Parent and Family Engagement Activities Coversheet (FM-7720) **[completed form]**
 2. Documentation of parent and family engagement activities and attendance records (agendas, attendance documentation, flyers in multi-languages, etc.)
13. Printed certified reports initialed by School-Site Administrator

Note: A Title I School-level Monthly Parent and Family Engagement Data Justification Form, signed and dated by the Title I School-level Compliance Facilitator must be completed and uploaded for each item with a zero (0) in the report

VIII. TITLE I UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG) PROGRAM (TBA)

VIII.1. Salary Expenditures

1. Roster of employees paid with Title I UniSIG funds (Program #TBA)
2. Assignment schedules of all core subject area Full-time and Hourly employees paid out of program (TBA) inclusive of Instructional Coaches. Completed schedules must include staff full name, days, time periods, core subject area, and room number

Note: Title I hourly/full-time funds can only be utilized for staff directly involved with instruction in the core areas

VIII.2. Property

1. Inventory listing of Capitalized property acquired with Title I UniSIG funds. The Office of Management and Compliance Audits conducts a complete physical property inventory for items with an individual cost of \$1,000 or more
2. Perpetual inventory listing of Non-Capitalized property acquired with Title I UniSIG funds (FM-7645)

IX- ASSURANCES (SCHOOLWIDE PROGRAM [35450023])

IX.1 Assurances of Compliance and Accountability

1. Copy of the Principal's Assurance Certification of Staff Assignment (FM-7560-CH) for each quarter, in order to ratify that the Time and Effort Certification Report of employees paid with Title I funds was properly completed and signed. **The form must be signed after the last date of the certification period**
2. Certified Title I School-level Compliance Filing System Status Form, printed from the Title I School Compliance (TIC) Web-based System (click on the blue "Print" button of the TIC System, located on the top right of the screen and upload the PDF report to folder IX.1 of the e-Filing System)
3. Signed copy of M-DCPS Title I Administration School site Assurance of Accountability and Compliance Document (FM-7346-CH). **Submission deadline: Friday, June 02, 2023**

Miami-Dade County Public Schools
Department of Title I Administration

2022-2023 Title I Compliance School-level Staff Contact Information Form

[Sign in to Google](#) to save your progress. [Learn more](#)

Instructions:
Principals are requested to complete and submit this form electronically. Please notify the Department of Title Administration of any changes to this form by completing and submitting a new form within 10 days of that change. This includes changes to the name of the staff listed on the form or his/her contact information.

Please click Next to complete the form.

[Next](#) Page 1 of 6 [Clear form](#)

Updates to the 2022-2023 Title I Compliance School-level Staff Contact Information Form, must be submitted through the same Google Forms link provided at the start of the school year. To request the link, please send an email to Ms. Sheryl D. Knight (SKnight@dadeschools.net) or the Title Accountability and Technical Assistance (A-TAT) staff assigned to the Region ([click here](#)).

The School Board of Miami-Dade County

Bylaws & Policies

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

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

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

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

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

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

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

Parent Responsibilities

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

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

Parents as Advisors, Advocates and Participants in Decision Making**A. Advisor**

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

B. Advocates

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

C. Educational Excellence School Advisory Councils

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

review and improvement required by the Act.

D. Title I School-Parent Compacts

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

E. Title I School's Parental Involvement Pla

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

School Level Strategies And Responsibilities

- A. Parent Outreach Liaisons. Each school principal will identify one (1) or more individuals who will serve as a liaison to all parents in the school community. Responsibilities include: assessing the needs of parents; communicating this information to the school's principal and the school's advisory group(s); and informing parents of school and District services, offerings, and programs in their primary language. This individual may be a Community Involvement Specialist, another staff member, or a certified volunteer.
- B. Space for Parents. School principals will provide a Parent Resource Center as a place for parents to meet, post, and review current bulletins, and exchange information.
- C. Access to Schools. Reasonable efforts will be made to make the school building a welcoming place, clearly accessible to parents. Parents should recognize, however, that their right to access does not transcend the rights of students and teachers to an orderly educational environment.
- D. Sensitivity to Exceptionalities. Reasonable efforts will be made to assist parents in understanding the needs and rights of their children. Reasonable efforts should be made to assist school personnel, students and parents in understanding the needs and rights of children with different exceptionalities.
- E. Accommodations for Parents. School personnel should use flexible and creative methods to accommodate the schedules of parents, and, with the assistance of businesses, agencies and organizations, to encourage participation by addressing the need for child care, transportation and other resources. Every reasonable accommodation should be made for Board employees who are parents to participate in the education of their children.
- F. Communication. Communication between parents and the school shall be encouraged at all grade levels, including regular parent/teacher communication, and providing parents with meaningful scope of student work. Reasonable efforts will be made to communicate with parents in their primary language. The mode of communication should also be adjusted when necessary to promote comprehension, acceptance, and trust. Additionally, schools implementing the Title I Program will distribute annually to parents, at the onset of the school year, the Title I Program Notification Letter, in a format, and to the extent practicable, in a language such parents understand.
- G. Parent Orientation. Schools will conduct orientation meetings that provide information about school procedures and programs as well as opportunities for active participation. Additionally, schools in the Title I Program should conduct the Title I Annual Parent Meeting at the onset of the school year to inform parents of their school's participation in the Title I Program, to explain the parental requirements in the Elementary and Secondary Education Act, and to explain the rights of the parents to be involved.
- H. Educational Excellence School Advisory Councils. Schools must ensure that parents are included as active members of Educational Excellence School Advisory Councils and other important decision-making bodies as required by Federal and State statute. To ensure that parents are knowledgeable about this involvement, all parents must receive information regarding the role of EESAC, meeting schedules, and parent elections. With the support of the EESAC, principals will develop and support strategies that facilitate opportunities for all parents to be involved in at least one support activity during the course of the year.
- I. Title I School-Parent Compacts. Each school implementing the Title I Program shall ensure that parents in the Program are involved in jointly developing, and that they receive, the annual Title I School-Parent Compact as required in the Elementary and Secondary Education Act that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards.
- J. Title I School's Parental Involvement Plan. In each school implementing the Title I Program, parents shall jointly with the school create a plan. Additionally, parents in the Title I Program shall be involved in the annual evaluation and redesign of the content and effectiveness of this document, in efforts towards improving the academic quality of the school.
- K. Learning Opportunities for Parents. With the assistance of The Parent Academy and other appropriate District offices, schools should identify and implement community-centered, parent friendly programs and affiliations for parents to learn. The learning opportunities should target appropriate student age levels, including the needs of children from birth to age six as well as the developmental and cognitive needs and expectations of students. Additional learning opportunities should be provided for young adults, including those who are already parents, to learn how to be effective parents.

- L. Volunteers and Tutors. Principals should utilize the special knowledge, abilities, talents, and cultural experiences of parents to enhance school activities and experiences. In order to maintain a strong volunteer program, principals will identify staff who will actively recruit, train, appropriately place, support, and monitor parents in instructional and extra-curricular programs. Volunteer procedures and forms will be made available throughout the year.
- M. Resources for Parents. In order to assist parents, resources should be made available for check-out at the school site or through the District web site or Parent Portal, such as: audio/visual, print, computer, and web-based programs; "how-to" programs broadcast on educational television and radio; pamphlets and books developed especially to aid the parent-as-teacher; copies of course schedules and homework assignments; lists of grade level and course objectives; testing guidelines; and schedules. Additionally, the Title I Handbook should be made available for check-out to parents of students in the Title I Program.
- N. Advocacy. Schools, regional centers, and the District will support parents to become advisors and advocates for their children. They will provide understandable, accessible, and well-publicized opportunities as well as information about student and parent responsibilities and rights in order that parents may advocate effectively. Regional Parent Liaisons will provide information and assistance to parents including the parents of children with exceptionalities.

District Level Strategies and Responsibilities

- A. District Parent Resource Office. The Office of Parental Involvement functions as a liaison with parents to provide a District level point of communication for referral and direction on parental involvement issues. It is the primary responsibility of this office to promote parental involvement, facilitate implementation of this policy, and maintain contact with various groups and individuals representing parents. The office will assist other programs in the implementation of parent involvement strategies. These programs will include the Parent Academy, Early Childhood Programs, Bilingual Parent Outreach Program, State and District-run Voluntary Pre-kindergarten (VPK) programs, and Title I administration.
- B. Parent Involvement Training. The Office of Parental Involvement, in cooperation with the Parent Academy, Title I administration, and other appropriate District offices, where applicable, will develop and provide training programs to give parents the information, tools, and resources on how to be successful advisors, advocates, and partners in the decision-making process. The training programs must include assistance to parents to understand such topics as the Sunshine State Standards, the FCAT and other assessments, the requirements of the Elementary and Secondary Education Act, ways to monitor a child's progress, and ways to work with educators to improve student achievement. The District should also facilitate parent-to-parent training programs.
- C. Support for Parental Involvement Strategies. Through the Office of Parental Involvement, the Parent Academy, Title I administration, and other appropriate District offices, the District shall provide the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance as well as to build the schools' and parents' capacity for strong parental involvement as defined in the Elementary and Secondary Education Act.
Additionally, schools implementing the Title I program will receive support and assistance through the following Title I components: parental District Advisory Council's general and executive board meetings, the Parent Outreach Program, Community Involvement Specialists, Parent Advisory Councils, and District and school-site Parent Resource Centers.
- D. Support for Communication. Appropriate District offices will develop and implement effective communication methods to ensure that all families, regardless of income, ethnic background, or language, receive and share school-to-home and home-to-school communications. Additionally, Title I administration will provide to schools implementing the Title I program the sample Title I Program Notification Letter, to be distributed to their parents annually, at the beginning of the school year.
- E. Staff Training. Training procedures should include the importance of parental involvement. Training programs will be identified by the Office of Parental Involvement, Title I administration, the Parent Academy, and other appropriate District offices, to assist personnel in acquiring techniques that promote effective communication with parents and the cultivation of parental involvement.
- F. Resource Guide. A resource guide will be developed for school staff members, parents, and the community, to include best practices and a directory of contact information for programs, and persons with expertise in the area of parental involvement. Additionally, the Title I Administration Handbook is an appropriate resource to support schools implementing the Title I program, in this area.
- G. Title I School-Parent Compacts. Title I administration will ensure that all schools participating in the Title I program jointly with parents develop the annual Title I School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Title I administration will assist with ensuring that schools distribute the Compacts to all parents in the Title I program.
- H. Title I District Wide Parental Involvement Policy. This policy serves as the Districtwide Parental Involvement Policy required by the Elementary and Secondary Education Act for schools implementing the Title I program. This policy has been developed jointly with, and agreed upon by, parents of children participating in the Title I program. Title I administration will assist in ensuring that this policy is distributed to all parents in the Title I program.
- I. Evaluation. The Office of Parental Involvement and the Family and Community Involvement Advisory Committee, on which the majority of the members are parents, will annually assess the implementation of the Parent Involvement Policy, using outcome-based data, including, but not limited to, the School Climate Survey and the Parent Benchmarks Survey, and will make written recommendations for improvement. This assessment will identify barriers to greater participation by parents in parental involvement activities, with particular attention to parents who are economically disadvantaged, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The findings of the evaluation will be used to design strategies for more effective parental involvement and to revise existing parental involvement policies.

- J. **Business Involvement.** The active cooperation of the community's municipalities, businesses, agencies, organizations, and post-secondary institutions will be sought to partner with the District to provide on-site opportunities for parents to learn more about the School District, the educational needs of students, and about parenting in general. These entities may be asked to partner with the District to provide educational experiences at the school sites. Members of the community will be encouraged to assist students by participating in programs such as Listeners, Mentors, and Role Models. Businesses will be encouraged to provide flexible time or release time for employees to visit their children's school. The District will establish a program to designate businesses as "school friendly" when they meet established District criteria.

F.S. 1000.03



2022-2023 Title I Community Involvement Specialist (CIS)/
Community Liasion Specialist (CLS) Schedule



School Name:			
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Location Code:			Select One:
		<input type="checkbox"/> Part-time	<input type="checkbox"/> Full-time

CIS/CLS Name:			
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Directions: Type the hourly increments in the boxes below. (e.g. 8:00 a.m. - 9:00 a.m.) Lunch and break times can be reflected in shorter increments.

Time	Monday	Tuesday	Wednesday	Thursday	Friday

It is the responsibility of the CIS/CLS to update the schedule throughout the school year, as applicable, and maintain in Title I Compliance Collaboration site folder VI.1.
As per Payroll Handbook Section 1.2, the following applies to Part-time (Hourly) employees for break/lunch:
For every four (4) hours worked, the employee is entitled to a 15-minute break.
If the employee works more than five (5) hours, he/she is entitled to a **non-paid 30 or 60-minute lunch break**, in addition to the paid 15-minute break.
For additional clarification please contact your payroll staff or Principal.



Title I School-level Record of Parental Support – Home Visit

20__ - 20__



Region Center _____ School _____ Grade _____ Teacher _____

Student Name _____ Address _____ Telephone _____

Parent/Guardian Name _____ Date _____ Time _____

Purpose of Visit/Virtual Conference: (check all that apply)

- Welcome the new family
- Deliver School-Parent Compact or Parent and Family Engagement Survey
- Share information on school policies regarding student attendance and punctuality
- Share information on how parents and families can assist their child/children with home learning
- Extend an invitation to visit the Parent Resource Center / Area
- Share information regarding available community resource(s)
- Share information about adult literacy
- Facilitate arrangements for a parent/teacher conference
- Invite family to school programs or Parent Advisory Council (PAC)/District Advisory Council (DAC) Meetings
- Extend an invitation to become a volunteer at the school
- Share information from Title I Program Evaluation
- Share information regarding Title I Program
- Other _____
- Incomplete home visit (Parent/guardian was unavailable)

Signature of Parent/Guardian

Signature of Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS)
or other staff assigned



Departamento de Título I Nivel escolar

Registro de Apoyo a los Padres – Visita Domiciliaria



20__ - 20__

Región Centro _____ Escuela _____ Grado _____ Maestro _____

Nombre y Apellido del Estudiante _____ Dirección _____ Teléfono _____

Nombre del padre/tutor _____ Fecha _____ Hora _____

Objetivo de la visita/Conferencia virtual: (marque todo lo que corresponda)

- Dar la bienvenida a la nueva familia
- Entregar el pacto entre la escuela y los padres o la encuesta de participación de los padres y las familias
- Compartir información sobre las políticas escolares con respecto a la asistencia y la puntualidad de los estudiantes
- Compartir información sobre cómo los padres y las familias pueden ayudar a sus hijos con el aprendizaje en casa.
- Invitar a los padres a visitar El Centro de Recursos o Areas para Padres (Parent Resource Center / Area)
- Compartir información sobre los recursos comunitarios disponibles
- Compartir información sobre la alfabetización de adultos
- Facilitar los arreglos para una conferencia de padres y maestros
- Invitar a la familia a los programas escolares o reuniones del Consejo Asesor de Padres (Parent Advisory Council, PAC, por sus siglas en inglés)/Consejo Asesor del Distrito (District Advisory Council, DAC, por sus siglas en inglés)
- Extender una invitación para ser voluntario en la escuela
- Compartir información de la Evaluación del Programa del Título I
- Compartir información sobre el Programa del Título I
- Otro _____
- Visita domiciliaria incompleta (el padre/tutor no estaba disponible)

Firma padre/Tutor _____

Firma del Especialista en Participación Comunitaria (Community Involvement Specialist CIS)/
Especialista en Enlace Comunitario (Community Liaison Specialist, CLS) u otro personal asignado



Depatman Tit I Nivo lekòl Dosye Sipò Paran – Vizit Lakay 20__ - 20__



Sant Rejyon _____ Lekòl _____ Klas _____ Pwofesè _____

Non ak siyati elèv la _____ Adrès _____ Telefòn _____

Non Paran/Gadyen _____ Dat _____ Lè _____

Objektif Vizit/Konferans sou Vityèl la: (tcheke tout sa ki aplike)

- Swete nouvo fanmi an byenveni
- Remèt Akò Lekòl-Paran an oubyen Sondaj sou Angajman Paran ak Fanmi an
- Pataje enfòmasyon konsènan règleman lekòl la sou prezans ak ponktyalite elèv
- Pataje enfòmasyon konsènan fason paran ak fanmi ka ede piti yo avèk aprantisaj lakay
- Pwolonje yon envitasyon pou vizite Parent Resource Center (PRC) Sant Resous Paran / zòn
- Pataje enfòmasyon konsènan resous kominotè ki disponib yo
- Pataje enfòmasyon konsènan alfabetizasyon pou adilt
- Fasilite aranjman pou yon konferans paran/pwofesè
- Envite fanmi nan pwogram oubyen Reyinyon Komite Konsèy Paran (PAC)/Komite Konsèy Distri (DAC)
- Mete yon envitasyon pou paran vin volontè nan lekòl la
- Pataje enfòmasyon ki soti nan Evalyasyon Pwogram 'Title I'
- Pataje enfòmasyon konsènan Pwogram 'Title I'
- Lòt _____
- Visit lakay ki pa konplè (Paran/gadyen an pa t disponib _____)

Siyati Paran/Gadyen an _____

Siyati Espesyalis Patipasyon Kominotè (CIS)/Espesyalis Lyezon Kominotè (CLS) a
oswa lòt anplwaye yo asiyen



Parent and Family Engagement Program Incoming and Outgoing Telephone / Email Log



School Name

Loc. #

CIS/CLS Name

TYPE OF COMMUNICATION	DATE	PARENT/GUARDIAN	STUDENT	GRADE	TELEPHONE # / EMAIL	PARENT AND FAMILY ENGAGEMENT PURPOSE
<input type="checkbox"/> Phone Call <input type="checkbox"/> Email						
<input type="checkbox"/> Phone Call <input type="checkbox"/> Email						
<input type="checkbox"/> Phone Call <input type="checkbox"/> Email						
<input type="checkbox"/> Phone Call <input type="checkbox"/> Email						
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TYPE OF COMMUNICATION	DATE	PARENT/GUARDIAN	STUDENT	GRADE	TELEPHONE # / EMAIL	PARENT AND FAMILY ENGAGEMENT PURPOSE
<input type="checkbox"/> Phone Call <input type="checkbox"/> Email						
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Suggestions for possible Purpose

Parent Portal
Setting Up A Meeting/Virtual Conference
School Workshop/Webinar/Virtual Meeting
Lunch Application
Truancy
General Information

The school and parent(s) working cooperatively to provide for the successful education of _____ agree that:

Child's Name

THE PARENTS/GUARDIANS WILL:	SCHOOL WILL:
<p><i>Describe the ways in which parents and families of students at _____ will support their child's learning, such as:</i></p> <ul style="list-style-type: none"> • Monitor the child's attendance at school, home learning, and television viewing. • Become involved in developing, implementing, evaluating, and revising the School-level PFEF. • Promote positive use of the child's extracurricular time. • Share in the responsibility with the school for the child's improved academic achievement. • Communicate with the child's teacher(s) about his/her educational progress and needs. • Participate, as appropriate, in decisions relating to the child's education. • Stay informed about the child's education by reading and responding to all notices from the school or the school district. • Volunteer at the school. • Serve on policy advisory groups such as being a Title I school-parent representative on one or more committees, advisory councils, etc. • Provide the school with up-to-date parent/guardian contact and student transportation information. 	<ul style="list-style-type: none"> • Conduct an Annual Parent Meeting About the Benefits of the Title I Schoolwide Program to inform parents and families of students in the Title I Program of their right to be involved. • Offer meetings at flexible times, provide accessibility, accommodations, and translation services to parents, as requested. • Actively involve parents in planning, reviewing, and improving the Title I Program and the School-level Parent and Family Engagement Plan (PFEF). • Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards. A high quality curriculum and instruction will be provided as follows: • Hold parent-teacher conferences, at least annually, during which this compact will be discussed as it relates to the individual child's student achievement (Grades K-5 only). A description of how and when conferences will be held are as follows: • Provide parents with frequent reports on their child's progress. The school will provide reports as follows [Date(s) and time(s)]: • Provide parents reasonable access to staff. Staff will be available for consultation with parents as follows: • Provide parents opportunities to volunteer, participate, and observe their child's classroom activities. A description of the types of opportunities provided are as follows:

NOTE: Provisions in bold lettering require additional information.

Please note that schools, in consultation with parents/families and students, are encouraged to include other relevant and agreed upon activities and actions to meet the specific needs of the school, which will support effective parent and family engagement and strengthen student academic achievement.

COMPROMISO ENTRE PADRES Y ESCUELAS TÍTULO I _____ CURSO ESCOLAR

La escuela y los padres, en cooperación y para proporcionar una educación exitosa de _____, acuerdan que:

Nombre del niño

<p>LA ESCUELA _____ DEBERÁ:</p>	<p>LOS PADRES/TUTORES DEBERÁN:</p>
<ul style="list-style-type: none"> • Llevar a cabo una Reunión Anual de Padres sobre los Beneficios del Programa de Título I para toda la escuela con el propósito para informar a los padres y las familias de los estudiantes en el Programa de Título I sobre su derecho a participar en las actividades de la escuela. • Ofrecer reuniones en horarios flexibles, proporcionar accesibilidad, adaptaciones y servicios de traducción a los padres, según lo soliciten. • Involucrar activamente a los padres en la planificación, revisión y mejora del Programa del Título I y del Plan de Participación de la los Padres y Familias en la Escuelas (PPEP). • Proporcionar un plan de estudio e instrucción de alta calidad en un entorno de aprendizaje eficaz y de apoyo que les permita a los niños participantes cumplir con los estándares de rendimiento académico estudiantil del Estado. Se proporcionará un plan de estudio e instrucción de alta calidad de la siguiente manera: • Celebrar conferencias de padres y maestros, por lo menos una vez al año, durante las cuales se discutirá este convenio en lo que respecta al rendimiento estudiantil del niño (sólo en los grados K-5). A continuación se describe cómo y cuándo se llevarán a cabo las conferencias: • Proporcionar a los padres informes frecuentes sobre el progreso de sus hijos. La escuela proporcionará informes de la siguiente manera [Fecha(s) y hora(s)]: • Permitir a los padres un acceso razonable al personal escolar. El personal estará disponible para consultar con los padres de la siguiente manera: • Brindar oportunidades a los padres para que se ofrezcan como voluntarios, participen y observen las actividades del salón de clase de sus hijos. Una descripción de los tipos de oportunidades proporcionadas son las siguientes: 	<p><i>Describe las maneras en las que los padres y las familias de los estudiantes en apoyar(án) el aprendizaje de su hijo(a), tales como:</i></p> <ul style="list-style-type: none"> • Supervisar la asistencia del niño a la escuela, el aprendizaje en casa y el tiempo que pasa viendo la televisión • Participar en el desarrollo, implementación, evaluación y supervisión del PPEP de la escuela • Promover el uso positivo del tiempo extraescolar del niño • Compartir la responsabilidad con la escuela para mejorar el rendimiento académico del niño • Comunicarse con el (los) maestro(s) del niño sobre su progreso y sus necesidades educativas • Participar, si procede, en las decisiones relacionadas con la educación del niño • Mantenerse informado sobre la educación del niño leyendo y respondiendo a todos los avisos de la escuela o del distrito escolar • Participar como voluntario en la escuela • Servir en grupos de asesoramiento sobre política, por ejemplo, ser representante de los padres de las escuelas Título I en uno o más comités, consejos asesores, etc. • Proporcionar a la escuela información actualizada sobre la información de contacto con los padres/tutores y el transporte

NOTA: Las disposiciones en negrita requieren información adicional.

Tenga en cuenta que se recomienda a las escuelas, en consulta con los padres /familias y estudiantes, a incluir otras actividades y acciones pertinentes acordadas para satisfacer las necesidades específicas de la escuela, las cuales respaldarán la participación efectiva de los padres y la familia, y fortalecerán el rendimiento académico de los estudiantes.

TITLE 1 LEKÒL-PARAN KONTRA ANE ESKOLÈ

Lekòl ak Paran yo ap travay ansanm, men nan men, pou siksè edikasyon _____ **dakò pou:**

Non timoun nan

LEKÒL PRAL:	PARAN/GADYEN PRAL:
<ul style="list-style-type: none"> • Fè yon Reyinyon Anyèl Paran sou Benefits Pwogram Title I Schoolwide (tout Lekòl la) pou enfòmè paran ak fanmi elèv ki nan Pwogram Title I ki dwa yo genyen pou yo patisipe. • Ofri reyinyon nan le ki fleksib, bay aksè, akomodasyon ak sèvis tradiksyon pou paran yo, si yo bezwen. • Enplike paran yo aktivman nan planifikasyon, revizyon, ak amelyorasyon Pwogram Title I nan ak “School-level Parent and Family Engagement Plan (PFEP)” (Plan Angajman Paran ak Fanmi yo nan Nivo Lekòl la). • Bay yon kourikoulòm de kalite siperyè ak yon ansèyman nan yon anvwonman aprantisaj efikas ki pèmèt timoun k ap patisipe yo satisfè nòm ofisyèl reyisit akademik elèv yo nan Eta a. Y ap bay yon kourikoulòm kalite siperyè ak enstriksyon an nan jan sa a: • Òganize konferans paran-pwofèsè, omwen chak ane, kote kontra sa a pral diskite etandone li gen rapò ak reyisit endividyèl elèv timoun nan (Klas K-5 sèlman). Yon deskripsyon sou ki jan ak ki le konferans yo ka fèt: • Bay paran yo rapò souvan sou pwogrè pitit yo. Lekòl la ap bay rapò yo jan sa a: [Dat (yo) ak le (yo)]: • Bay paran yo aksè rezonab ak anplwaye yo. Anplwaye yo dwe disponib pou kominike ak paran yo jan sa a: • Bay paran yo opòtinite pou yo fè volontè, patisipe ak obsève aktivite salklas pitit yo. Yon deskripsyon sou ki kalite opòtinite yo bay paran yo ka fèt nan jan sa a: 	<p>Dekri fason paran yo ak fanmi elèv yo nan _____ pral sipòte aprantisaj pitit yo, tankou:</p> <ul style="list-style-type: none"> • Kontwòle prezans timoun nan lekòl, aprantisaj lakay li, ak gade televizyon. • Vin patisipe nan devlope, mete ann aplikasyon, evalye, ak revize nivo ‘PFEP’ nan lekòl la. • Ankouraje itilizasyon aktivite pozitif nan tan lib timoun nan. • Pataje responsablite ak lekòl la pou amelyore siksè akademik timoun nan. • Kominike avèk pwofèsè timoun nan sou pwogrè edikasyon li ak bezwen li yo. • Patisipe, le li apwopriye, nan desizyon ki gen rapò ak edikasyon timoun nan. • Rete enfòmè sou edikasyon timoun nan, li epi reponn tout nòt lekòl la oswa Distri lekòl la. • Fè volontè nan lekòl la. • Sèvi nan gwoup konsiltatif tankou vin yon reprezantan Title I lekòl ak paran nan youn oswa plizyè komite, konsèy konsiltatif, elatriye. • Bay lekòl la enfòmasyon ki resan sou kontak paran/gadyen ak enfòmasyon sou transpòtasyon elèv la.

REMAK: Pati nan lèt fouse yo mande plis enfòmasyon.

Tanpri sonje lekòl yo, an kolaborasyon ak paran/fanmi ak elèv, yo ankouraje pou yo adisyonèl lòt aktivite ak aksyon apwopriye ki gen rapò ak bezwen espesifik lekòl yo, k ap sipòte angajman paran ak fanmi yo pou ranfòse siksè akademik elèv yo.

MUST BE FILLED OUT COMPLETELY



TITLE I DAC/PAC REPRESENTATIVES



School year: 20 ____ - 20 ____

School Name: _____ Location #: _____

The Title I District Advisory Council (DAC) and Regional Parent Advisory Council (PAC) members are representatives of parents who consult with the Title I DAC about the planning and implementation of the Title I Program.

ROLES

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

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

DAC/PAC Representative #1

Parent's Name: _____

Address: _____

City: _____ Zip Code: _____

Telephone: _____

Child's Name: _____ Grade: _____

RESPONSIBILITIES

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

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

Parents perform a vital role in the Title I Schoolwide Program. We invite your participation and involvement. The DAC and PAC meeting calendars are available through your child's school Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS), the PAC Chairperson(s), and are posted online <http://title1.dadeschools.net/title1.asp>

For more information, you may contact the Department of Title I Administration, at 305 995-1202.

DAC/PAC Representative #2

Parent's Name: _____

Address: _____

City: _____ Zip Code: _____

Telephone: _____

Child's Name: _____ Grade: _____

CIS/CLS Name(s) and Contact Information:

Name	Telephone #	Position (Circle One)
_____	_____	Hourly/FT
_____	_____	Hourly/FT
_____	_____	Hourly/FT

The school's Parent Outreach contact person is:

Telephone Number: _____

DAC/PAC Representative #3

Parent's Name: _____

Address: _____

City: _____ Zip Code: _____

Telephone: _____

Child's Name: _____ Grade: _____



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

SEE INSTRUCTIONS ON BACK

336472

TYPE OR PRINT NEATLY

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



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

Property Disposal Form

Location Name and Number: _____ Administrator: _____

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

Supervising Administrator's Signature: _____ Date: _____

P.C.	
P.E.	
D.E.	
OTHER	

PLANT SECURITY REPORT
 MIAMI-DADE COUNTY PUBLIC SCHOOLS
 SCHOOL POLICE
 MAIL CODE 9913
 TELEPHONE (305) 757-7708



GENERAL INFORMATION

NOTE: ALL PLANT SECURITY REPORT MUST BE SUBMITTED WITHIN 24 HOURS OF DATE OF DISCOVER

DATE: _____ SCHOOL POLICE CASE NO.: _____

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

ADDRESS: _____ ZIP: _____

TELEPHONE: _____ DATE/TIME OF INCIDENT: _____

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

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

DETAILS OF LOSS OR DAMAGE: _____

LIST MATERIAL AND EQUIPMENT STOLEN, DESTROYED, OR DAMAGED

No. of Items	Name of Item	P.C. No., Model, Serial	Stolen	Destroyed	Damaged	Cost
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

ADDITIONAL TRANSPORTATION INFORMATION

BUS NUMBER: _____ DRIVER NAME: _____ TERMINAL: _____

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

OTHER DETAILS: _____

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

SEND COPY OF THIS REPORT TO:
 SCHOOL POLICE REGIONAL SUPERINTENDENT TRANSPORTATION / MAINTENANCE DEPT. ORIGINAL FILE

INSTRUCTIONS

1. The School Police must be notified by telephone immediately in each instance of illegal entry, vandalism, theft, fire, and property damage due to vehicle accident.
2. The School Police are to be notified by telephone in each instance of serious damage to a building that would render impossible the physical security of the property.
3. A Plant Security Report is to be completed and filed with the School Police within 24 hours of the telephoned report.
4. The Maintenance Department must be given the **School Police Case number** if they are contacted to make repairs as a result of damage due to illegal entry, vandalism, theft or fire. Requests for emergency repairs will be accepted by telephone.
5. Additional related losses must be reported to the School Police by memorandum within two weeks following the initial report.
6. Requisitions for replacement of stolen or destroyed property must be received by the School Police within six weeks of the initial loss report.
7. Plant Security Reports must **not be used**:

A	To report inventory shortages of un-located property.
B	To report losses of personal property.
C	To report minor accidental damage
D	To report requested maintenance caused by normal use.

8. Parents or guardians of offenders identified as responsible for theft or damage of property are **liable** for such losses under Florida Law or this reason it is imperative that each Plan Security Report reflect only the loss suffered by the specific event being reported.
9. Billing and collection of all restitution is the responsibility of the School Police only.
10. Continuation pages are to be attached for any section of this report requiring more space than has been provided. Identify each such page with location name and **School Police Case number**.

Wit/Off/Sus _____ Address _____ Zip _____

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

Guardian's Name _____ School Attending _____

Wit/Off/Sus _____ Address _____ Zip _____

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

Guardian's Name _____ School Attending _____

Wit/Off/Sus _____ Address _____ Zip _____

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

Guardian's Name _____ School Attending _____

Was admission of guilt received? _____ Date _____ Time _____

(Yes/No)

By Whom? _____ Title _____

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



Grant Budget Document

Date	PROCESS	Comments (Max 50 characters)
10/04/2022	TRAN	FY 2022-2023 Title I Part A Schoolwide Program 35450023 - Location 1XXXX00

S.No	Fund	Funds Center	Commitment Item	Funded Program	Functional Area	Fiscal Year	TOTAL AMOUNT	Text
1				NR		2023		
2				NR		2023		
3				NR		2023		
4				NR		2023		
5				NR		2023		

Miami-Dade County Public Schools

Job Description

CLASS TITLE: Reading Coach

JOB CODE: 1530

DEPARTMENT: Curriculum and Instruction

Salary Schedule: A●/CO

DATE: 8/25/08

BASIC OBJECTIVES

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

JOB TASKS/RESPONSIBILITIES

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

PHYSICAL REQUIREMENTS

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

MINIMUM QUALIFICATIONS

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

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

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

CLASS TITLE: Mathematics Coach

JOB CODE: 1535

DEPARTMENT: Curriculum and Instruction Salary Schedule: AO/CO

DATE: 8/20/08

BASIC OBJECTIVES

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

JOB TASKS/RESPONSIBILITIES

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

PHYSICAL REQUIREMENTS

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

MINIMUM QUALIFICATIONS

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

Miami-Dade County Public Schools

Job Description

CLASS TITLE: Science Coach

JOB CODE: 1536

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

DATE: 10/1/08

BASIC OBJECTIVES

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

JOB TASKS/RESPONSIBILITIES

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

PHYSICAL REQUIRMENTS

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

MINIMUM QUALIFICATIONS

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

MIAMI-DADE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CLASS TITLE: Community Involvement Specialist

JOB CODE: 4039

DEPARTMENT: Special Projects, Schools, District, and Region - Title I Administration PAY GRADE: 12 (U1) DATE: 07/29/16

BASIC OBJECTIVES

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

JOB TASKS/RESPONSIBILITIES

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

PHYSICAL REQUIREMENTS

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

MINIMUM QUALIFICATION REQUIREMENTS

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

OR

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

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

Prior revision date(s): 05/13/93, 7/30/97, 01/18/01, 09/27/02

MIAMI-DADE COUNTY PUBLIC SCHOOLS

JOB DESCRIPTION

CLASS TITLE: Community Liaison Specialist

JOB CODE: 4248/4231

DEPARTMENT: Various Departments

PAY GRADE: 23 (U1)

DATE: 01/15/2004

BASIC OBJECTIVES

This is a school/district/community support position serving as liaison between the school, the region, the district, and the community, assisting with the development of programs, or activities, related to the improvement of communication with the general public. The incumbent is expected to be familiar with professional methods, techniques, and practices associated with the area of assignment.

JOB TASKS/RESPONSIBILITIES

The role of the Community Liaison Specialist at the district level will have an understanding of programs available to students and parents throughout Miami-Dade County Public Schools. Some of these may include programs which assist parents in understanding the education of their children; school/community support activities; distribution of materials; and programs which provide parents and students an understanding of the wide variety of programs and services available in the school district, such as Magnet Programs, Schools of Choice, Exceptional Student Education, Alternative Education, Adult Education, among others; and any other work related to the improvement of school/parent/community relations within the Miami-Dade County Public Schools.

PHYSICAL REQUIREMENTS

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

MINIMUM QUALIFICATION REQUIREMENTS

1. Graduation from high school or an equivalent certificate. Bachelor's degree preferred with a major in psychology, sociology, education or related discipline.
2. Some previous experience in community service work required.
3. Demonstrated evidence of having successfully worked with diverse ethnic groups for a minimum of three (3) years.
4. Working knowledge of service and civic organizations in Miami-Dade County is desirable.
5. Ability to interface with personnel at all levels of the school system and the general public.

Prior revision date(s): 08/30/93, 10/18/95, 07/03/96, 02/02/01, 09/27/02



Miami-Dade County Public Schools
Title I Non-Capitalized Property Inventory Listing

School Name:

Location Number:

	P.O. Number	Serial Number	Item Description	Date of Purchase	Inventory Date	Physical Location of Item	M-DCPS Title I Property label (Yes or No)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							



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

WORK LOCATION NAME AND NUMBER:		INTERNAL #:				
REQUESTER (Print):		REQUESTED DATE:				
REQUESTER (Signature):						
CARD HOLDER NAME:		SHIP TO ADDRESS:				
Florida Tax Exemption No. 85-8013887801C-1 SUPPLIER/MERCHANT:						
TRANSACTION DATE (order placed date):						
LAST FOUR DIGITS OF CARD #:						
ITEM	DESCRIPTION	QTY	UNIT OF MEASURE	PRICE	TOTAL	RCVD BY
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
					0.00	
FUND (6-DIGITS)	GIL ACCT (6-DIGITS)	COST CENTER (7-DIGITS)	FUNCTIONAL AREA* (8 DIGITS - 6 DIGITS)	SHIPPING CHARGES PURCHASE NOT TO EXCEED \$2,999.99		CHECK HERE IF ADDITIONAL ITEMS ON ADDITIONAL PAGES
WORK LOCATION CARD ADMINISTRATOR (PRINT):				APPROVAL DATE:		<input type="checkbox"/>
SIGNATURE:						

SUPPLIER MUST CALL _____ AT (305) _____ TO OBTAIN PURCHASING/CREDIT CARD NUMBER. PLEASE NOTE - NO SUBSTITUTES OR BACK ORDERS ACCEPTED.



MIAMI DADE COUNTY PUBLIC SCHOOLS
PURCHASING CARD PROGRAM
PURCHASE AUTHORIZATION FORM

(continued)

WORK LOCATION NAME AND NUMBER:				INTERNAL #:			
ITEM	DESCRIPTION	QTY	UNIT OF MEASURE	PRICE	TOTAL	RCVD BY	
	DO NOT USE THIS LINE						
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
					0.00		
WORK LOCATION CARD ADMINISTRATOR (PRINT):				DATE:		ENTER TOTAL ON PAGE 1	
SIGNATURE:							

SUPPLIER MUST CALL _____ AT (305) _____ TO OBTAIN PURCHASING/CREDIT CARD NUMBER. PLEASE NOTE - NO SUBSTITUTES OR BACK ORDERS ACCEPTED.



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
PURCHASING CARD PROGRAM
Monthly Reconciliation Work Sheet**

Statement Billing Date _____ 4 Digit Work Location #: _____
Work Location Name: _____

The following information is obtained from the "Account Summary" section of the statement (bottom of page 1)

- 1. Purchases & Other Charges \$ _____
- 2. Credits <\$ _____ >
- 3. Net Charges \$ _____

4. Credits Not Yet Posted, Detailed on page 2:

- a. Current Month's Pending Credits <\$ _____ >
- b. Prior Month's Pending Credits <\$ _____ >

5. SAP Journal Voucher Document Number 22 _____

The amount charged to the 212000 (AP clearing account) must equal the "NET CHARGES" Amount from the Statement (see \$ amount on line # 3.)

Reconciliation Performed By: _____
Signature Date

Reconciliation Reviewed By: _____
Purchasing Card Administrator Signature Date

FOR J.P. MORGAN BANK DISPUTES:

* Follow the instructions for reporting disputes on-line via J. P. Morgan's PaymentNet System and list pending credits on page 2.



**MIAMI-DADE COUNTY PUBLIC SCHOOLS
PURCHASING CARD PROGRAM
Monthly Reconciliation Work Sheet**

List each pending credit, required for disputed unpaid amounts, below:
(Transfer outstanding credits to the following month's Reconciliation Work Sheet)

Reason for Credit	Statement Date	Vendor Name	Amount
<i>Current Period Pending Credits:</i>			
_____	_____	_____	\$ _____
_____	_____	_____	\$ _____
_____	_____	_____	\$ _____
Total Current Period Pending Credits:			\$ _____
<i>Prior Period Pending Credits:</i>			
_____	_____	_____	\$ _____
_____	_____	_____	\$ _____
_____	_____	_____	\$ _____
_____	_____	_____	\$ _____
_____	_____	_____	\$ _____
Total Prior Period Pending Credits:			\$ _____
Total Disputed Amounts Not Credited As Of This Statement:			\$ _____

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
FEDERAL TIME AND EFFORT CERTIFICATION FORM – SINGLE COST OBJECTIVE & TRANSFERS**

(Program Name & Number)

(Payroll Periods – Do Not Exceed 6 Months)

(Fiscal Year)

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

Comments & Corrections:

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

(Signature of Employee Supervisor or School Principal)

(Date)

(Type Name and Title)

PLEASE SCAN THIS COMPLETED FORM TO: t1transfers@dadeschools.net

ORIGINAL SHOULD BE FILED AT WORK LOCATION WITH TRANSFER OF EXPENDITURE DOCUMENT.

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

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

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
FEDERAL TIME AND EFFORT CERTIFICATION FORM – PERSONNEL ACTIVITY REPORT (PARs) FOR COST SHARED ALLOCATION**

(Employee Name) _____ (Employee Number) _____ (Employee Title)

(Location Name & Number) _____ (Payroll Periods – Do Not Exceed 3 Months)

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

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

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

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

PLEASE SCAN THIS COMPLETED FORM TO: t1transfers@ddadeschools.net

ORIGINAL SHOULD BE FILED AT WORK LOCATION WITH TRANSFER OF EXPENDITURE DOCUMENT.

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

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



Miami-Dade County Public Schools
 Department of Title I Administration
 Assurance of Accountability and Compliance with
 Title I Schoolwide Programs Guidelines



2022-2023 School Year

Traditional Schools

School Name

Work Location #

The Title I Files and the required evidence sources verifying compliance with Title I Federal, State, and District guidelines for the school year indicated above, have been completed and will be maintained at the school for a minimum of five years. Additionally, the aforementioned school certifies compliance with the following requirements, stipulated by the *Every Student Succeeds Act (ESSA) of 2015*, and verifies its agreement to participate in discretionary educational services, as required by Section 1011.69, F.S., Equity in School-Level Funding Act:

Parent Notification Requirements

- Parents' Right to Know:** Information about the professional qualifications of student's classroom teachers [ESSA 1112(e)(1)(A)(i)-(ii)].
- Parents' Right to Know:** Information to parents when students have been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable state certification for licensure requirements [ESSA 1112(e)(1)(B)(ii)].
- Parents' Right to Know:** Inform parents of their right to know the level of achievement their children attained on each of the state academic assessments [ESSA Section 1112 (e)(1)(B)(i)].
- Parents' Right to Know:** Provide, including posting on the school's websites – in a clear and easily accessible manner – information on each assessment required by the state and the LEA [ESSA Section 1112(e)(2)(B)(C)].
- Parents Right-to-Know:** Inform parents of English Learner (EL) students of how they can be active participants in: assisting their children to learn English; achieving high levels in core academic subjects; and meeting the state's academic content and student academic achievement standards; and seek parent input into the development and evaluation of the Local Educational Agency's (LEA) ELL Program: notify parents of their right to have opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students participating in Title I or Title III programs [ESSA Section 1112(e)(3)(C)].
- Individual Student Achievement Reports:** Provide comprehensive student achievement reports to parents. Report data must detail student's achievement on academic assessments, which are aligned with state academic standards [ESSA Section 1111(b)(2)(B)(x)].

Annual Parent Meeting About the Benefits of the Title I Schoolwide Program

- An Annual Parent Meeting About the Benefits of the Title I Schoolwide Program was conducted, and all required back-up documentation evidencing information discussed during the meeting and attendance has been compiled and will be maintained at the school-site for a minimum of five (5) years.

Title I School-level Parent and Family Engagement Plan (PFEP) and School-Parent Compact

- The Title I School-level PFEP and School-Parent Compact were jointly developed with, agreed on with, and made available for, parent's and family on the school's website.

Discretionary Educational Services

- In accordance with Section 1011.69, F.S., Equity in School-Level Funding Act, the school verifies its agreement to participate in discretionary educational services provided by the school district and that the Title I Schoolwide Program allocation included therein a 20% for the proportionate share of District provided discretionary educational services received in accordance to the educational needs of the school as agreed upon.

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

Name of Principal:	
Signature of Principal:	Date:

A signed and dated copy of this form must be uploaded to the Title I School-level Compliance Collaboration Site, no later than Friday, June 02, 2023.



**Miami-Dade County Public Schools
Department of Title I Administration
Assurance of Accountability and Compliance with
Title I Schoolwide Programs Guidelines**



2022-2023 School Year

Charter Schools

School Name

Work Location #

The **Title I Files** and the required evidence sources verifying compliance with Title I Federal, State, and District guidelines for the school year indicated above, have been completed and will be maintained at the school for a minimum of five years. Additionally, the aforementioned school certifies compliance with the following requirements, stipulated by the *Every Student Succeeds Act (ESSA) of 2015*:

Parent Notification Requirements

- Parents' Right to Know:** Information about the professional qualifications of student's classroom teachers [ESSA 1112(e)(1)(A)(i)-(ii)].
- Parents' Right to Know:** Information to parents when students have been taught for four (4) or more consecutive weeks by a teacher who does not meet applicable state certification for licensure requirements [ESSA 1112(e)(1)(B)(ii)].
- Parents' Right to Know:** Inform parents of their right to know the level of achievement their children attained on each of the state academic assessments [ESSA Section 1112 (e)(1)(B)(i)].
- Parents' Right to Know:** Provide, including posting on the school's websites – in a clear and easily accessible manner – information on each assessment required by the state and the LEA [ESSA Section 1112(e)(2)(B)(C)].
- Parents Right-to-Know:** Inform parents of English Learner (EL) students of how they can be active participants in: assisting their children to learn English; achieving high levels in core academic subjects; and meeting the state's academic content and student academic achievement standards; and seek parent input into the development and evaluation of the Local Educational Agency's (LEA) ELL Program: notify parents of their right to have opportunities for, regular meetings for the purpose of formulating and responding to recommendations from parents of students participating in Title I or Title III programs [ESSA Section 1112(e)(3)(C)].
- Individual Student Achievement Reports:** Provide comprehensive student achievement reports to parents. Report data must detail student's achievement on academic assessments, which are aligned with state academic standards [ESSA Section 1111(b)(2)(B)(x)].

Annual Parent Meeting About the Benefits of the Title I Schoolwide Program

- An Annual Parent Meeting About the Benefits of the Title I Schoolwide Program was conducted, and all required back-up documentation evidencing information discussed during the meeting and attendance has been compiled and will be maintained at the school-site for a minimum of five (5) years.

Title I School-level Parent and Family Engagement Plan (PFEP) and School-Parent Compact

- The Title I School-level PFEP and School-Parent Compact were jointly developed with, agreed on with, and made available for, parent's and family on the school's website.

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

Name of Principal:	
Signature of Principal:	Date:

As the Charter School's Governing Board Chairperson, I certify compliance with our school's Title I Budget Appropriation Details form for this school year. My signature below serves as certification that all facts and representations made above are true.

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

A signed and dated copy of this form must be uploaded to the Title I School-level Compliance Collaboration Site, no later than Friday, June 02, 2023.

PURCHASE REQUISITION FORM

BUYER		PO# Number			VENDOR INFORMATION	
FUND		COMMITMENT ITEM	LOCATION	PROGRAM	FUNCTION	VENDOR NAME:
ORIGINATOR:		USER:		DATE:		ADDRESS:
SUPERVISOR:		TITLE:				
PHONE:		SHIP TO#		PHONE #		
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
1						
U/M	FUNCTION	COMM. ITEM				
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
2						
U/M	FUNCTION	COMM. ITEM				
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
3						
U/M	FUNCTION	COMM. ITEM				
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
4						
U/M	FUNCTION	COMM. ITEM				
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
5						
U/M	FUNCTION	COMM. ITEM				
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
6						
U/M	FUNCTION	COMM. ITEM				
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
7						
U/M	FUNCTION	COMM. ITEM				
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
8						
U/M	FUNCTION	COMM. ITEM				
LINE#	UNIT PRICE	QUANTITY	ITEM DESCRIPTION			EXTENDED AMOUNT
9						
U/M	FUNCTION	COMM. ITEM				
AUTHORIZED SIGNATURES:				EXTENDED TOTAL PAGE 1		
Program Manager: _____				DISCOUNT%	DISCOUNT	
Ana M. Rodriguez, ERP Management Officer				TOTAL PAGE 1		
				POSTAGE & HANDLING		
				TOTAL		-

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



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

SECTION A

LOCATION NUMBER _____ SCHOOL/DEPARTMENT _____

PURPOSE/USE _____

LOCATION OF USE HOME OTHER _____

TYPE OF PROPERTY (EQUIPMENT) _____
 (Description)

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

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

 (PRINT) (Last) (First)

DATE _____

SIGNATURE _____

EMPLOYEE NO. _____
 (If Applicable)

APPROVED BY:

 (PRINT) (Last) (First)

DATE _____

SIGNATURE _____
 (Principal/Administrator)

SECTION B

STUDENT NAME _____ DSIS ID NUMBER _____

PARENT/
 GUARDIAN NAME _____

HOME ADDRESS _____ PHONE NUMBER _____

STUDENT/PARENT/GUARDIAN STATEMENT OF RESPONSIBILITIES:

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

STUDENT SIGNATURE _____ DATE _____

PARENT/GUARDIAN SIGNATURE _____ DATE _____

SECTION C PROPERTY RETURN

- GOOD CONDITION
- OTHER, EXPLAIN _____

RECEIVED BY _____ DATE RECEIVED _____

SIGNATURE _____

Instructions for Preparing the Transmittal for Agreement Form for Contracted Services

This form is prepared along with the Agreement for Contracted Services form after entering a shopping cart in the SAP Procurement Management System.

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

Please note:

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



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

TRANSMITTAL FOR AGREEMENT FORM FOR CONTRACTED SERVICES

TO: SUPERINTENDENT OF SCHOOLS

VIA: School Board Attorney

FROM: _____

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

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

The attached Agreement Form for Contracted Services is submitted for approval. Funds have been identified for these services under Shopping Cart Number _____.

This agreement is contingent on the continuation of adequate funding.

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

PROCUREMENT AUTHORITY

- Quotes Obtained
- Professional Services Contract Committee (Attach Minutes)
- Board Approval (Attach Agenda Item)
- Waiver Pursuant to Florida Statutes
- Other (State Reason) _____

Attachments: Agreement Forms (two original copies)

Instructions for Preparing the *Agreement Form for Contracted Services (FM-2453)*

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

- a. The date entered should be the date the agreement form is prepared.
- b. Enter the full and correct name of the contractor.
- c. State the actual services being provided, such as grant writing services, seminar presentations, room rental, setup arrangements, etc. Also, include what the contractor will provide to accomplish those services, such as facilities, number of participants, etc.
- d. State what the eventual outcome of the services being provided will be to M-DCPS and how they will benefit M-DCPS.
- e. State where the services are being performed – school, hotel, other facilities/locations.
- f. State the time and date the services will be performed.
- g. State when the contract is to commence and when it will end. If it is for one day, the same date should be entered in both places.
- h. The payment schedule section should have the total dollar amount the contractor is to be compensated and must not exceed the amount approved by the Board (if over \$50,000).
- i. The payment method should be indicated, either a total lump sum payment at the completion of the contract or periodic payments during the term of the contract.
- j. The School Board Attorney will manually sign the agreement after reviewing and approving as to form.
- k. The appropriate administrators should be entered as indicated.
- l. The Superintendent or designee must sign the agreement and the name will be typed.
- m. The contractor will sign the agreement and enter the appropriate, requested information. It is imperative that the Federal Employer Identification Number (Tax I.D.) or Social Security Number, if an individual, be provided.

Please note:

- The narrative for the Scope of Work section on this form must address the improvement of strategies, skills, etc. (in relationship to the School Improvement Plan) that will be impacted to the students and/or staff.
- When contract is for Professional Development, include a statement from Consultant(s)/Trainer(s) regarding the results that the session will provide.
- These forms cannot be “walked through.”
- The signatures must be original on both forms. Copies and/or facsimiles are unacceptable.
- Use blue ink for signatures.
- Contracted Services to be paid with Title I Grant funds must be rendered prior to the end date of the fiscal year of the grant period.



Contract Number _____ (For Procurement Use Only)

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

THIS AGREEMENT, entered into this _____ day of _____, 20____, by and between The School Board of Miami-Dade County, Florida, a body corporate and politic, existing under the laws of the State of Florida hereinafter referred to as the "School Board," and _____ (Legal Name of Contracting Party/Organization) whose principal address is _____ (Principal Address) hereinafter referred to as the "CONTRACTOR," is as follows:

1. SCOPE OF WORK

The Contractor shall, in a satisfactory and proper manner as determined by the School Board, perform the following: Nature of Contracted Services:

Anticipated Outcome of Contracted Services: _____

Location of Contracted Service: _____

Date(s)/Hours of Service: _____

Should this Scope include in person services to students, Contractor shall obtain a signed Obligations of Activity Participants Waiver, Release & Hold Harmless COVID-19 and Voluntary Third-Party Extracurricular Activities Summer and School Year Activities from all participants and make these signed document(s) available upon the School Board's written request.

2. TERM OF AGREEMENT

The Contractor shall commence performance of the Agreement on the _____ day of _____, 20____, and shall complete performance to the satisfaction of the School Board no later than the _____ day of _____, 20____. The Agreement shall be effective upon execution. The School Board reserves the right to terminate this Agreement without cause by giving thirty (30) days written notice to the Contractor.

3. COMPENSATION

The School Board shall, upon completion of services by the Contractor, compensate the Contractor in an amount not to exceed \$ _____, which shall constitute the amount due under this Agreement. Agreements exceeding \$50,000 require School Board approval. The Contractor agrees to assume responsibility for all per diem and travel expenses, unless authorization to incur such expenses is granted by the School Board in advance of the expenditures being incurred. The Contractor shall be reimbursed for such approved expenditures as provided by §112.061 Florida Statutes, and School Board Policy 6550. Procurement Authority to enter into this Agreement shall be _____.

Is this Agreement funded by COVID-19 stimulus funds? Yes No

4. PAYMENT SCHEDULE

Payment will be generated by the School Board's Accounts Payable Department within thirty (30) days after completion of services. Payment will be made as indicated below:

- one lump sum payment in the amount of \$ _____ upon completion of services or on _____
- _____ partial payments in the amount of \$ _____ after/before each _____
- Please see payment schedule hereto attached and incorporated into this Agreement.

5. CONFIDENTIALITY OF STUDENT RECORDS

Contractor understands and agrees that it is subject to all federal and state laws and School Board Policies relating to the confidentiality of student information. Contractor further agrees to comply with the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. § 1232g, as may be amended. Contractor shall regard all student information as confidential and will not disclose the student information to any third party. All School Board Data received shall remain in the Continental United States. Contractor shall supply the School Board with proof of SOC II compliance and the ability to test the security parameters of the tenant configuration in which School Board data shall be stored. Upon a written request from the School Board, Contractor shall provide an attestation of independent third-party audit conducted based on an industry recognized framework such as the NIST Cybersecurity Framework (CSF), NIST SP 800-53, ISO 27001, or evidence of a comprehensive internal and external penetration test once per calendar year.

6. CHILDREN'S ONLINE PRIVACY PROTECTION ACT ("COPPA")

This provision is applicable if this Agreement includes web-based programming for educational purposes. With respect to the Children's Online Privacy Protection Act ("COPPA"), 15 U.S.C. 6501-6505, and its implementing regulations (16 C.F.R. 312, et seq.), the Parties acknowledge that COPPA permits School Board, acting in the role of "parent," to provide required consents regarding personal information of students who are under the age of 13, where such consent is limited to the collection of personal information from students for the educational use and benefit of School Board, and does not extend to any commercial purpose. The Parties acknowledge that the Contractor, an "operator" under COPPA, relies on this form of consent for such School Board users under this Agreement. The Contractor shall provide School Board all notices required under COPPA, as applicable to ensure that School Board, in providing its COPPA consent, has full information and assurance that the Contractor's practices comply with COPPA.

7. GOVERNING LAW; VENUE; ATTORNEYS' FEES

This Agreement shall be governed by, and construed in accordance with the laws of the State of Florida. In the event of litigation, venue for any claim shall lie exclusively in a court of competent jurisdiction in Miami-Dade County. Each party shall be responsible for its own attorneys' fees and costs, from pre-trial through all appeals.

8. INDEMNIFICATION

To the fullest extent permitted by law, the Contractor shall indemnify and hold harmless the Board, and its employees ("Indemnitees") from and against all claims, liabilities, damages, losses, and costs including, but not limited to, reasonable costs and attorneys' fees at the pre-trial, trial and appellate levels, arising out of, resulting from or incidental to Contractor's performance under this Agreement or to the extent caused by negligence, recklessness, or intentional wrongful conduct of the Contractor or other persons employed or utilized by the Contractor in the performance of this Agreement. The remedy provided to the Indemnitees by this indemnification shall be in addition to and not in lieu of any other remedy available under the Agreement or otherwise. This indemnification obligation shall not be diminished or limited in any way to any insurance maintained pursuant to the Agreement otherwise available to the Contractor. The provisions of this Section are intended to require the Contractor to furnish the greatest amount of indemnification allowed under Florida law. To the extent any indemnification requirement contained in this Agreement is deemed to be in violation of any law, that provision shall be deemed modified so that the Contractor shall be required to furnish the greatest level of indemnification to the Indemnitees as was intended by the parties hereto.

9. ASSIGNMENT

This Agreement may not be assigned nor may any assignment of monies due, or to become due to Contractor, be assigned without the prior written agreement of The School Board of Miami-Dade County, Florida. If Contractor attempts to make such an assignment, such attempt shall constitute a condition of default.

10. DUTY TO DEFEND

The Contractor agrees, at its own expense, and upon written request by the Board, to defend any suit, action or demand brought against the School Board on any claim or demand arising out of, resulting from or incidental to Contractor's performance under this Agreement.

11. ADA COMPLIANCE

Contractor agrees and warrants that its services and/or products comply with the American with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, along with the its implementing regulations, to ensure that individuals with disabilities have an equal opportunity to participate in the School Board's programs and activities. Contractor agrees to promptly respond and resolve any complaints regarding the accessibility of its services and/or products. Contractor further agrees to defend, hold harmless and indemnify the School Board, including reasonable attorneys' fees, for any claims or actions arising out of the Contractor's failure to comply with this requirement.

12. COMPLIANCE WITH SCHOOL CODE

Contractor agrees to comply with all sections of the Florida K-20 Education Code, Title XLVIII Sections 1000-1013 Florida Statutes as it presently exists, as it may be amended from time to time. Further, Contractor agrees that failure to comply with the Florida K-20 Education Code shall constitute a material breach of this Agreement and may result in the termination of this Agreement by the School Board.

13. TERMINATION AND SUSPENSION

The School Board reserves the right to terminate this Agreement at any time and for any reason, upon giving thirty (30) days prior written notice to Contractor. If said Agreement should be terminated for convenience as provided herein, the School Board will be relieved of all obligations under this Agreement. The School Board shall only be required to pay the Contractor the amount for services performed prior to termination of the Agreement. The School Board may terminate this Agreement upon thirty (30) days advance written notice to the Contractor, for default of Contractor, or due to lack of, or cancellation of, grant funds made available to the School Board by a Federal grantor agency. Upon receipt of a notice of termination, the Contractor shall cease incurring additional obligations under this Agreement. However, the School Board shall allow the Contractor to incur all necessary and proper costs, which the Contractor cannot reasonably avoid during the termination process. Each payment obligation of the School Board created by this agreement is conditioned upon the availability of funds that are appropriate or allocated for the payment of services or goods. If such funds are not allocated and available, this agreement may be terminated by the School Board at the end of the period for which funds are available. The School Board shall notify the Contractor at the earliest possible time before such termination. No penalty shall accrue to the School Board in the event this provision is exercised, and the School Board shall not be obligated or liable for any future payments due or for any damages as a result of termination under this section. Any individual or corporation or other entity that attempts to meet its contractual obligations with the School Board through fraud, misrepresentation or material misstatement, shall have its Agreement with the School Board terminated upon receiving notice of the attempted fraud as determined by the School Board.

14. FORCE MAJEURE

If, as a result of an act of force majeure, including without limitation, an act of God, war, internal unrest and upheaval, hurricane or natural disaster, hurricane warning or hurricane watch issued by the US National Weather Service, tropical storm watch or tropical storm warning issued by the US National Weather Service, riot, labor dispute, strike, threat thereof, intervention of a government agency or instrumentality, pandemic, epidemic, public health emergency, local, state or national emergency declarations, or other occurrence beyond the reasonable control of either Party, either School Board or Contractor is hindered in performing its obligations hereunder or is thereby rendered unable to perform its obligation hereunder, then, in such event, that Party shall have the right, upon notifying the other of the occurrence of force majeure as herein defined, to suspend or postpone performance of the activity until the event of the force majeure has passed. In the event that either Party is unable to perform for a period in excess of six (6) months at any time after the commencement date of this Agreement, the other Party may, at its option terminate the Agreement. In the case that conditions improve and warrant the resumption of activities and deployment of services, School Board and Contractor would have at least one (1) month to coordinate the resumption of activities per this Agreement and/or will collaborate together to prepare a contingency plan to ensure continuity of services.

15. DEFAULT

If the Contractor fails to fulfill or comply with any of the terms or conditions of the Agreement, in whole or in part, the School Board may place the Contractor in default status and take any one of the following actions:

- a) Suspend activities under the Agreement, upon fifteen (15) days advance written notice by the School Board and withhold further payments, except for those necessary and proper costs which the Contractor cannot reasonably avoid during the period of suspension.
- b) Terminate the Agreement for cause, in whole or in part, upon fifteen (15) days advance written notice from the School Board.
- c) Terminate the Agreement for cause, in whole or in part, immediately effective upon notice, whenever the School Board determines that the Contractor has jeopardized the safety and welfare of the School Board or the public or whenever the fiscal integrity of the Agreement has been compromised.
- d) Invoke any other remedy or remedies that may be legally available.

16. NO GRATUITY POLICY

It is the policy of Procurement Management Services not to accept gifts, gratuities, or favors of any kind or of any value whatsoever from vendors, members of the staffs, or families.

17. COMPLIANCE WITH BOARD POLICIES

I certify agreement with the following School Board Policies: 6465 Commercial Anti-Discrimination, Diversity, and Inclusion; 6460 Business Code of Ethics; 6325 Code of Silence; 6320 Purchasing; 6320.01 Outside Vendors Selling; and 6320.02 Minority/Women Business Enterprise Certification Procedures, and agree to comply with all applicable School Board contracting and procurement policies and procedures. Attached and incorporated herein is Contractor's completed Certification of Compliance with School Board's Policy 6465 Form (FM-7594). I certify to abide by all applicable School Board Policies which may be found at <http://www.dadeschools.net/schoolboard/rules/> as amended from time to time.

18. DEBARMENT

Pursuant to Board Policy 6320.04 – Contractor Debarment Procedures – Debarred contractors are excluded from conducting business with the School Board as agents, representative, partners, and associates of other contractors, subcontractors or individual sureties.

19. CLEAN AIR ACT

Contractors awarded contracts in excess of \$150,000 must be in compliance with all applicable standards, orders, or requirements issued pursuant to the Clean Air Act (42 U.S.C. 7404-97671q), pursuant to the Clean Water Act (33 U.S.C. 1368), Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15), and the Federal Water Pollution Control Act as amended (33 USC 1251-1387)..

20. DAVIS-BACON ACT LABOR STANDARDS

The Contractor shall comply with all applicable provisions of 40 U.S.C. §276a to 276 a-7, the Davis-Bacon Act, as supplemented by the Department of Labor regulations (29 C.F.R. Part 5 “Labor Standards Provisions Applicable to Contracts Governing Federally Financed and Assisted Construction”).

21. WRITTEN NOTICE DELIVERY

Any notice required or permitted to be given under this agreement by one party to the other party shall be in writing and shall be given and deemed to have been given immediately if delivered in person to the recipient's address set forth in this section or on the date shown on the certificate of receipt if placed in the United States mail, postage prepaid, by registered or certified mail with return receipt requested, addressed to the receiving party at the address hereinafter specified (“Notice”).

Contractor Address. The address for Contractor for all purposes under this agreement and for all Notices hereunder shall be:

Contractor: _____
Contact's Name/Title: Attention: _____
Address: _____

School Board's Address. The address for the School Board for all purposes under this Agreement and for all Notices hereunder shall be:

The School Board of Miami-Dade County, Florida
Attn: Dr. Jose L. Dotres, Superintendent
1450 N.E. Second Avenue, Suite 912
Miami, Florida 33132

With a copy to:

The School Board of Miami-Dade County, Florida
Department: _____
Department Director: Attention: _____
Address: _____

And a copy to:

The School Board of Miami-Dade County, Florida
Attn: Walter J. Harvey, School Board Attorney
1450 N.E. Second Avenue, Suite 430
Miami, Florida 33132

22. EQUAL EMPLOYMENT OPPORTUNITY

Contractors awarded contracts involving Federal Funds must be in compliance with Executive Order 11246 of September 24, 1965 entitled "Equal Employment Opportunity," as amended by Executive Order 11375 of October 13, 1967, and as supplemented in Department of Labor Regulations (41 CFR Chapter 60).

23. REGULATIONS & ORDINANCES

The Contractor shall comply with all applicable laws, ordinances, codes, rules and regulations of federal, state and local governments being licensed, if required, for performance of any work under this Agreement. Contractor shall be fully and completely responsible for ensuring full and complete compliance with all Center for Disease Control, Federal, State, and Local regulations regarding the novel coronavirus known as COVID-19 and related conditions as may be amended from time to time. Contractors awarded contracts involving Federal Funds and cost reimbursable must be in compliance with 7 CFR 210.21. Contractors awarded contracts involving Federal Funds must be in compliance with the Energy and Policy Conservation Act (42 USC 6201). Contractors awarded contracts involving the employment of mechanics, laborers, or construction work must be in compliance with 40 USC Chapter 37. As per Florida Statutes, as amended from time to time, Contractor shall register with and use the E-Verify system to verify the work authorization status of all newly hired employees. Should Contractor utilize a subcontractor to perform services under this Agreement Contractor shall obtain an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. If Contractor fails to obtain the Affidavit from subcontractor and/or register with and use the E-Verify system School Board shall terminate this Agreement immediately. In addition, the Contractor may not be awarded a public contract for at least one (1) year after the date on which the contract was terminated. A contractor is liable for any additional costs incurred by a public employer as a result of the termination of a contract.

24. BYRD ANTI-LOBBYING

Contractors awarded contracts in excess of \$100,000 or more shall file the required certification. Each tier certifies to the tier above that it will not and has not used Federal appropriated funds to pay any person or organization for influencing or attempting to influence an officer or employee of any agency, a member of Congress, officer or employee of Congress, or an employee of a member of Congress in connection with obtaining any Federal contract, grant, or any other award covered by 31 U.S.C. § 1352. Each tier shall also disclose any lobbying with non-Federal funds that takes place in connection with obtaining any Federal award. Such disclosures are forwarded from tier to tier up to the recipient.

25. CONFLICT OF INTEREST

Former Miami-Dade County Public Schools employees, classified as Managerial Exempt Personnel, Pay Grade 22 and above, Miami-Dade County Schools Administrators Association, Pay Grade 47 and above, and other equivalent positions, are prohibited from personally representing another person or entity or acting as an agent or attorney for compensation in connection with any matter in which The School Board of Miami-Dade County, Florida, is interested, for a period of two (2) years following vacation of office. This provision is pursuant to School Board Policies 1129, 3129 and 4129 and §112.313(9) Florida Statutes.

26. SMALL/MICRO, MINORITY/WOMEN AND VETERAN BUSINESS ENTERPRISE PROGRAMS

The Small/Micro Business Enterprise (SMBE), Minority/Women and Veteran Business Enterprise (VBE) Programs, implemented pursuant to School Board Policy 6320.02 were established to provide expanded and equitable participation in School Board procurement of goods and services, construction, and professional services. If applicable, in completing its obligations under this Agreement, the Contractor agrees to comply with all applicable requirements of the SBE/MBE, M/WBE and VBE Programs, provided in School Board Policy, as it exists on the date of the commencing of this Agreement.

Compliance, Monitoring and Reporting of Subcontractors - As applicable to meet the Mandatory Small/Micro, Minority/Women and/or Veteran Business Utilization Goals, the Contractor shall be required to submit a monthly report via the online diversity compliance system for compliance with the Mandatory Small/Micro, Minority/Women and/or Veteran Business Utilization Goals for sub-contractors. All compliance reporting shall be submitted through the link provided <http://miamidadeschools.diversitycompliance.com>. The Contractor may only remove and replace a Small/Micro, Minority/Women and/or Veteran Business with a new subcontractor of similar certification. To the extent that the Contractor seeks to replace a Small/Micro, Minority/Women and/or Veteran Business with a new subcontractor that does not maintain a similar certification, then the Contractor must first obtain approval from the Office of Economic Opportunity (OEO). The OEO shall monitor and/or verify 100% of reported payments to subcontractors ensuring the Contractor's reported subcontract participation is accurate.

27. PATENTS, COPYRIGHTS AND ROYALTIES

All books, manuals, films or other materials suitable for copyright or patent, regardless of means of transmission, produced as a result of the work or services performed under or in connection with this Agreement, are hereby reserved as the exclusive property of and sole ownership by The School Board of Miami-Dade County, Florida, unless and to the extent that the parties agree otherwise, as evidenced in writing and included as a part of this Agreement. Contractor shall defend, indemnify and hold the School Board and its successors and assigns harmless from and against all third-party claims, suits and proceedings and any and all damages, liabilities, costs and expenses (including reasonable attorneys' fees and court costs) incurred as a result of (i) infringement by Contractor of any third-party patent, copyright or trademark or (ii) misappropriation by Contractor of any third-party trade secret in connection with any of the foregoing. Contractor will indemnify and hold harmless the School Board from liability of any nature or kind, including costs and expenses for or on account of any copyrighted, service marked, trademarked, patented or unpatented invention, process, article or work manufactured or used in the performance of the Agreement, including its use by the School Board. If Contractor uses any design, device, materials or works covered by letters, service mark, trademark, patent, copyright or any other intellectual property right, it is mutually agreed and understood without exception that the proposal prices will include all royalties or costs arising from the use of such design, device or materials in any way involved in the work. In addition, Contractors awarded contracts involving Federal Funds are subject Rights to Invention as set forth in 37 CFR 401. This section shall not apply to Contractor materials with current patent, copyright and/or trademarks.

28. ACCESS TO RECORDS/FLORIDA'S PUBLIC RECORDS LAWS

Contractor understands the broad nature of these laws and agrees to comply with Florida's Public Records Laws and laws relating to records retention. According to Florida Public Records laws documents submitted by Contractor which constitute trade secrets as defined in Florida Statute 812.081 or proprietary confidential business information as set forth in Florida Statute 366.093, and which are stamped as confidential at the time of submission to School Board, are not subject to public access. The Contractor shall keep and maintain public records required by the School Board to perform the service. The Contractor shall keep records to show its compliance with program requirements. Contractors and subcontractors must make available, upon request of the School Board, a Federal grantor agency, the Comptroller General of the United States, or any of their duly authorized representatives, any books, documents, papers, and records of the Contractor which are directly pertinent to this specific Agreement for the purpose of making audit, examination, excerpts, and transcriptions. Upon request from the School Board's custodian of public records, provide the School Board with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in this chapter or as otherwise provided by law. Contractor shall ensure that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law for the duration of the contract term and following completion of the contract if the Contractor does not transfer the records to the public agency. The Contractor shall retain all records for five (5) years after final payment is made or received and all pending matters are completed pursuant to Title 34, Sections 80.36(b)(1). Upon completion of the contract, transfer, at no cost, to the School Board all public records in possession of the Contractor or keep and maintain public records required by the School Board to perform the service. If the Contractor transfers all public records to the School Board upon completion of the contract, the Contractor shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If the Contractor keeps and maintains public records upon completion of the contract, the Contractor shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to the School Board, upon request from the School Board's custodian of public records, in a format that is compatible with the information technology systems of the School Board.

IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE PROVIDER'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT 305-995-1128, pr@dadeschools.net, and 1450 NE 2 Avenue, Miami, Florida 33132.

29. DISCLOSURE OF EMPLOYMENT OF CURRENT AND FORMER SCHOOL BOARD EMPLOYEES

Pursuant to School Board Policy 6460 Business Code of Ethics, which may be accessed at www.neola.com/miamidade-fl Contractors are required to disclose the names of any of their current and future employees who serve as agents, principals, subcontractors, employees, or consultants, to work on this agreement for the Contractor, and who are currently employed or have been employed by the School Board **within the last two (2) years**. Such disclosures will be in accordance with current School Board Policies as listed below. Written approval by the Superintendent for the use of current or former School Board employees (within the last two years) is mandatory prior to using funds obtain from this Agreement to subsidize the current or former School Board employees services.

NAME	LIST OF POSITIONS	DATES EMPLOYEE HELD POSITION
_____	_____	_____
_____	_____	_____

30. DISCLOSURE OF AFFILIATION WITH DISTRICT COMMITTEES, TASK FORCE, ASSOCIATIONS

Firms under Contract or proposing to enter into a Contract with Agency must be in conformance with the MDCPS Conflict of Interest policies available at www.dadeschools.net Any vendor who submits a response to a solicitation must disclose the names of any of its company directors or officers who serve on any District Committees, Task Force or Associations. Does the Firm or any Employee, Agent, or Associate of the Firm (Director's, Officers, etc.) serve or have served within the past two (2) years on a Miami-Dade County Public Schools District Committee, Task Force, Association?

No <input type="checkbox"/> Yes <input type="checkbox"/> If answer is yes please complete the following: Name of Director(s) or Officer(s)		
Employee Name	Current Firm Title	Name of MDCPS Committee, Task Force, Association

31. BACKGROUND SCREENING REQUIREMENTS

In accordance with the requirements of §1012.465, §1012.32 and §1012.467, Florida Statutes, and School Board Policies 8475, 1121.01, 3121.01 and 4121.01 as amended from time to time Contractor agrees that, if Contractor receives remuneration for services, Contractor and all of its employees who provide or may provide services under this Contract will complete criminal history checks, and all background screening requirements, including level 2 screening requirements as outlined in the above-referenced statutes and School Board Policies prior to providing services to The School Board of Miami-Dade County.

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

A non-instructional contractor who is exempt from the screening requirements set forth in §1012.465, §1012.468 or §1012.467, Florida Statutes, is subject to a search of his or her name or other identifying information against the registration information regarding sexual predators and sexual offenders maintained by the Department of Law Enforcement under §943.043 and the national sex offender public registry maintained by the United States Department of Justice.

Further, upon obtaining clearance by School Board, if School Board deems necessary, School Board will issue Florida Public Schools Contractor Badge, which shall be worn by the individual at all times while on School Board property when students are present.

Contractor agrees to bear any and all costs associated with acquiring the required background screening -- including any costs associated with fingerprinting and obtaining the required photo identification Florida Public Schools Contractor badge. Contractor agrees to require all its affected employees to sign a statement, as a condition of employment with Contractor in relation to performance under this Agreement, agreeing that the employee will abide by the heretofore described background screening requirements, and also agreeing that the employee will notify the Contractor of any arrest(s) or conviction(s) of any offense enumerated in School Board Policies 8475, 1121.01, 3121.01 and 4121.01 within 48 hours of its occurrence. Contractor agrees to provide the School Board with a list of all its employees who have completed background screening as required by the above-referenced statutes and who meet the statutory requirements contained therein. Contractor agrees that it has an ongoing duty to maintain and update these lists as new employees are hired and in the event that any previously screened employee fails to meet the statutory standards. Contractor further agrees to notify the School Board immediately upon becoming aware that one of its employees who was previously certified as completing the background check and meeting the statutory standards is subsequently arrested or convicted of any disqualifying offense. Failure by Contractor to notify the School Board of such arrest or conviction within 48 hours of being put on notice and within five (5) business days of the occurrence of qualifying arrest or conviction, shall constitute grounds for immediate termination of this Agreement.

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

32. INSURANCE REQUIREMENTS

Prior to commencement of work under the agreement, the Contractor shall obtain and maintain without interruption the insurance as outlined below. The Contractor agrees to furnish a fully completed certificate of insurance naming the School Board of Miami-Dade County, Florida as a certificate holder, signed by an authorized representative of the insurer providing such insurance coverages. The insurance coverages and limits shall meet, at a minimum, the following requirements:

A. Workers' Compensation/Employer's Liability Insurance.

Such insurance shall be no more restrictive than that provided by the Standard Workers' Compensation Policy, as filed for use in Florida by the National Board on Compensation Insurance, without restrictive endorsements. The minimum amount of coverage (inclusive of any amount provided by an umbrella or excess policy) shall be:

Part One: "Statutory"

Part Two: \$ 100,000 Each Accident
\$ 500,000 Disease - Policy Limit
\$ 100,000 Disease - Each Employee

B. General Liability Insurance

Such insurance shall be no more restrictive than that provided by the most recent version of standard Commercial General Liability Form (ISO Form CG 00 01) without any restrictive endorsements.

The minimum limits (inclusive of amounts provided by an umbrella or excess policy) shall be:

\$ 1,000,000 General Aggregate
\$ 1,000,000 Products/Completed Operations Aggregate
\$ 1,000,000 Personal and Advertising Injury
\$ 1,000,000 Each Occurrence

Contractor shall name "The School Board of Miami-Dade County, Florida and its members, officers and employees" as an additional insured on a form no more restrictive than the CG 20 10 (Additional Insured – Owners, Lessees, or Contractors).

C. Automobile Liability Insurance

Such insurance shall be no more restrictive than that provided by Section II (Liability Coverage) of the most recent version of standard Business Auto Policy (ISO Form CA 00 01) without any restrictive endorsements, including coverage for liability contractually assumed, and shall cover all owned, non-owned, and hired autos used in connection with the performance of the Contract. The minimum limits (inclusive of any amounts provided by an umbrella or excess policy) shall be \$ 1,000,000

Each Occurrence - Bodily Injury and Property Damage Combined

Professional Liability: If the contract requires professional services, the Contractor shall provide evidence of the following professional liability coverage. Such insurance shall be on a form acceptable to the Board and shall cover Contractor for those sources of liability arising out of the rendering or failure to render professional services in the performance of the services required in the Agreement including any hold harmless and/or indemnification agreement. Coverage must either be on an occurrence basis; or, if on a claims-made basis, the coverage must respond to all claims reported within three years following the period for which coverage is required and which would have been covered had the coverage been on an occurrence basis. The minimum limits (inclusive of any amounts provided by an umbrella or excess policy) shall be \$ 1,000,000 Each Claim/Annual Aggregate

Cyber Liability Insurance: If the Contract requires the transfer of electronic records containing personal identifiable information of student or employee records between the Contractor and the Board, the Contractor shall provide evidence of the following insurance. Contractor shall maintain Cyber Liability insurance with limits of not less than \$1,000,000 for each wrongful act, and Liability for security or privacy breaches, including loss or unauthorized access to the Board's data; Costs associated with a privacy breach, including consumer notification, customer support/crisis management, and costs of providing credit monitoring services; Expenses related to regulatory compliance, government investigations, fines, fees assessments and penalties; Costs of restoring, updating or replacing data; Privacy liability losses connected to network security, privacy, and media liability "Insured versus insured" exclusion prohibited. The insurance provided by the Company shall apply on a primary basis. Any insurance, or self-insurance, maintained by the Board shall be excess of, and shall not contribute with, the insurance provided by the Company.

Unless otherwise notified, the certificate of insurance shall be delivered to:

Miami-Dade County Public Schools
Office of Risk and Benefits Management
1501 N.E. 2nd Avenue, Suite 335
Miami, Florida 33132

The above insurance requirements may only be amended or waived via written approval of the Office of Risk and Benefits Management.

33. SURVIVAL

The Parties acknowledge that any of the obligations in this Agreement, including but not limited to Contractor's obligation to indemnify and defend the School Board, will survive the term, termination, and cancellation of the Agreement. Accordingly, the respective obligations of the Contractor under this Agreement, which by nature would continue beyond the termination, cancellation or expiration of this Agreement shall survive such termination, expiration or cancellation.

34. ENTIRE AGREEMENT

It is understood and agreed that this Agreement contains the complete understanding and agreement of the parties. No stipulation, agreement or understanding shall be valid or enforceable unless contained in this Agreement. No representations or statements made by any employees, agents or representatives of either party shall be binding on either party as a warranty or otherwise, except as expressly set forth herein. Contractor represents that the individual signing this Agreement on its behalf has the authority to do so and to so legally bind the party. The Contractor represents that the execution, delivery and performance of this Agreement by the Contractor has been fully and validly authorized by all necessary corporate action.

<p style="text-align: center;">SUBMITTED BY:</p> <hr/> <p>Charge Location Administrator Signature Date</p> <hr/> <p>Regional Superintendent/Division Head Signature Date (as applicable)</p> <hr/> <p>Office of Grants Administration Signature Date (if applicable)</p> <p><small>NOTE: Signature of Assistant Superintendent for the Office of Intergovernmental Affairs and Grants Administration required ONLY for contracts financed from Contracted Programs Funds (Part IV).</small></p>	<p>THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA</p> <p>BY: _____ Signature (Superintendent of Schools or Designee)</p> <hr/> <p style="text-align: center;">(Name Typed)</p> <p>Date: _____</p>
<p style="text-align: center;">APPROVED AS TO RISK AND BENEFITS (as to the School Board):</p> <hr/> <p>Risk Management Signature Date</p> <p style="text-align: center;">APPROVED AS TO PROCUREMENT AUTHORITY (as to the School Board):</p> <hr/> <p>Procurement Management Signature Date</p> <p style="text-align: center;">APPROVED AS TO FORM AND LEGAL SUFFICIENCY (as to the School Board):</p> <hr/> <p>School Board Attorney - Signature Date</p>	<p style="text-align: center;">CONTRACTOR</p> <hr/> <p style="text-align: center;">Legal Name of Contracting Party</p> <p>BY: _____ Signature</p> <p>Name: _____ (Name Typed) (Title) (Date)</p> <p>Address: _____ _____</p> <p>F.E.I.N. (If organization) _____ School Board Employee: Yes <input type="checkbox"/> No <input type="checkbox"/> M-DCPS Employee No. _____</p>



THE SCHOOL BOARD OF MIAMI-DADE COUNTY, FLORIDA

PAYMENT REQUEST FOR CONTRACTED SERVICES

(This form to be used in lieu of an original approved invoice.)

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

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

Location Name Location Number

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

Purchase Order Number _____

Total Amount Due (Lump sum payment) \$ _____

Or

Partial Payment # _____ in the amount of \$ _____

REQUIRED PAYMENT DOCUMENTATION:

- The original Agreement Form for Contracted Services (FM-2453) must be submitted with all lump sum and first partial payments... a signed and dated copy of the Accounts Payable Purchase Order; and original approved invoice... written evaluation upon the completion of services

Signature _____
Contractor

Date

Signature _____
Originator of Request

Date



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

Dr. Jose L. Dotres

Miami-Dade County School Board

Perla Tabares Hantman, Chair

Dr. Steve Gallon III, Vice Chair

Lucia Baez-Geller

Dr. Dorothy Bendross-Mindingall

Christi Fraga

Dr. Lubby Navarro

Dr. Maria Pérez

Mari Tere Rojas

Luisa Santos

Date:

Dear Parent(s)/Guardian(s):

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

The Title I Schoolwide Program provides for supplemental instruction in the areas of Language Arts/Reading, Math, Science, and/or Social Studies for our students based on instructional goals established in our School Improvement Process (SIP). In general, this federal funding can be used to provide an array of important services such as additional supplemental instructional staff, instructional materials, and/or equipment; the ability to support the regular classroom with computer-assisted instruction; special training to parents and/or staff; additional motivational/high-interest activities; wrap-around services for our students; and discretionary educational services provided by the District.

We encourage you to take an active role in our school's planning and implementation of the Title I Schoolwide Program. Each school implementing this program shall jointly develop with parents the Title I School-level Parent and Family Engagement Plan (PFEP) and the Title I School-Parent Compact. You are invited to attend our Annual Parent Meeting About the Benefits of the Title I Schoolwide Program, where we will review and update these documents. During the meeting, we will also share information regarding other opportunities for you to be involved with the school and your child's academic success.

We look forward to working together on the annual development/evaluation of the school's Title I School-level PFEP, Title I School-Parent Compact and revising them as needed. Once completed, we will make these documents available in the school's Parent Resource Center/Area, the Main Office, and via our school's website. These documents will be updated regularly to ensure they reflect the specific needs of our students. Additional information regarding the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program will be provided on the school's website.

Please know that our administrative team, our school staff, and the (Insert one of the following if applicable: Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS) or the parent contact person at our school), are your resources to receive updates regarding the Every Student Succeeds Act (ESSA). Additionally, they are able to assist you in obtaining parental "Right-to-Know" information regarding the level of achievement of your child in each of the State academic assessments; the professional qualifications of your child's classroom teachers and/or paraprofessionals, if your child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet State certification requirements; school performance data; the School District's Consultation and Complaint Procedures; access to the Title I District-level PFEP, the Title I School-level PFEP, the SIP, and the Title I School-Parent Compact.

If you have any questions regarding the instruction your child is receiving at our school or about the Title I Schoolwide Program, please contact me at (Insert school phone number).

Sincerely,

(Insert Name and Signature)

Principal

*School Board Administration Building • 1450 N.E. 2nd Avenue • Miami, Florida 33132
305-995-1000 • www.dadeschools.net*



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

Dr. Jose L. Dotres

Miami-Dade County School Board

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Dr. Dorothy Bendross-Mindingall

Christi Fraga

Dr. Lubby Navarro

Dr. Maria Pérez

Mari Tere Rojas

Luisa Santos

Fecha:

Estimados padres / tutores:

Este año, nuestra escuela recibirá fondos federales especiales, que se utilizarán además de nuestros fondos regulares estatales y locales, para mejorar el programa educativo de todos los estudiantes de nuestra escuela. Estos fondos federales permitirán a nuestra escuela implementar el Programa del Título I de Toda la Escuela.

El Programa del Título I de Toda la Escuela proporciona instrucción complementaria en las áreas de Lengua inglesa y literatura (ELA, por sus siglas en inglés) /Lectura, Matemáticas, Ciencias y/o Estudios Sociales para nuestros estudiantes basados en las metas de instrucción establecidas en nuestro Proceso de Mejoramiento Escolar (SIP, por sus siglas en inglés). En general, estos fondos federales se pueden utilizar para proporcionar una variedad de servicios importantes, tales como personal de instrucción suplementario, materiales de instrucción y/o equipo; la capacidad de apoyar el salón de clases regular con instrucción asistida por computadora; entrenamiento especial para padres y/o personal; actividades adicionales de motivación/ de interés; servicios integrales para nuestros estudiantes; y servicios educativos discrecionales proporcionados por el Distrito.

Le instamos a que tome un papel activo en la planificación e implementación del Programa del Título I de nuestra escuela. Cada escuela que implemente este programa desarrollará conjuntamente con los padres el Plan de Participación de Padres y Familias a Nivel Escolar del Título I (PFEP) y el Acuerdo del Título I entre Padres y Escuela. Usted está invitado a asistir a nuestra Reunión Anual de Padres sobre los Beneficios del Programa Escolar de Título I, donde revisaremos y actualizaremos estos documentos. Durante la reunión, también compartiremos información sobre otras oportunidades para que usted se involucre en la escuela y en el éxito académico de su hijo.

Esperamos trabajar juntos en la evaluación anual del PFEP del Título I de la escuela a nivel escolar, y en el Pacto del Título I entre la escuela y los padres, además de revisarlos según sea necesario. Una vez completados, pondremos estos documentos a disposición en el Centro/Área de Recursos para Padres de la escuela, en la Oficina Principal y a través del sitio web de nuestra escuela. Estos documentos se actualizarán periódicamente para garantizar que reflejen las necesidades específicas de nuestros estudiantes. En el sitio web de la escuela se proporcionará información adicional sobre la reunión anual de padres sobre los beneficios del programa de toda la escuela del Título I.

Por favor, tenga en cuenta que nuestro equipo administrativo, nuestro personal escolar y el **(Inserte uno de los siguientes: Especialista en participación comunitaria (CIS) / Especialista en enlace comunitario (CLS)** o la persona de contacto con los padres en nuestra escuela) son sus recursos para recibir actualizaciones sobre la ley Cada Estudiante Triunfa (Every Student Succeeds Act -ESSA). Además, pueden ayudarlo a obtener información sobre el "Derecho a Saber" de los padres ("Right-to-Know") con respecto al nivel de logro de su hijo en cada una de las evaluaciones académicas del Estado; las calificaciones profesionales de los maestros de su hijo en el aula y/o paraprofesionales, si su hijo ha sido asignado o ha recibido instrucción durante cuatro o más semanas consecutivas por un maestro que no cumple con los requisitos de certificación del Estado; los datos de rendimiento escolar; los procedimientos de consulta y quejas del distrito escolar; acceso al PFEP del Título I a nivel de distrito, el PFEP del Título I a nivel de escuela, el SIP y el Acuerdo de Título I entre la escuela y los padres.

Si tiene alguna pregunta con respecto a la instrucción que su hijo está recibiendo en nuestra escuela o sobre el Programa del Título I a nivel escolar, por favor, comuníquese conmigo al **(Insertar el número de teléfono de la escuela)**.

Atentamente,

(Insertar nombre y firma)

Director

*School Board Administration Building • 1450 N.E. 2nd Avenue • Miami, Florida 33132
305-995-1000 • www.dadeschools.net*



Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools

Dr. Jose L. Dotres

Miami-Dade County School Board

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Dr. Dorothy Bendross-Mindingall

Christi Fraga

Dr. Lubby Navarro

Dr. Maria Pérez

Mari Tere Rojas

Luisa Santos

Dat:

Chè Paran/Gadyen:

Ane sa a lekòl nou an pral resevwa finansman espesyal nan men gouvènman federal la, nou pral ajoute sou fon regilye nou resevwa nan men Eta a ak otorite lokal yo, pou amelyore pwogram edikasyonèl pou tout elèv nan lekòl nou an. Lajan federal sa a pral pèmèt lekòl nou an aplike Pwogram Title I nan tout Lekòl la.

Pwogram Lekòl Title I bay ansèyman siplemantè nan Lekti/Ekriti, Matematik, Syans ak Syans Sosyal pou elèv nou yo, sou baz objektif enstriksyonèl nou etabli nan plan "School Improvement Process (SIP)" (Pwosesis Amelyorasyon Lekòl) yo. An jeneral, nou kapab sèvi ak fon federal sa a pou ofri yon seri sèvis enpòtan tankou ajoute plis anplwaye enstriksyonèl, achte materyèl ak/oubyen ekipman edikatif; pwogram elektwonik tankou odinatè pou sipòte pwosesis dewoulman klas la; fòmasyon espesyal pou paran ak/oubyen anplwaye yo, plis aktivite enteresan ki ogmante motivasyon/enterè, sèvis sipò ak ankadreman pou elèv nou yo, ak lòt sèvis edikasyonèl Distri a ofri.

Nou ankouraje ou pou w jwe yon wòl enpòtan e rete angaje nan pwosesis planifikasyon ak egzekisyon plan Pwogram Lekòl Title I nan lekòl la. Chak lekòl ki ap patisipe nan pwogram sa a dwe an menm tan devlope avèk paran yo "The Title I School-level Parent and Family Engagement Plan (PFEP)" (Plan Angajman Title I pou Paran ak Fanmi nan Nivo Lekòl) ansanm ak "The Title I School-Parent Compact" plan (Akò Title I sou Kolaborasyon Lekòl ak Paran). Nou envite w patisipe nan Reyinyon Anyèl paran nou an sou Benefis Pwogram Tit I nan tout lekòl la, kote nou pral revize epi mete ajou dokiman sa yo. Pandan reyinyon an, n ap pataje tou enfòmasyon sou lòt fason ak aktivite ou kapab angaje w nan lekòl la ak nan siksè akademik pitit ou.

Nou pa ka tann pou nou travay ansanm sou evalyasyon anyèl Title I PFEP nan nivo Lekòl la ak plan (Akò Title I sou Kolaborasyon Lekòl ak Paran) an, epi revize yo jan sa nesèsè. Yon fwa nou fini, n ap mete tout dokiman sa yo disponib nan Parent Resource Center (Sant Resous pou Paran), nan Biwo Prensipal lekòl la, ak sou sit entènèt lekòl la. N ap revize dokiman sa yo regilyèman pou asire nou yo reflète bezwen espesifik elèv nou yo. N ap bay plis enfòmasyon konsènan Reyinyon Anyèl Paran an konsènan Benefis Pwogram Tit I nan tout lekòl la sou sitwèb lekòl la.

Nou vle w konnen ekip administratif nou an, anplwaye lekòl nou yo, ak **Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS)** (Espesyalis Patisipasyon Kominotè/Espesyalis Lyezon Kominotè) yo oubyen moun ki responsab pou fè kontak ak paran nan lekòl nou yo) se premye pwen kontak ou pou resevwa enfòmasyon sou The Every Student Succeeds Act (ESSA) (Akò Tout Elèv Reyisi) a. Anplis, yo kapab ede ou jwenn enfòmasyon *Right-to-Know* (Dwa pou Konnen), pou paran, konsènan nivo pefòmans akademik pitit yo nan chak evalyasyon akademik Eta a; kalifikasyon pwofesè ak anplwaye k ap anseye pitit ou a, si yo te asiye pitit ou oubyen li resevwa enstriksyon pou plis pase kat (4) semèn nan men yon pwofesè ki pa satisfè kondisyon pou setifikasyon Eta a; done pefòmans lekòl la; ak Pwosedi Distri a pou Mande Reyinyon ak Pote Plent; aksè nan plan 'PFEP,' 'Title I' nan nivo Distri a, aksè plan PFEP Title I nan nivo Lekòl la, plan School Improvement Process (SIP) (Pwosesis pou Amelyore Lekòl yo), ak plan Title I School-Parent Compact (Akò Title I sou Kolaborasyon Lekòl ak Paran).

Si ou gen nenpòt kesyon konsènan ansèyman pitit ou ap resevwa nan lekòl nou yo oubyen konsènan Pwogram Lekòl Title I, silvoulè kontakte mwen nan **(Insert school phone number)**.

Sensèman,

(Insert Name and Signature)

Direktè/ Direktris

*School Board Administration Building • 1450 N.E. 2nd Avenue • Miami, Florida 33132
305-995-1000 • www.dadeschools.net*

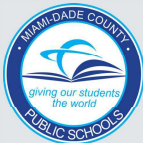


Department of Title I Administration

Parent Resource Center / Area Monthly Attendance Roster

School Name: _____ Loc. #: _____

Date	Student's Name	Grade	Parent/Guardian's Name	Telephone #	Parent/Guardian's Email Address	Parent and Family Engagement Purpose



Miami-Dade County Public Schools
Department of Title I Administration
Project UP-START Program



2022-2023 Project UP-START Student Eligibility Questionnaire

This questionnaire is intended to help determine eligibility of services under the federal McKinney-Vento Act. Florida Statute 837.06 provides that who whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his official duty shall be guilty of a misdemeanor of second degree.

Project UP-START Services are confidential and this form is not to be shared with outside agencies.

QUESTION 1: WHAT IS YOUR FAMILY CURRENT NIGHTTIME RESIDENCE? (SELECT ONE OPTION)

- Shelter (A) Doubled-up/Sharing the home of others (B) Car/Park/Trailer/Substandard Housing (e.g., no water, no electricity, mold infestation) [D]
- Hotel/Motel/Airbnb (E) Rent home Own home

SKIP QUESTION #2 IF YOU SELECT RENT HOME/OWN HOME

QUESTION 2: WHAT IS THE REASON YOUR FAMILY DOES NOT HAVE A PERMANENT NIGHTTIME RESIDENCE? (SELECT ONE OPTION)

- Pandemic (P) Hurricane (H) Flooding (F) Lack of affordable housing/eviction, domestic violence, mental illness, unemployment (O)
- Man-Made Disaster/Fire (D) Mortgage Foreclosure (M) Tropical Storm (S) Tornado (T) Other/Unknown (U)

QUESTION 3: WHO IS/ARE THE STUDENT(S) FOR WHOM YOU ARE COMPLETING THIS FORM?

Student First & Last Name	Student ID Number	Date of Birth	Grade Level	School Name/Location #

PARENT/GUARDIAN CONTACT INFORMATION (DO NOT COMPLETE QUESTIONS 4 AND 5)

Current Address: City: Zip Code:

Parent Name: Phone Number:

Parent/Guardian Signature: Date:

QUESTION 4 AND 5: TO BE COMPLETED BY UNACCOMPANIED YOUTH ONLY (SELECT ONE OPTION)*

- 4) Are you living alone without an adult? 5) Are you living alone with an adult that is NOT a parent/guardian?

Caregiver's Name: Date:

Unaccompanied Youth Signature:

*Please ask your caregiver to complete the **Caregiver's Authorization Form (FM-7402)**, and submit it with this form.

FOR SCHOOL/AGENCY USE ONLY

School/Agency Name: Location #:

School Contact Name:

Contact Number/Ext: Email Address:

Please fax the completed forms to 305 579-0370, or via email at projectupstart@dadeschools.net or send forms to the respective location site, to the attention of **Project UP-START**: South - Loc #7021; Central - Loc #8005, & North - Loc #9571. THIS FORM DOES NOT TRIGGER A CALL TO THE FAMILY. FOR MORE SERVICES, FM-7404 AND/OR FM-7405 MUST BE SUBMITTED.



**Escuelas Públicas del Condado Miami-Dade
Departamento de la Administración de Título I
Programa del Proyecto UP-START**



2022-2023 Cuestionario de Elegibilidad de Estudiantes del Proyecto UP-START

El propósito del presente cuestionario de elegibilidad estudiantil es el de determinar la elegibilidad para obtener servicios de acuerdo con la Ley McKinney-Vento Act. El Estatuto de la Florida 837.06 provee que si alguien a sabiendas hace una declaración falsa por escrito con la intención de engañar a un funcionario público en el oficio de sus obligaciones, será culpable de un crimen de delito menor cuantía de segundo grado.

Los servicios del Proyecto "UP-START" son confidenciales y este formulario no se deberá compartir con agencias comunitarias externas.

■ PREGUNTA 1: ¿CUÁL ES LA RESIDENCIA NOCTURNA ACTUAL DE SU FAMILIA? (SELECCIONE UNA OPCIÓN)

- Albergue (A) Comparte vivienda con otras personas (B) Vehículo/Parque/Parque de casas móviles/ Vivienda subestandar (por ejemplo, sin servicio de agua o corriente/ infestada con moho) [D]
- Hotel/Motel/Airbnb (E) Alquila una vivienda Propietario de su vivienda

SALTE A LA PREGUNTA #2 SI SELECCIONA ALQUILA UNA VIVIENDA O PROPIETARIO DE SU VIVIENDA

■ PREGUNTA 2: ¿POR QUÉ SU FAMILIA NO TIENE UNA RESIDENCIA NOCTURNA PERMANENTE? (SELECCIONE UNA OPCIÓN)

- Pandemia (P) Huracán (H) Inundación (F) Falta de vivienda asequible, desalojo, enfermedad mental, desempleo, violencia doméstica (O)
- Incendio (D) Ejecución hipotecaria (M) Tormenta tropical (S) Tornado (T) Desconocido / Otra razón (U)

■ PREGUNTA 3: ¿QUIÉNES SON LOS ESTUDIANTES PARA LOS CUALES USTED ESTÁ LLENANDO ESTE FORMULARIO?

Nombre y Apellido del Estudiante	# ID del Estudiante	Fecha de Nacimiento	Grado	Escuela / # de la Escuela

■ PADRES/TUTORES INFORMACION DE CONTACTO (NO COMPLETE LAS PREGUNTAS #4 AND #5)

Dirección Actual: Ciudad: Código postal:

Nombre del Padre/Madre/Tutor : Teléfono:

Firma Padre/Madre/Tutor: Fecha:

■ PREGUNTAS #4 AND #5: LLENAR POR JÓVENES NO ACOMPAÑADOS SOLAMENTE (SELECCIONE UNA OPCIÓN)*

- 4) ¿Vives solo sin un adulto? 5) ¿Vives solo con un adulto que NO es padre/tutor legal?

Nombre del cuidador : Fecha:

Firma de estudiante no acompañado :

***Pídale a su cuidador que complete el Formulario de autorización del cuidador (FM-7402), y envíelo con este formulario.**

FOR SCHOOL/AGENCY USE ONLY

School/Agency Name : Location # :

School Contact Name :

Contact Number/Ext : Email Address :

Please **fax** the completed forms to 305 579-0370, or via **email** at projectupstart@dadeschools.net or **send forms** to the respective location site, to the attention of **Project UP-START**: South - Loc #7021; Central - Loc #8005, & North - Loc #9571.
THIS FORM DOES NOT TRIGGER A CALL TO THE FAMILY. FOR MORE SERVICES, FM-7404 AND/OR FM-7405 MUST BE SUBMITTED.



Lekòl Leta Miami-Dade County
 Depatman Administrasyon 'Title I'
 Timoun ak Jèn nan Pwogram Tranzisyon
 2022-2023 Kesyonè Pwojè 'UP-START' pou Elijibilite Elèv



Kesyonè sa a fèt pou ede detèmine elijibilite pou sèvis ki nan Akò federal McKinney-Vento. Lwa Florid 837.06 prevwa ke nenpòt moun ki konsyamman ekri yon fo deklarasyon avèk entansyon pou twonpe yon fonksyonè piblik nan pèfòmans devwa ofisyèl li ap koupab de yon "misdemeanor" (enfrazyon) dezyèm degre.

Sèvis Project UP-START yo konfidansyèl e fòm sa pa dwe pataje avèk okenn lòt ajansy.

KESYON 1: KI KOTE FANMI OU DOMI NAN NWIT? (CHWAZI YON OPTION)

- Abri Ijans (A) Abite kay lòt moun tanporèman (B) Dòm nan machin/pak/kay mobil/bilding abandone/ kay ki an move eta (e.g. pa gen dlo/elektrisite, enfeksyon mwazi) [D]
- Motèl/otèl/Airbnb (E) Lwe kay Posede pwòp kay

SOTE KESYON #2 SI OU CHWAZI LWAYE KAY/POSEDE PWÒP KAY

KESYON 2: KI REZON FANMI OU PA GEN KOTE PO YO DOMI NAN NWITYON REZIDANS PERMANAN LWIT (CHWAZI YON OPTION)

- Pandemic (P) Siklòn (H) Inondasyon (F) Mank lojman ou pakab paye, mete deyò nan kay, vyolans domestik, maladi mantal, pa travay (O)
- Dezas/Dife Labank Sezi Kay (M) Tanpèt Twopikal (S) Tònad (T) Lòt rezon nou pa konnen (U)

KESYON 3: PO KI ELÈV (YO) WAP RANPLI FÒM SA A?

Pronoun & Non Elèv	#ID Elèv la	Dat Nesans	Klas	#Lekòl/Lokasyon

ENFÒMASYON KONTAK POU PARAN/GADIAN (PA RANPLI KESYON 4 AK 5)

Adrès Aktyèl : Vil: Kòd Postal:

Non Paran/Gadyen Legal : Nimewo Telefòn:

Siyati Paran/Gadyen: Dat :

KESYON 4 AK 5: JÈN KI PA ACOMPANYNE SÈLMAN POU RANPLI (CHWAZI YON OPTION)*

4) Èske w ap viv poukont ou san yon granmoun? 5) Èske w ap viv poukont ou ak yon adilt ki PA yon paran/gadyen?

Non Moun Kap Bay Swen : Dat :

Siyati jèn ki pa Akonpaye :

*Tanpri mande moun kap bay w swen ranpli fòm Otorizasyon Moun Kap Bay Swen an (FM-7402), epi soumèt li ak fòm sa a.

FOR SCHOOL/AGENCY USE ONLY

School/Agency Name : Location # :

School Contact Name :

Contact Number/Ext : Email Address :

Please fax the completed forms to 305 579-0370, or via email at projectupstart@dadeschools.net or send forms to the respective location site, to the attention of Project UP-START: South - Loc #7021; Central - Loc #8005, & North - Loc #9571. THIS FORM DOES NOT TRIGGER A CALL TO THE FAMILY. FOR MORE SERVICES, FM-7404 AND/OR FM-7405 MUST BE SUBMITTED.

APPENDIX A

SUPPLIES AND EQUIPMENT CRITERIA

An ever-present challenge in financial accounting is that of distinguishing between supplies and equipment. This section provides criteria for classifying an item as either a supply or piece of equipment. Equipment built in or fixed to the building or grounds is considered a part of the building or land improvement and should be charged to those respective accounts.

CRITERIA FOR SUPPLY ITEMS

A supply item is any article or material that meets any one or more of the following conditions:

1. It is consumed in use.
2. It loses its original shape or appearance with use.
3. It is expendable. That is, if the article is damaged or some of its parts are lost or worn out, it is usually more feasible to replace it with an entirely new unit than repair it.
4. It is an inexpensive item, having characteristics of equipment but with a small unit cost that makes it inadvisable to capitalize the item.
5. It loses its identity through incorporation into a different or more complex unit or substance.

CRITERIA FOR EQUIPMENT ITEMS

An equipment item is a material unit that meets all of the following conditions:

1. It retains its original shape and appearance with use.
2. It is nonexpendable. That is, it is usually more feasible to repair it rather than replace it with an entirely new unit.
3. It represents an investment of money that makes it feasible and advisable to capitalize the item.
4. It does not lose its identity through incorporation into a different or more complex unit or substance.



End-of-Year Checklist for Schools That are no Longer Eligible to Participate in the Title I Schoolwide Program

School Name: _____

Work Loc. #: _____

By checking the items below, the school administration ratifies that all actions have been implemented as outlined by the Department of Title I Administration to help ensure compliance with Federal, State and District requirements:

Actions	Check
Reviewed District’s developed guidance to ensure compliance with Federal, State and Local requirements.	<input type="checkbox"/>
Accessed the Title I Compliance (TIC) Web-based System to review the Title I School-level Compliance Filing System Status Form, uploaded back-up documentation if necessary, and certified the form.	<input type="checkbox"/>
Printed the final/certified version of the Title I School-level Compliance Filing System Status Form and placed it in the black hanging folder of the Filing System.	<input type="checkbox"/>
Verified that all documents of compliance delineated in the Title I School-level Compliance Filing System Status Form are appropriately compiled in their corresponding folder.	<input type="checkbox"/>
Verified that the Title I School-level Compliance Filing System for the last five (5) years, as applicable, are in a centralized location and readily available in the event of an audit or upon request by staff from the Department of Title I Administration.	<input type="checkbox"/>
Verified that the Parent and Family Engagement Data Report for each month of the 2021-2022 school year have been completed and submitted via the TIC Web-based System.	<input type="checkbox"/>
Verified that the certified Monthly Parent and Family Engagement Data Reports, initialed by the Principal, are maintained in the 2021-2022 Title I School-level Compliance Filing System.	<input type="checkbox"/>
Verified that all equipment purchased with Title I Schoolwide Program funds is still needed to support students’ academic achievement in the core-assessed subject areas (i.e. Reading/Language Arts, Math, Science and Social Studies) and/or Parent and Family Engagement activities. Otherwise, if equipment has been determined that is no longer needed for the aforementioned purpose(s), the school administration will ensure that equipment purchased with Title I Schoolwide Program funds will be utilized in support of other Federal programs.	<input type="checkbox"/> __N/A
Conducted a building walk-through to ensure that all equipment purchased with Title I funds is clearly identified with the “M-DCPS Title I Property” label, indicating the school year of purchase.	<input type="checkbox"/> __N/A
Verified that the inventory listing of Capitalized (\$1,000 and over) property acquired with Title I funds is completed, up-to-date and maintained in the 2021-2022 Title I School-level Compliance Filing System.	<input type="checkbox"/> __N/A
Verified that the perpetual inventory listing of Non-Capitalized (under \$1,000) property acquired with Title I funds (FM-7645) is completed, up-to-date and maintained in the 2021-2022 Title I School-level Compliance Filing System.	<input type="checkbox"/> __N/A

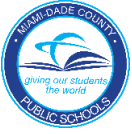
The signature below confirms that all the actions listed above were completed at the end of the 20__20__ school year.

Principal’s Name: _____

Signature: _____

Date: _____

Please maintain the completed checklist in the black hanging folder of the 20__20__ Title I School-level Compliance Filing System.



MIAMI-DADE COUNTY PUBLIC SCHOOLS (M-DCPS) 2022-2023 TITLE I DISTRICT-LEVEL PARENT AND FAMILY ENGAGEMENT PLAN (PFEP)

The 2022-2023 District-level Parent and Family Engagement Plan (PFEP) has been jointly developed and agreed upon by stakeholders (e.g., staff, families, community members, etc.) in compliance with Title I federal funding regulations [Section 1112(C) and Section 1116]. The plan describes how the District is conducting outreach to all parents and family members to implement programs, activities, and procedures that promote parent and family engagement. Additionally, the Title I District-level PFEP is made available to the parents and family members of participating children in Title I Schools.

M-DCPS MEASUREMENT OF PARENT AND FAMILY ENGAGEMENT PARTICIPATION

The Miami-Dade County Public Schools (M-DCPS) Title I Parent and Family Engagement Survey (English, Spanish, and Haitian-Creole), online and printed format, is made available to parents and families of students enrolled in Title I schools by the end of each school year. In addition, schools implementing the Title I Schoolwide Program also distribute the Title I School-level Parent and Family Engagement Survey to parents of students attending the school. Survey data is utilized to conduct an evaluation of the content and effectiveness of the Parent and Family Engagement Program and to plan for the following school year.

According to the most recent M-DCPS Title I Parent and Family Engagement Survey, 43% of parents surveyed indicated a need for additional information about “State Standards and Testing”; 34% indicated a need for additional information about how to work with their child at home; 34% indicated a need for additional information on how to work with their child’s teacher; and 27% indicated a need for additional information about the Title I Schoolwide Program.

PARENT AND FAMILY ENGAGEMENT MISSION STATEMENT

The mission of Miami-Dade County Public Schools’ Title I Parent and Family Engagement Program is to enhance parent and family engagement and provide access and advocacy to build parents’ and families’ capacity for meaningful school and community engagement in support of measurable improvement in student achievement.

ENGAGEMENT OF PARENTS

Miami-Dade County Public Schools (M-DCPS) will provide training to all school staff participating in the Title I Schoolwide Program regarding ways to include parents in the development of the Local Educational Agency (LEA) - wide Title I PFEP, the LEA plan, how the funds reserved for parent and family engagement will be spent, and all aspects of the Title I Schoolwide Program. The Title I District Advisory Council (DAC) and three (3) Title I Regional Parent Advisory Councils (PAC), comprised of parents and staff from different school sites elected by parents of students enrolled in schools implementing the Title I Schoolwide Program, to serve during the 2022-2023 term, will review and address the educational needs of participating schools. The DAC Executive Board and PAC Officers will conduct meetings and activities to further the engagement of parents and families. The scope and sequence of the requirements for engaging parents will be included on the DAC and PAC meeting agendas. Agenda topics may include: involving parents and families in the planning and implementation of the Title I Schoolwide Program at participating schools; utilizing the minimum requirement of the school's Title I allocation to support [Section 1112(C) and Section 1116], Parent and Family Engagement Requirements; conducting the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program at the beginning of the school year to inform parents of the school’s participation in the Title I Schoolwide Program; providing the M-DCPS Consultation and Complaint Procedures information; developing, distributing and reviewing the Title I District and School-level PFEP; distributing the Title I Program Notification Letter in English, Spanish, and Haitian-Creole; and developing, distributing, and reviewing the Title I School-Parent Compacts, also available in multiple languages. Each Title I PAC will meet a minimum of three (3) times during the school year to obtain input from parents in support of an ongoing development of the LEA-wide PFEP. The DAC Executive Board may advise the District’s Department of Title I Administration on how the funds reserved for parent and family engagement will be spent. Schools implementing the Title I Schoolwide Program will establish an Educational Excellence School Advisory Council (EESAC). The EESAC will bring together all stakeholders, inclusive of parents, and involve them in the decision-making process of how the school will spend funds reserved for parent and family engagement.

The Parents-Helping-Parents (PHP) initiative will be implemented in targeted Title I schools throughout the District, with the overarching goal of increasing meaningful interaction between families, schools, and communities to improve student outcomes. The four (4) main objectives of PHP are to: 1) expand outreach and support services to families; 2) help families understand federal, state, and District policies that impact their child's school experiences; 3) enhance families' ability to advocate for their children; and 4) promote positive relationships between parents and other stakeholders. Monthly training sessions and collaboration meetings will be conducted with other departments, community agencies, and advisory panels to identify priorities and actively promote family engagement. All Title I schools in the District, regardless of their participation in the PHP initiative, are provided with family support services in an effort to empower parents of students attending schools implementing the Title I Schoolwide Program.

TECHNICAL ASSISTANCE TO SCHOOLS PARTICIPATING IN THE TITLE I SCHOOLWIDE PROGRAM

The District will provide coordination, technical assistance, and other support necessary to assist schools participating in the Title I Schoolwide Program in planning and implementing effective parent and family engagement activities. This effort will assist in building the capacity of parents to improve the academic achievement of their child and increase overall school performance, through the following means and activities: training seminars for principals of schools implementing the 2022-2023 Title I Schoolwide Program; the M-DCPS Parent Portal; the Title I Neighborhood Resource Center (NRC), District support provided to school site Parent Resource Centers; M-DCPS training available to assist each school in effectively managing their EESAC; the Project UP-START Education Program for Children and Youth Living in Transition in Miami-Dade County; The Parent Academy (TPA); and professional development activities provided via the Title I Community Involvement Specialist (CIS)/Community Liaison Specialist (CLS) Training Centers. Additionally, schoolsite CIS/CLS serve as a bridge between the home, school, and the community in order to facilitate workshops and training sessions, information, resources, telephone calls, home visits, and schoolsite and community parenting activities that strengthen the parent and family's capacity for engagement to support student achievement.

Schools implementing the Title I Schoolwide Program will be required to electronically submit their completed Title I School-level PFEP every year. The Department of Title I Administration's Accountability and Technical Assistance Team (A-TAT) staff members will review the electronic submission of the Title I School-level PFEP and provide technical assistance and support to ensure compliance with all requirements of Section 1116 of the Every Student Succeeds Act (ESSA). Additionally, in an effort to further assist schools in meeting the requirements of the law, A-TAT staff will conduct onsite technical assistance visits to selected Title I schools to ensure compliance with all requirements [Section 1112(C) and Section 1116].

The LEA will provide other reasonable support for parent and family engagement activities under Section 1116, as may be requested by parents via the Title I DAC general meetings (minimum of two per year and in the evenings/virtual); Title I PAC meetings (minimum of two per year for each administrative region in the District, at different times and locations to maximize parent and family participation); and the Title I schoolsite meetings/workshops for parents and families throughout the school year. Meeting agenda topics may include Recipes for Effective Parent and Family Engagement, Reviewing and Revising M-DCPS Title I PFEP, and Parent and Family Engagement Practices. Parents and families will also be provided with information and materials in support of improving the academic achievement of their children. Additionally, parents and families will be provided with information and training in the areas of technology use, life skills, and community service needs. The District will provide additional parent and family engagement guidance to schools in the Title I Administration e-Handbook, which is an additional resource available to schools participating in the Title I Schoolwide Program. The handbook contains information on all elements of the Title I Schoolwide Program, inclusive of the specific requirements of ESSA, Section 1116, such as the PFEP and the School-Parent Compact sample template. In addition, the Department of Title I Administration's Website <http://title1.dadeschools.net>, the Department of Family Support Services' Website, and Title I School-level Compliance Collaboration Site are available to support all participating Title I schools.

**COORDINATION AND INTEGRATION OF PARENT AND FAMILY ENGAGEMENT STRATEGIES
FROM TITLE I, PART A WITH OTHER FEDERAL PROGRAMS**

1	Title I Migrant Program	Under the supervision of the Executive Director of the Migrant Program, staff provides supplemental instructional and support services to migrant workers and their families through many components, inclusive of the Migrant Early Childhood Learning Program, in conjunction with the Department of Title I Administration.
2	Project UP-START	Under the supervision of the director of Project UP-START, Homeless Education Program Community Outreach, the School Homeless Liaisons disseminate information regarding weekly parent workshops scheduled through the Title I Neighborhood Resource Center. Additionally, the Director is invited to speak at Title I CIS/CLS orientation meetings and other parent meetings, to share information regarding the services and resources available to students and families living in unstable housing (i.e., homeless situations).
3	Parents-Helping-Parents (PHP)	Under the supervision of the Family Liaison Officer, Family Support Specialists (FSS) serve as liaisons between families, schools, and the District office that oversee this initiative to help families access services and programs, such as Head Start, Exceptional Student Education, English Learners, Alternative Education, Migrant Educational Services, and others.
4	The Parent Academy	Under the supervision of the Director, the Miami-Dade County Public Schools Parent Academy is a District-wide initiative designed to support community and family involvement across the District. The Parent Academy partners with local and national organizations in order to provide a wide range of free resources in an effort to assist parents in becoming full partners in their child's education.
5	Early Childhood Programs	Under the supervision of the Administrative Director of Early Childhood Programs, staff supports the engagement and involvement of parents of young children with a variety of meaningful parental experiences through Head Start, Early Head Start, and the Voluntary Pre-Kindergarten programs, in conjunction with the Department of Title I Administration.
6	Exceptional Student Education	Under the supervision of the Administrative Director of the Office of Educational Services and Support, the Department of Exceptional Student Education serves children and families throughout the District by developing, coordinating, and overseeing programs that support students with disabilities in order to ensure that curriculum, instructional, and behavioral practices are tailored to meet their educational needs.
7	Educational Alternative Outreach Program	Under the supervision of the Administrative Director of the Educational Alternative Outreach Program, Principal, and Assistant Principal, staff provides supplemental instructional, and support services to neglected and delinquent students, and their families. This office also assists with the dissemination of information regarding the availability of parent training, events/activities, workshops, and other information related to post-secondary education.

**ANNUAL EVALUATION OF THE CONTENT AND EFFECTIVENESS OF
THE PARENT AND FAMILY ENGAGEMENT PLAN**

An annual M-DCPS Title I Parent and Family Involvement Survey is conducted toward the end of the school year to evaluate the content and effectiveness of the parent and family engagement outreach activities on improving the academic quality of schools funded by Title I, Part A, over the course of the academic year. The survey assists in identifying barriers to greater participation by parents in sanctioned activities. Evaluation findings are used to design more effective strategies for the following school year. A collaborative effort is made to inform parents of the availability and importance of this survey via the CIS/CLS, at Title I District and Region meetings, the Title I DAC Talk News Bulletin for Title I parents, the Title I Quarterly Bulletin, SchoolMessenger, and flyers. This survey is made available online in English, Spanish, and Haitian-Creole for parents to complete. Also, the printed version of the survey is made available at schools, and at District meetings to facilitate the completion of the survey by parents. The school's CIS/CLS or parent contact person will encourage and assist parents with the completion of the survey. Additionally, survey results are used by the District to develop the next school year's LEA-wide PFEP, and Title I School-level PFEP for schools implementing

the Title I Schoolwide Program. All Title I schools will schedule meetings for parents before the end of the school year wherein participants will identify barriers which may have hindered parental participation in parent and family engagement activities during the school year and identify the steps the school will take to overcome those barriers. Moreover, the Office of Program Evaluation conducts an annual evaluation of the Title I Schoolwide Program, inclusive of the Parent and Family Engagement Program. The evaluation will focus on the outcomes of the services provided to parents and families.

BUILDING SCHOOLS' AND PARENTS' CAPACITY

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	<p>Content: Empower parents with information, resources, and services available through the school, District, and community</p> <p>Activity: Connections with community agencies that provide support services to parents and families</p>	Title I CIS/CLS, Department of Title I Administration staff, principals, and CIS/CLS	Collect data via the submission of the Monthly Parent and Family Engagement School Report, which documents the support services provided to parents through a referral process to community agencies to address specific needs that contribute to supporting the academic achievement of students	Monthly	<ul style="list-style-type: none"> • Parent Referral to Community Agency logs • Completed Community Agency Referral forms • Monthly Parent and Family Engagement School reports
2	<p>Content: Provide recommendations on goals and steps needed to improve the Title I Schoolwide Program; develop and review the LEA Title I PFEP jointly with the District; and assist with informing parents attending the Annual Parent Meeting About the Benefits of the Title I Schoolwide Program, District meetings, and other parent meetings, as appropriate</p> <p>Activity: Title I DAC Executive Board Meetings</p>	DAC elected officers, Department of Title I Administration District Director, Executive Director, and selected Title I staff	The input and recommendations provided are utilized to establish goals, initiatives, and activities that support student academic achievement	August 2022- June 2023	<ul style="list-style-type: none"> • Electronic communications • Flyers • Agendas • Sign-in sheets • Handouts

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
3	<p>Content: Provide information, meetings and training sessions (in person or virtual), and on-site technical support to assist school staff in effectively completing the Title I School-level PFEP</p> <p>Activity: M-DCPS meetings, training sessions, and technical support and assistance</p>	Selected District staff	Increased parental engagement in the development and review of the Title I School-level PFEP	August 2022- June 2023	<ul style="list-style-type: none"> • Weekly Briefings • Agendas • Meeting minutes • Sign-in sheets • Handouts • Title I School-level Compliance Report • PowerPoint presentations
4	<p>Content: Inform staff of their school's participation in Title I Schoolwide, Part A programs and explain the requirements of ESSA with emphasis on student academic achievement through parent and family engagement</p> <p>Activity: Opening of school meetings</p>	Department of Title I Administration and schoolsite administrators	Enhanced school-site staff understanding of the requirements of ESSA with emphasis on student academic achievement through parent and family engagement	By the end of October 2022	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts • PowerPoint presentations
5	<p>Content: Compile information on how Title I schools are progressing in support of parent and family engagement via instructional delivery</p> <p>The information gathered will assist in the development of the LEA and School-level PFEP for the upcoming school year</p> <p>Activity: The M-DCPS Title I Parent/Family Engagement Survey</p>	Title I District Director, Executive Director, selected Title I staff and Director of Research and Evaluation, Office of Program Evaluation	Provide information that enhances the delivery of support services and strengthens the relations between parents and the school in meaningful ways that support academic achievement	May-July 2023	<ul style="list-style-type: none"> • Electronic communications (Weekly Briefings) • Compilation of Survey Results

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
6	<p>Content: Provide support to parents by engaging them in weekly webinars/workshops, training, and activities, to expand knowledge and skills in ways that contribute to their child's well-being and overall academic success</p> <p>Activity: Title I Neighborhood Resource Center (NRC)</p>	Department of Title I Administration District Director, Executive Director, and selected Title I staff	Develop and implement programs, webinars/workshops, training, and activities designed to empower parents with the skills needed to effectively assist their children academically and socially	August 2022-June 2023	<ul style="list-style-type: none"> • Visitor sign-in sheets, completed profile & communication forms • Zoom reports, workshop/activity agendas, sign-in sheets, handouts, PowerPoint presentations and completed webinar/workshop/activity survey evaluation forms • Electronic communication • Site visits on Virtual Parent Center
7	<p>Content: Afford parents and family members of students in schools implementing the Title I Program an additional opportunity to participate in the education of their children</p> <p>Activity: DAC Talk, News for Title I Parents</p>	Department of Title I Administration District Director, Executive Director, and selected Title I staff	Distribute publications designed to showcase parent advisory updates, current trends in education, and articles that inform parents on becoming more involved in the academic achievement of their child, thereby building the parental capacity for meaningful parent and family engagement	August 2022-June 2023	<ul style="list-style-type: none"> • DAC Talk News for Title I Parents • Electronic communications • DAC general meeting sign-in sheets

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
8	<p>Content: Inform parents of their school's participation in Title I Schoolwide, Part A programs and explain the requirements of ESSA regarding parent and family engagement and the right of parents to be involved in those programs as well as Parents' Right-to-Know provisions under ESSA</p> <p>Activity: Annual Parent Meeting About the Benefits of the Title I Schoolwide Program conducted by the school site</p>	Department of Title I Administration and schoolsite administrators	Increased information to parents about the Title I program and ESSA, in an effort to build the parental capacity for engagement	During 1 st semester of current school year	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts • PowerPoint presentation • Title I Annual Parent Meeting documentation • Title I school-level compliance report • Data submitted via the monthly parent and Family engagement school reports
9	<p>Content: Provide opportunities for parents to increase their knowledge base, and involvement in the school via meetings/training sessions while mutually collaborating with and supporting other parents</p> <p>Activity: Opening of School Orientation Meeting, annual PHP Implementation Training-Initial, and Refresher, Mid-Year Meeting, End-of-Year Meeting</p>	Family Liaison Officer, Family Support Specialists and selected Department of Family Support Services staff	Data collected through the completion of exit surveys, ongoing needs assessments, and PHP case reviews will be used to address specific needs that may contribute to improving the attendance and academic achievement of students	Monthly	<ul style="list-style-type: none"> • Complete PHP Referral Form • Case Management Report via Integrated Student Information System • SharePoint Collaboration System

STAFF TRAINING

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
1	<p>Content: Provide technical assistance, support, and monitoring for school site staff to provide an effective parent and family engagement program</p> <p>Activity: Title I Administration Accountability and Technical Assistance Team (A-TAT)</p>	Department of Title I Administration District Director, Executive Director, and selected Title I staff	Enhanced schoolsite staff capacity to support student academic achievement via technical assistance and support	August 2022-June 2023	<ul style="list-style-type: none"> • Electronic communications • Training session agendas • Sign-in sheets • Handouts • PowerPoint presentations • Title I school-level compliance reports
2	<p>Content: Share information with staff assigned to provide support to Title I schools regarding the requirements of ESSA, Section 1116, as well as best practices and strategies to increase parent and family engagement</p> <p>Activity: Parent and Family Outreach and Compliance Unit Staff Meetings</p>	Department of Title I Administration District Director, Executive Director, and selected Title I staff	Enhanced District staff understanding regarding the implementation of the Title I Parent and Family Engagement Program, in support of student academic achievement	August 2022-June 2023	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts
3	<p>Content: Provide informational meetings, training/workshops to assist schools in effectively implementing the Title I Parent and Family Engagement Program</p> <p>Activity: M-DCPS Meetings, Training Sessions, and Workshops/Webinars</p>	Selected District staff	Enhanced schoolsite staff understanding regarding the requirements of the Title I Parent and Family Engagement Program, in support of student academic achievement	August 2022-June 2023	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts • PowerPoint presentations

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
4	<p>Content: Inform staff of their school's participation in Title I Schoolwide, Part A programs, and explain requirements of ESSA with emphasis on student academic achievement through parent and family engagement and provide an overview of federal programs such as migrant and Project UP-START</p> <p>Activity: Title I training sessions for schoolsite compliance facilitators</p>	Department of Title I Administration and schoolsite administrators	Enhanced staff understanding of the requirements of ESSA with emphasis on supporting student academic achievement through parent and family engagement	By the end of October 2022	<ul style="list-style-type: none"> • Agendas • Sign-in sheets • Handouts • Virtual resources/webinars on Title I website
5	<p>Content: Offer a variety of robust, high-quality staff development opportunities to enable the CIS/CLS to effectively support and engage parents and families, deliver essential information to parents on the availability of District, school, and community resources, and compile all supporting documentation regarding Title I parent and family engagement</p> <p>Activity: Title I CIS/CLS training centers</p>	Department of Title I Administration District Director, Executive Director, and selected Title I staff	Enhanced CIS/CLS' skills as school ambassadors, in an effort to support student academic achievement through effective parent and family engagement	August 2022-June 2023	<ul style="list-style-type: none"> • Electronic communications • Agendas • Sign-in sheets • Handouts • PowerPoint presentations • Completed compliance reports • Webinar on Title I website

Count	Content and Type of Activity	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline	Evidence of Effectiveness
6	<p>Content: Promote adherence to local, state, and federal mandates regarding the implementation of the Title I Program</p> <p>Activity: Training for principals of schools implementing the 2022-2023 Title I Schoolwide Program</p>	Department of Title I Administration Administrative Director, District Director, Executive Director, and selected Title I staff	Enhance principals' understanding regarding the requirements of ESSA, in support of student academic achievement through parent and family engagement	September 2022 - October 2022	<ul style="list-style-type: none"> • Electronic communications • Agendas • Sign-in sheets • Handouts • PowerPoint presentations • Principal Assurance FM-7560 document
7	<p>Content: Provide support and training in comprehending and implementing the PHP initiative</p> <p>Activity: Ongoing technical assistance, support, and monitoring</p>	Family Liaison Officer and Family Support Services staff	Increased staff ability to support student academic achievement via technical assistance, support and monitoring	August 2022- June 2023	<ul style="list-style-type: none"> • Electronic communications • Initial school visit • Follow-up school visit checklists

COMMUNICATION AND ACCESSIBILITY

The M-DCPS LEA-wide (District) Title I PFEP will be provided to schools, in English, Spanish, and Haitian-Creole, to offer full opportunities for the participation of all parents. The schools' Annual Parent Meeting About the Benefits of the Title I Schoolwide Program and/or parental meetings minutes and agendas will reflect discussions of the current LEA-wide Title I PFEP, the Title I School-level PFEP, and Title I School-Parent Compact, and allocation for parent and family engagement funds. The District will make as many attempts as needed to inform parents of the importance of their participation, via the following means of communication: School Messenger and text telephone messages to homes of parents of students participating in the Title I Schoolwide Program; direct mail to homes; Title I parent newsletters; Title I school marquee (where applicable); flyers sent home via student backpack; newspaper advertisements; social media; television and/or radio announcements or other electronic correspondence.

Reasonable efforts will be made to assist parents in their primary language and parents with special needs, to provide them with information regarding the rights of English Learners (EL) and children with exceptionalities. Parents are made aware of the availability of simultaneous translation services in Spanish and Haitian-Creole at all Title I DAC meetings. Title I DAC and PAC meeting announcements are electronically provided to the schoolsite CIS/CLS, or designee to disseminate to all parents. These meeting announcements include special needs notifications that are returned to the Department of Title I Administration, thus helping to increase the participation of parents with special needs. Parents are provided the opportunity to submit suggestions and feedback during parent meetings. Suggestions and feedback are reviewed by staff and implemented as appropriate.

Additional opportunities for parents will be provided through the Migrant Early Childhood Learning Program (MECLP), Migrant Achievement Resources (MAR), Migrant Academic Planning and Achievement (MAPA), and supportive services. Parent participation in workshops, parent-teacher conferences, and other school-community activities are infused to include parents as partners in their child's educational development. Family literacy programs are also part of the Family Resource Center and local Migrant Education Program.

The following District and school communications will be sent in English, Spanish, and Haitian-Creole: Title I Parent Notification Letter, Title I School-Parent Compact, Parent's Right-To-Know Information, Annual Parent Meeting About the Benefits of the Title I Schoolwide Program Notice, school newsletters, parent training flyers and notifications, and on the academic performance of Title I students on English Language Arts, Mathematics, Science, and Social Studies state assessments. Information about state assessments can be found at <https://www.fldoe.org/>.

DISCRETIONARY ACTIVITIES TO BUILD PARENTS' CAPACITY FOR INVOLVEMENT IN THE SCHOOL

Count	Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
1	Train parents on enhancing the involvement of other parents [Section 1116(e)]	The Parent Academy training/workshops help parents become full partners in their child's education	Family Liaison Officer, Dept. of FSS staff, The Parent Academy staff, and selected Title I staff	Increased parent and family engagement, thereby enhancing the academic achievement of students	August 2022- June 2023
2	Schedule flexible meetings or conference calls with parents unable to attend regularly scheduled meetings at the school [Section 1116(e)]	Schools implementing the Title I Schoolwide Program are encouraged to schedule meetings and/or webinars at different times and days throughout the school year and/or provide opportunities for parents to participate via varied modalities and/or conference Zoom or virtual meetings calls, to maximize parental participation	Department of Title I Administration District Director, Executive Director, and selected Title I staff	Increase parent and family engagement by maximizing the participation of parents who are unable to attend regularly scheduled meetings, that may further help to support the academic achievement of students	August 2022- June 2023
3	Adopt and implement model approaches to improve parent and family engagement [Section 1116(e)]	Members of A-TAT schedule technical assistance and support meetings/webinars The CIS/CLS training centers provide professional development designed to enhance skills as school ambassadors	Department of Title I Administration District Director, Executive Director, and selected Title I staff	Enhance schoolsite staff capacity to empower parents with information, resources and services, thereby supporting the academic achievement of students	August 2022- June 2023
4	Establish a Parent Advisory Council (PAC) in each region to provide advice on all matters related to parent and family engagement in Title I, Part A programs [Section 1116(e)]	Title I PAC Executive Board advises the Department of Title I Administration on matters related to parent and family engagement in Title I schools and supports the planning and implementation of the Title I Schoolwide Program	Department of Title I Administration District Director, Executive Director, and selected Title I staff	Promote student learning via a fostered family environment by facilitating information dissemination on resources and services available through the District	August 2022- June 2023
5	Establish an LEA-wide District Advisory Council (DAC) to provide advice on all matters related to parent and family engagement in Title I, Part A programs [Section 1116(e)]	Title I DAC Executive Board advises the Department of Title I Administration on matters related to parent and family engagement in Title I schools and supports the planning and implementation of the Title I Schoolwide Program	Department of Title I Administration District Director, Executive Director, and selected Title I staff	The creation of a parent-centered advisory council for the facilitation and dissemination of information, resources and services available through the school and the District, in order to foster a family environment that promotes learning	August 2022- June 2023

Count	Activity	Description of Implementation Strategy	Person(s) Responsible	Anticipated Impact on Student Achievement	Timeline
6	Facilitate webinars and training sessions on topics designed to encourage and maximize parental engagement in collaboration with the Department of FSS and The Parent Academy	The implementation of webinars and training sessions will be evaluated annually via the Title I Parent/Family Engagement Survey and the Title I Evaluation, conducted by the District's Office of Program Evaluation	Family Liaison Officer, Dept. of FSS staff, and The Parent Academy staff	Enhanced parents' ability to assist and advocate for their children in an effective manner and promote the importance of a positive relationship between parents and school personnel in order to achieve better learning outcomes for students	August 2022- June 2023

2021-2022 BUILDING CAPACITY SUMMARY

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
1	<p>Content: DAC Executive Board members provided recommendations on goals and steps needed to improve the Title I Program; developed and reviewed the Title I Parent and Family Engagement Plan (PFEP) jointly with the LEA; and assisted in informing parents of the Title I Annual Parent Meeting, District meetings, and other parent meetings, as appropriate</p> <p>Activity: DAC Executive Board Meetings</p>	5	90	Strengthened relations between parents and the school in meaningful ways that supported academic achievement
2	<p>Content: Participants developed and reviewed jointly with the Department of Title I Administration, the District PFEP; received information regarding the requirements of the Title I Program, and parent's right to be involved; and were empowered with information, resources and services available through the school, the District, and the community</p> <p>Activity: Title I DAC General Meetings</p>	3	1,284	Strengthened relations between parents and the school in meaningful ways that supported academic achievement
3	<p>Content: Developed and reviewed the LEA-wide Title I PFEP jointly with the Department of Title I Administration; received information regarding the requirements of the Title I Schoolwide Program, and parent's right to be involved; provided information, resources and services available through the school, the District, and the community</p> <p>Activity: Title I PAC Meetings</p>	10	1,884	Strengthened partnerships between parents and the school in meaningful ways that supported academic achievement

Count	Content and Type of Activity	Number of Activities	Number of Participants	Anticipated Impact on Student Achievement
4	<p>Content: Collected information on how Title I schools are supporting parent and family engagement in their child's education</p> <p>The information gathered has been used in the development of the 2022-2023 District and Title I School-level PFEP</p> <p>Activity: 2021-2022 M-DCPS Title I Parent and Family Engagement Survey and 2021-2022 School-level Parent and Family Engagement Survey</p>	1	4,794	Gathered parents' feedback and suggestions on ways to improve the academic achievement of students
5	<p>Content: Provided support to parents of children participating in the Title I Schoolwide Program by expanding their knowledge and skills in ways that contributed to their child's well-being and overall academic success</p> <p>Activity: Title I Neighborhood Resource Center (NRC)</p>	134	3,437	Implemented programs and activities that supported student academic achievement
6	<p>Content: Provided monthly activities, workshops, resource materials and support to enhance parents and caregivers' abilities to better support student learning</p> <p>Activity: Schoolsitp resource centers</p>	322	62,482	Implemented programs and activities that supported student academic achievement
7	<p>Content: Enhanced student-teacher relationships; increased parent and family engagement and assisted with building parental capacity for involvement to support student academic achievement</p> <p>Activity: Challenging Higher Education for Students in our Schools (CHESS) Program</p>	70	7,031	Implemented programs and activities that supported student academic achievement
8	<p>Content: Afforded parents and family members of students in schools implementing the Title I Program additional opportunities to participate in the education of their children</p> <p>Activity: DAC Talk, News for Title I Parents</p>	1	2,000	Designed to showcase parent advisory updates, current trends in education and articles that supported student academic achievement

Content: The District informed parents of their child's school participation in Title I, Part A programs and explained the requirements of the program. Approximately 3,499 parents attended one or more activities during the 2021-2022 school year representing the 103 Title I private schools throughout the District participating in the Title I Non-Public Schools Program. Furthermore, these activities made a positive impact on student achievement, fostered family literacy and a love for learning. Moreover, a 2.0 percentage academic growth in the basic skills areas was realized by the conclusion of the 2021-2022 school year. The Handbook on Family and Community Engagement (Retrieved from <https://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf>) contains some of the research that supports the aforementioned activities. The implementation of these activities will be evaluated annually via the Title I Parent and Family Engagement Survey and the Title I Evaluation, conducted by the District's Office of Program Evaluation.

**2021-2022 BARRIERS WHICH HINDERED PARTICIPATION BY PARENTS
IN PARENT AND FAMILY ENGAGEMENT ACTIVITIES**

Count	Barrier	Steps the School Will Take to Overcome
1	Parents' work schedule/time conflict	With the District's assistance and monitoring, schools will be required to offer a flexible number of meetings and virtual webinars in the morning, afternoon, evening and on different days of the week which provide opportunities to reduce conflicts with parent work schedules, to foster parental participation at these events.
2	Accommodations for parents with special needs	With the District's assistance and monitoring, schools shall provide equitable opportunities for the participation of parents with special needs by making the necessary accommodations (i.e., offering virtual meetings).
3	Collaboration with community partners	The District will provide coordination, technical assistance and other support necessary to assist with and build the capacity of staff in planning and implementing effective parent and family engagement activities. Organization(s) with a track record of effectiveness in engaging and involving parents and families will be contacted to help build the capacity of staff or is relate meaningful parent and family engagement.

2021-2022 BEST PRACTICES

Count	Content/Purpose	Description of the Activity
1	Content: Provided webinar and virtual training sessions for parents and families via the Title I NRC, the Title I DAC, and PAC Purpose: Parent workshops/training/ meetings to build parent capacity	To overcome previously identified transportation barriers, the Department of Title I Administration conducted in-person and virtual meetings, training sessions, and workshops for parents and families at the Title I Neighborhood Resource Center (NRC). Parents and families were also provided opportunities to attend the Title I District Advisory Council (DAC) General Meetings held at various schools throughout the District via Zoom. Parents and families were also provided with bus transportation to attend the Title I District Advisory Council (DAC) General Meetings held at various schools throughout the District. Additional transportation barriers were overcome by providing parents and families the opportunity to participate in workshops/training via virtual conference meetings.
2	Content: Provided certificate-based training for parents and families at the Title I NRC Purpose: Parent workshops/training/ meetings to build parent capacity	Provided certificate-based educational workshops/training to parents and families at the Title I Neighborhood Resource Center (NRC) and Title I school site parent resource centers throughout the District whereby parents received certificates for successfully completing all requirements as specified by the program. The participation of parents/families in these specialized workshops/training helped to enhance their ability to support the overall well-being of their family. Three (3) certificate-based training sessions regarding; What Every Adult Needs to Know About Child Sexual Abuse, Epilepsy, and Diabetes Educational Empowerment provided parents and families with the tools and knowledge to keep their children safe from sexual perpetrators and to live healthier lives.
3	Content: Technology Training for Title I CIS/CLS Purpose: Professional Development	The Department of Title I Administration and the Title I NRC staff provided training on Utilizing Community Partners to Engage Parents and Families for Virtual Learning Success to Title I CIS/CLS's. The training expanded their knowledge of local community agencies that are available to provide free virtual webinars, programs, and other services that help strengthen parent and family engagement.

School Year: 2022-2023

Dear Parents/Guardians:

In compliance with the federal McKinney-Vento Homeless Assistance Act, as reauthorized in 2015 by Every Student Succeeds Act (ESSA), States and Local Educational Agencies must ensure that children and youths living in unstable housing situations have equal access to the same free, appropriate public education, as provided to other children and youths. Based on the 2022-2023 Project UP-START Student Eligibility Questionnaire (FM-7378) that you completed and submitted to the District, your child has met the Program's eligibility requirements and has been enrolled in Project UP-START for this school year. **Please note that FM-7378 must be completed each school year in order to be enrolled in the Project UP-START Program.**

During the 2022-2023 school year, your child will have access to quality educational and support services to ensure that he/she has an opportunity to meet the same challenging State academic standards to which all students are held. The support that Project UP-START is able to provide to your child includes but is not limited to the following services:

- Monitoring of your child's attendance to school and his/her academic performance, conducted by the School UP-START Liaison in conjunction with District's UP-START staffmembers;
- Case management assistance;
- Transportation requests to School of Origin if over two (2) miles from the nighttime residence;
- Referrals to "The Shop," operated by the Office of Community Engagement for school supplies, food, clothing and toiletries;
- Referral to community agencies; and
- College transition support if your child is in his/her Senior year of high school.

If you would like more information regarding the Project UP-START Program, you may contact the UP-START Liaison at your child's school, or by calling 305 995-7318, or by emailing projectupstart@dadeschools.net, or access the information on the Miami-Dade County Public Schools, Project UP-START's website at <http://ProjectUpStart.dadeschools.net>.

Thank you for your continued interest in your child's education.

Sincerely,



Ms. Amy O. Christopoulos, Director of Community Outreach
Department of Title I Administration, Project UP-START

Cc: Mr. Edgardo L. Reyes
Mr. Pedro Arteaga

Curso escolar: 2022-2023

Estimados Padres de Familia/Tutores:

En cumplimiento con la ley federal de asistencia para personas sin hogar *McKinney-Vento Homeless Assistance Act*, de acuerdo con la nueva autorización en el 2015 por la Ley Cada Estudiante Triunfa (*Every Student Succeeds, ESSA*), las agencias educacionales locales y estatales deben asegurar que los niños y adolescentes que estén experimentando condiciones de vivienda inestables tengan el mismo acceso a la misma educación pública gratuita y adecuada, tal como se proporciona a otros niños y adolescentes. Basado en el *2022-2023 Cuestionario de Elegibilidad de Estudiantes del Proyecto "UP-START"* que completó y envió al Distrito, su hijo/hija cumplió con los requisitos de elegibilidad del Programa y ha sido matriculado en el Proyecto "UP-START" para este curso escolar. **Por favor, tenga en cuenta que el formulario FM-7378 debe completarse cada curso escolar para poder ser matriculado en el Programa del Proyecto "UP-START".**

Durante el curso escolar del 2022-2023, su hijo/hija tendrá acceso a servicios educacionales y de apoyo de calidad para asegurar que tenga la oportunidad de cumplir con los mismos estándares académicos desafiantes del estado, a los que están sujetos todos los estudiantes. El apoyo que el Proyecto "UP-START" puede proporcionar a su hijo/hija, incluye, entre otros, los siguientes servicios:

- Monitoreo de la asistencia escolar de su hijo/hija y su desempeño académico, conducido por el Especialista de Enlace de *UP-START* de la Escuela, junto con los miembros del personal de "*UP-START*" del Distrito;
- Asistencia en la administración de casos;
- Solicitudes de transporte a la Escuela de Origen (*School of Origin*) si están a más de dos (2) millas de distancia de la residencia nocturna;
- Remisión a "*The Shop*", operado por la Oficina de Participación de la Comunidad (*Office of Community Engagement*) para obtener útiles escolares, alimentos, ropa y artículos de higiene;
- Remisión a agencias comunitarias; y
- Apoyo de transición a la universidad si su hijo/hija está en su último año de escuela secundaria.

Si desea obtener más información acerca del Programa del Proyecto "*UP-START*", puede comunicarse con el Especialista de Enlace de "*UP-START*" en la escuela de su hijo/hija o llamar al 305 995-7318 o enviar un correo electrónico a projectupstart@dadeschools.net o acceder a la información en el sitio web del Proyecto "*UP-START*" de las Escuelas Públicas del Condado Miami-Dade en <http://ProjectUpStart.dadeschools.net>.

Gracias por su continuo interés en la educación de sus hijos.

Atentamente,



Ms. Amy O. Christopoulos, Directora de Alcance Comunitario
Departamento de Administración de Título I, Proyecto "*UP-START*"

cc: Mr. Edgardo L. Reyes
Mr. Pedro Arteaga

Ane Lekòl: 2022-2023

Chè Paran/Gadyen:

Pou rete an konfòmite avèk lwa gouvènman federal "McKinney-Vento Homeless Assistance Act" (Akò Asistans Sanzabri McKinney-Vento), jan "Every Student Succeeds Act (ESSA)" (Akò Chak Elèv Fè Siksè), te re-otorize li an 2015, Ajans Edikasyonèl Eta ak Lokal yo dwe asire tout timoun ak jèn ki ap viv nan tranzisyon jwenn menm aksè a edikasyon piblik gratis apwopriye, jan yo bay lòt timoun ak jèn yo. Daprè Kesyonè Eljibilite Elèv (FM-7378) Pwojè-UP/START sou Pwogram Timoun ak Jèn ki nan Tranzisyon ou te ranpli e soumèt bay Distri a, pitit ou a satisfè demand eljibilite yo e nou anwole li nan pwogram Pwojè Up-Start pou lekòl ane sa a. **Silvoup!è note ou dwe ranpli fòm FM-7378 la chak ane lekòl pou li ka anwole nan pwogram UP-START.**

Pandan ane lekòl 2022-2023 an, pitit ou a ap jwenn aksè a bonjan kalite edikasyon ak sèvis sipò pou elèv pou asire li jwenn opòtinite pou satisfè menm estanda akademik rijid Eta a menmjan ak tout elèv. Sipò Pwojè UP-START kapab bay pititou a gen ladan men li pa limite a:

- Siveyans prezans pitit ou a nan lekòl ak pèfòmans akademik li, Lyezon lekòl UP-START ap fè an konjonksyon avèk anplwaye UP-START Distri a;
- Asistans nan fason yo ap jere ka a;
- Demand pou transpò pou ale nan lekòl li ye kounye a si distans la plis pase de (2) kilomèt de kay kote li dòmi an;
- Rekòmandasyon nan "The Shop" (Boutik La), "Office of Community Engagement" (Biwo Angajman Kominotè) ap jere pou yo ba li founiti klasik, manje, rad ak aktik twalèt;
- Rekòmandasyon bay ajans kominotè yo; ak
- Sipò pou tranzisyon nan kolèj si pitit ou a nan dènye ane lekòl segondè li.

Si ou ta renmen plis enfòmasyon sou Pwogram Pwojè UP-START la, ou ka kontakte lyezon UP-START nan lekòl pitit ou a, oubyen rele nan 305 995-7318, oubyen voye lèt elektwonik nan projectupstart@dadeschools.net, oubyen jwenn aksè a enfòmasyon sou sit Entènèt Pwojè UP-START Lekòl Leta Miami-Dade County a, nan <http://ProjectUpStart.dadeschools.net>.

Mèsi pou enterè ou kontinye genyen nan edikasyon pitit ou.

Sensèman,



Ms. Amy O. Christopoulos, Direktè Sansibilizasyon Kominotè
Depatman Administrasyon Title I, Pwojè UP-START

Cc: Mr. Edgardo L. Reyes
Mr. Pedro Arteaga