

# Fowler Public Schools

## State and Federal Programs Handbook

2013 - 2014

### **Fowler Public Schools**

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## School Improvement Based Programming

State and federally funded programs will be integrated into the continuous cycle of improvement as implemented by the district. Key components of this integration process which include the supports provided and required by state and federal program participation are as follows:

1. The district establishes high academic standards for all students based on state state adopted standards. These high standards are supported by the district's mission vision and goals as reviewed on a regular basis by the building and district school improvement teams.
2. The district assures that core content curriculum standards are implemented across all content areas. Eligible students are supported in their knowledge and performance of those standards through state and federal programs.
3. The district employs multiple evaluation tools to determine student achievement of the adopted content standards through standardized tests, progress monitoring, and end of course assessments.
4. The district curriculum standards are communicated to staff through collaboratively developed curriculum guides and teacher induction processes.
5. The district incorporates regular reviews of instructional alignment with core curriculum through its annual school improvement cycle and professional development activities.

## Highly Qualified Instruction

All instructional staff involved in the delivery of instructional supports through state and federally funded programs meet all highly qualified requirements as identified in the Elementary and Secondary Education Act (ESEA). Highly qualified status is verified on an annual basis through the submission of the Registry of Educational Personnel documentation required by the state as verified by building principals and the district business manager. At the onset of the school year, the building principal verifies that all Title I teachers and paraprofessionals meet ESEA Section 1119 qualification requirements.

## Title I, Part A - Academic Support

Programming funded and provided under the federal Title I, Part A program meets all requirements for the implementation of these student academic support systems. Fowler Public Schools Title I, Part A is a targeted assistance program supporting eligible students in Grades K - 4. Support is provided primarily through the instructional support of a certified teacher interventionist that provides Tier 2 and 3 intervention strategies for eligible students as part of their regular school day. Key components of this implementation process include:

1. The following implementation and monitoring process is in place to appropriately implement the Title I, Part A Targeted Assistance Program at Waldron Elementary and Middle School:
  - a. January - March: A needs assessment is conducted at the building level as part of the

school improvement cycle of activities. The needs assessment includes gathering data from multiple sources, reviewing and analyzing the data across grade levels and content areas, identifying causes, and determining targeted areas for intervention for the following school year. Much of this process is included in the completion of the Comprehensive Needs Assessment (CNA) as part of Michigan's ASSIST school improvement process.

- b. April - August: As part of the School Improvement Plan (SIP) process, the building SIP team identifies research based strategies and the process to be implemented to bring about the targeted improvements. One component of this is the 4th step in this cycle in which the program evaluation for the current year is completed and the findings are considered in developing the revised program for the ensuing school year. Eligible students are identified for the ensuing school year through the use of the appropriate Title I Eligibility worksheet (Attachment #1) completed in May by each classroom teacher.
  - c. September - May: The program developed through the school improvement and planning process is implemented and monitored through the use of the Targeted Assistance Planning Rubric (Attachment #2) which is to be completed at the end of each semester by the building principal or interventionist. The program is monitored and adjusted based on ongoing data review as needed through a collaborative effort of the building principal, interventionist and classroom teachers. The certified teacher interventionist and any other staff paid with Title I funds maintain the appropriate Semi-Annual Certifications and/or Personnel Activity Logs (Attachment #3) to document time spent implementing the Title I, Part A instructional program.
  - d. May - June: A team consisting of the building principal, interventionist, paraprofessionals, parents, and classroom teachers collaboratively completes the MDE Program Evaluation Tool (Attachment #4) to be used as part of the program development phase for the following school year. This process may be incorporated as part of the school improvement process, or by a committee created for the specific purpose as described above. This review also includes a review of the Targeted Assistance Planning Rubric completed at the end of the second semester of the school year, and student achievement data on all students provided services through Title I programming.
2. Through the process of approving the Waldron Elementary and Middle School annual School Improvement Plan (SIP) the superintendent provides the oversight and guidance necessary to assure that targeted assistance components are appropriately developed, revised and included in the school SIP each year.
  3. The district leadership team of the superintendent and business manager confer with the elementary principal two times each year to support the planning and implementation process of the Title I, Part A Program at Waldron School. One specific purpose of each meeting is to

assure that program expenditures are compliant with supplement, not supplant requirements. In May, the Principal and Title I interventionist meet with the superintendent and business manager to verify program goals and implementation plans to assure they are appropriately built into the annual budget as part of the annual budget adoption process. The group also confirms that the appropriate components involving the Title I, Part A program are incorporated into the district improvement plan and the district professional development plan. The same group meets in September of each year to assure that the program has been initiated consistent with the implementation plan.

4. The Waldron Elementary School Title I Parent Involvement Plan and Parent Compact (Attachment #5) have been developed and implemented to meet all requirements of Section 1118 of the ESEA and to facilitate parent involvement and student success. Additionally, all parents of Waldron Elementary and Middle School are provided annual notice (Attachment #6) of their right to request information regarding the professional qualifications of their student's teachers and, if applicable, any paraprofessional working with their student. Where necessary, timely notice will be sent to parents if their child is taught by a teacher who is not highly qualified for four or more consecutive weeks. (Attachment # 7)

#### Title I, Part A - Private School Students

District students attending private schools are entitled to Title I, Part A services comparable to their public school peers. Funds are allocated for that purpose according to a state mandated formula that provides equitable resources. Fowler Public Schools provide oversight responsibilities for these private school Title I program activities through the following key activities:

1. Any eligible private school is provided and annual notice (Attachment #8) of their right to participate in the planning process for Title I funded services for their students. The decision of the private school to participate in providing Title I services to their students is documented annually on the Federal Program Participation Intent Form ( Attachment #9). Consultation to determine what services will be provided, who will provide them, and the students who will receive them is conducted and documented on the Documentation of Private School Consultation form. (Attachment #10)
2. The private school conducts its own needs assessment in the core curriculum areas to determine the student needs to be addressed through the use of Title I programming. The consultation process verifies the the needs assessment as determined through the private school's school improvement process and cycle of continuous improvement.

#### Title II, Part A - Professional Development

The federal Title II, Part A program provides funding for teacher and principal training and recruitment. District implementation of the Title II, Part A program complies with all state and federal requirements

associated with the program. Key implementation components are as follows:

1. The district follows and uses the state's mandated school and district improvement processes and tools to assure a professional development approach that is appropriately aligned with school and district goals. The buildings complete the Comprehensive Needs Assessment (CNA) within the state's ASSIST school improvement website and process to determine the focus of professional development activities each year.
2. The development of the professional development plan is a site based process in which the building school improvement team uses a district provided professional development planning worksheet (Attachment #11) to identify and plan professional development that is consistent with the building school improvement plan, state standards, and research based best practice.
3. As part of the annual school improvement process each building team evaluates the effect of professional development activities on student achievement and the attainment of building goals. The building teams reviews the district's Professional Development Evaluation Form (Attachment #12) completed by each teacher following individual and whole staff professional development activities as part of this process.
4. The district leadership team consisting of the superintendent, business manager and elementary principal confer three times each year to support the planning and implementation process of the Title II, Part A activities in the district. One specific purpose of each meeting is to assure that program expenditures are compliant with supplement, not supplant requirements. These meetings occur in May as part of the budget building process, September when professional development activities are confirmed for the school year, and in January as part of the budget amendment process.

#### Michigan Section 31a Programs - At-Risk Support

Programming funded and provided under the state Section 31a program meets all requirements for the implementation of these student support systems. Fowler Public Schools Section 31a program targets eligible at-risk students in Grades K - 8. Support is provided primarily through an extended school year summer school program for elementary age students and an academic support period for middle school students built into the school day. Key components of this implementation process are as follows:

1. The following implementation and monitoring process is in place to appropriately implement the Section 31a - At-Risk Program at Waldron Elementary and Middle School:
  - a. January - March: A needs assessment is conducted at the building level as part of the school improvement cycle of activities. The needs assessment includes gathering data from multiple sources, reviewing and analyzing the data across grade levels and content areas, identifying causes, and determining targeted areas for intervention for the following school year. Much of this process is included in the completion of the Comprehensive Needs Assessment (CNA) as part of Michigan's ASSIST school improvement process.

- b. April - August: As part of the school improvement process, the building SIP team identifies research based strategies and the activities to be implemented to bring about the targeted improvements. One component of this is the 4th step in this cycle in which the program evaluation for the current year is completed and the findings are considered in developing the revised program for the ensuing school year. Eligible students are identified for the the summer program and ensuing school year through the use of the appropriate Section 31a Eligibility Worksheet (Attachment #13) completed in May by each classroom teacher. The eligibility list is reviewed as part of the process to determine student needs in the design of the program and services.
      - c. July - May: The program developed through the school improvement and planning process is implemented, monitored and adjusted based on ongoing data review as needed through a collaborative effort of the building principal, interventionist and classroom teachers.
      - d. May - June: A team consisting of the building principal, interventionist, paraprofessionals, parents, and classroom teachers collaboratively completes the program evaluation process in conjunction with the Title I, Part A program evaluation process to be used as part of the Section 31a program development phase for the following school year. This process may be incorporated as part of the school improvement process, or by a committee created for the specific purpose as described above. This evaluation also includes a review of the student achievement data on all students provided service through Section 31a programming.
2. The district ensures that all stakeholders are updated on the allowable uses of Section 31a funds by providing each staff member a copy of the MDE Office of Field Services Section 31a Program for At-Risk Pupils Allowable Use of Funds document (Attachment #14) each year as part of the State and Federal Programs Handbook, and posting the handbook on the district website for parent review.
3. The district leadership team consisting of the superintendent, business manager and elementary principal confer three times each year to support the planning and implementation process of the Section 31a activities in the district. One specific purpose of each meeting is to assure that program expenditures are compliant with supplement, not supplant requirements. These meetings occur in May as part of the budget building process, September when professional development activities are confirmed for the school year, and in January as part of the budget amendment process.
4. The district confirms its compliance with program requirements and implementation standards by submitting the annual Section 31a Program Report to the state each year by the July 15 deadline each year.

## Financial and Personnel Management

The district meets all state and federal program requirements for financial oversight and reporting, as well as personnel management. Key components of this process are as follows:

1. While federal and state funds under Title I, Title II, and Section 31a are typically not used for the purchase of equipment or supplies, the district will maintain a physical inventory of any property purchased with federal funds in accordance with Section 80.32 of EDGAR.
2. The district, under the direction of the business manager, maintains the required Semi-Annual Certifications and/or Personnel Activity Reports as applicable with the legislation governing these state and federal programs. The business manager will consult with the building principal at the end of each semester to review the appropriate documentation and assure compliance.
3. To assure that the Final Expenditure Report does not result in a deviation, the business manager provides a monthly expenditure report to the superintendent and Board of Education reflecting expenditures to date. Additionally, the district leadership team consisting of the superintendent, business manager and elementary principal confer three times each year to support the planning and implementation process of the state and federal programs in the district. One specific purpose of each meeting is to assure that program expenditures are compliant with supplement, not supplant requirements, and do not exceed the budgeted allocations as approved by the Board of Education. These meetings occur in May in preparation for the year end final budget amendment and proposed budget adoption for the ensuing school year, September when program activities are confirmed for the school year, and in January as part of the annual budget amendment process.

## Annual Education Report

The Fowler Public Schools district and individual school Annual Education Reports are readily accessible to our parents and community through their placement on the homepage of the district and school websites. Copies of the annual reports are available upon request in any district office.

## Parental Involvement Policy

The Fowler Public Schools Board of Education has adopted a Parental Involvement Policy (Attachment #15) that includes all of the required components of Section 1118 of the Elementary and Secondary Education Act. This policy is intended to insure that all parents are aware of the services available through state and federal programs, and their role and rights associated with those programs.



Attachment #1

Title I Student Eligibility Worksheet

## Attachment #2

# Title I Targeted Assistance Diagnostic Rubric

## Attachment #3

### Semi-Annual Certifications and Personnel Activity Logs

Attachment #4

Title I Program Evaluation Tool

## Attachment #5

# Waldron School Parent Involvement Policy and Compact

Attachment #6

Teacher Qualification Parent Notification  
Letter

## Attachment #7

### Notice of Non-Highly Qualified Teacher Letter

Attachment #8

Private School Annual Notice Letter



Attachment #9

Private School Participation Intent Form

## Attachment #10

### Documentation of Private School Consultation Form

# Attachment #11

## Professional Development Planning Sheet

## Attachment #12

# Professional Development Evaluation Form

# Attachment #13

## Section 31a Student Eligibility Worksheet

## Attachment #14

### Section 31a Allowable Use of Funds Notice

## Attachment #15

### Fowler Public Schools Parent Involvement Policy