Beal City Public Schools

Written Processes

State and Federal Programs

August 2015

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Indicators That Address All Programs

Beal City Public Schools

District Mission Statement
Beal City Schools, in harmony with home and community, will educate our children in a positive environment that meets individual needs and goals in order that all students successfully function in an ever-changing global society.

District Belief Statements
- We believe all children can learn
- We believe in creating independent, life-long learners
- We believe all children deserve equal opportunities and treatment
- We believe in promoting a positive self-concept
- We believe it takes a whole community to educate a child, and encourage parental involvement and participation
- We believe in ensuring a safe and positive learning environment
- We believe in and encourage diversity

District Vision Statement
Our students are excited, responsible learners who are encouraged by home, school, community and place of worship. As leaders, they are fully confident that they will graduate well prepared to meet the challenges and high expectations of the 21st century. As successful, life-long learners and productive citizens of high morals, they work to their fullest potential to make a positive difference.

Our children begin their discovery of knowledge in a nurturing family environment. Our schools and families work in harmony to provide a safe, supportive, and challenging learning experience. Our premier educational team enthusiastically embraces innovative teaching methods and high standards of performance. Our schools are the central point of learning. Using the latest technology, the world is truly our classroom.

Our school district and community are committed to high expectations and high standards. We proactively work together to provide skills, knowledge, and resources thus ensuring a fully supportive environment for excellence in education for all stakeholders.

District Mottos

Educational Teamwork Today = Educational Excellence Tomorrow

Excellence A³
(Academic, Athletic, and Artistic Excellence)

Hear at Beal City Public Schools
students get a BIG education in a SMALL school family friendly environment.

School Improvement Indicators
Section 1

1.) Communication:
- Curriculum leaders will ensure that the Core Content Standards are effectively communicated through the following methods:
    1.) Building School Improvement Plan/District School Improvement Plan
    2.) ESIT & DSIT Subcommittees
    3.) Pacing Guides
    4.) District Mission Statement and Belief Statements posted on district website and throughout building
    5.) New teachers are assigned a mentor teacher and meet regularly prior to and throughout school year.

2.) Implementation:
1. The Curriculum leaders will ensure that instruction is aligned with the Core Content Standards:
    - Building leaders, such as Principals, will provide guidance and monitoring through modeling, department meetings, grade-level meetings.
    - Building leaders will provide oversight of the implementation through analyzing assessment results, walk-throughs, lesson plans, and the evaluation process.

3.) Highly Qualified Requirements of NCLB for Core Academic
   Process:
Superintendent, and/or Building Principals will meet in the summer once all classes have been assigned and ensure that the requirements that are in place all followed to place teachers so that all teachers teaching core academic areas are highly qualified in those areas. Items the Superintendent and Principals will be looking for are as follows:
1. Bachelor's/Master's Degrees obtained from a certified institution.
2. State Certification is not expired and up to date.
3. Is able to demonstrate subject-matter competency in assigned core academic class.
4. Completion of Highly Qualified worksheet annually and on file in Administration Office.

Requirements:
To be highly qualified under NCLB, also known as the Elementary and Secondary Education Act (ESEA), a teacher must have:
1. At least a bachelor's degree; and
2. Full state certification; and
3. Demonstrated subject-matter competency in the core academic subjects assigned.

Years of Implementation:
All teachers in core academic subjects must have been highly qualified by the end of the 2006-07 school year (regardless of whether they are teaching in a Title I program). Teachers hired after the first day of instruction of the 2002-03 school year who teach a core academic subject in a Title I program must be highly qualified immediately.

Core academic subjects
• English
• Reading or language arts
• Mathematics
• Science
• Foreign languages
• Civics and government
• Economics
• Arts (art, music, theatre arts and dance)
• History
• Geography

Demonstrating Subject-matter Competency
Subject-matter competency, the third requirement, can be demonstrated at the elementary level by passing the appropriate ExCET/TExES or by meeting the High Objective Uniform Standard of Evaluation (HOUSSE).

Specialist Elementary Education Teachers: The U.S. Department of Education's interpretation of "highly qualified" requires some specialist elementary education teachers, such as art or music teachers, to hold generalist certificates as well as their specialist certificates. Competency can be demonstrated at the secondary level by passing the appropriate ExCET/TExES, meeting HOUSSE, or holding an academic major or the equivalent in the subject taught.

4.) The Elementary and Secondary Education Act (ESEA) No Child Left Behind Act of 2001, states in ESEA Section 1119(h) that each local educational agency shall require that the principal of each school operating a program under ESEA Section 1114 – School-wide Programs or Section 1115 - Targeted Assistance Schools attest annually in writing as to whether such school is in compliance with the requirements of Section 1119. In addition, copies of attestations shall be:
1. Maintained at each school operating a School-wide or Targeted Assistance program, and
2. Maintained at the main office of the school district, and
3. Available to any member of the general public on request

Requirements of ESEA Section 1119 – Teachers
• Teachers hired and teaching in a program supported with Title I, Part A funds are highly qualified.
• A plan has been developed to ensure all teachers are highly qualified. (Exception to this requirement is available to small rural schools identified in the flexibility provisions of March 2004.) Components of the plan shall include annual measurable objectives to:
  • increase the percentage of highly qualified teachers, and
  • increase the percentage of teachers who are receiving high-quality professional development, and
  • such plan may include other measures determined by the school and/or district
• Progress to meet annual measurable objectives must be publicly reported. This requirement may be met through reports to OSPI and used for data posting on the OSPI website for state, district, and building report cards.

Requirements of Section ESEA 1119 – Paraprofessionals

- All paraprofessionals hired after January 8, 2002, hired with Title I, Part A funds or employed in a Title I, Part A school-wide program and assisting with instruction must meet one of the following requirements prior to hire:
    1. Completed at least 2 years of study at an institution of higher education.
    2. Obtained an Associate degree (or higher).
    3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment, the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above named subject areas, as appropriate.
- All paraprofessionals working in a Title I, Part A funded program, including a Title I, Part A school-wide program, shall have earned a secondary school diploma or its recognized equivalent.
- Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119.
- Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

Program Specific Indicators
Section 2

5.) Title I (Oversight and Guidance)

We use the formula provided by MDE to determine how much money each school gets. Upon receiving the estimated allocation amount for Title I and other grants we have made a spreadsheet that figures out how much each school gets according to the number of students that receive Free/Reduced.

The Director determines which buildings will be Title I buildings for the following year based on:
1. The funding amount increasing or decreasing
2. The poverty level of each building from the Oct Free/Reduced.
3. The availability of grants funds to support the non-Title I schools

Once it's determined which building(s) will be Title I buildings, administrative specialist completes the Title I School Selection in MEGS.

Each school is given their total allocation and asked to provide our State & Federal Programs office a spending plan. Once we get the spending plan back we enter the total into MEGS.
Once the Consolidated Application is approved each building is given their Final Allocations & the planning is started. They can start spending their money as indicated on the spending plans.

Next the Superintendent notifies the buildings allocations, which is determined using the formula recommended by MDE.
1. We deduct the Administrative Cost, Homeless Allocation off the top
2. Building level budgets are generated by Free/Reduced meals from Oct. 31 count of the prior year.
3. The building with the highest poverty Free/Reduced students is serviced first. That number is multiplied by the per pupil allocation to determine the Title I funding to each building until the funds are at -0-.
4. The building focuses on at-risk students & spends their money according to their School Improvement Plans.

They then fill out a requisition and send it to the State & Federal Programs office where it's reviewed by the administrative specialist then signed by the director. Once it's been signed/approved by the director it goes to our Finance Dept. where they will order the items & have them shipped to the buildings. The PNP is asked to do the same thing except their items get shipped to our State & Federal Programs office where the administrative specialist checks them in then forwards them to each school. We place a Fixed Asset Tag (THE DISTRICT State & Federal Programs) on most items.

PNP is calculated the same as the District and they receive the same amount per pupil. We have a meeting with the PNP to give them their allocations & to review the rules, etc. We have them fill out a Private School Response Form (Replaced the Intent to Participate Form) & we give them copies of the other forms (Spending Plans, Requisitions, Travel Forms, Student Qualifying Form, etc) that they will need.
The PNP provides the District with a Census report with their Feb. count. That reports ask for all students names, address, city, grade & free/reduced. Once all that information is turned in the District send it to the County to determine what school district each child would go to if they were to attend the District. Once we get that information back from the county we enter it in the spreadsheet to determine who much money each PNP school will get.

We then provide the PNP schools with a Qualifying Student List. We will check the eligibility of the students to see if:
1. The student does not live in the attendance are of a the District Title I Building
2. The student does not demonstrate an academic need.
If a student is living in the attendance area of another district we inform them to contact that district's Title I office for information about receiving funding for those students.

Monitor Implementation of the Title I Part A Program at School Level:
The Superintendent will work closely with building principals and Title I staff to ensure Title I Part A programs are being implemented with fidelity at the building level. Evidence of the following will be kept through agendas and minutes.

1. **District Level-**
    a. Superintendent will hold quarterly meeting to ensure that all Title I Part A programs at the District level are evaluated and revised according to the District Improvement Plan.
        i. Evidence- Meeting Agendas, Meeting Minutes, and Sign-In Sheet will be used for evidence.
    b. If there is no Title I Part A funding at the District Level then no monitoring is needed.
2. **School Level-**
    a. School Improvement Team will hold quarterly meeting to ensure that all Title I Part A programs at the School level are evaluated and revised according to the School Improvement Plan.
        i. Evidence- Meeting Agendas, Meeting Minutes, and Sign-In Sheet will be used for evidence.
    b. Title I Staff will be identified to Stakeholders based on the classes schedule that are arranged by building principals. Along with job descriptions of their positions.
    c. Programs will be assessed in the spring for the following year based on Comprehensive Needs Assessment complete for each of the schools.
    d. If there is no Title I Part A funding at the School Level then no monitoring is needed.

6.) Internal Process for providing oversight and guidance for evaluation and revision of the School-wide and/or Targeted Assistance Plan:
The State and Federal Programs director will work closely with curriculum leaders and building leaders to give guidance and technical assistance to this process.
- Using a state approved SIP process and Evaluation process for the following.
- Annually review building level CNA
- Review and update SIP- determine new goals
- Evaluate Title I Programs (Programs and staff); Parent Involvement; SIP Goals for their effectiveness.

Note: See Appendix A (MDE Program Evaluation Tool)
Also located at: **http://www.michigan.gov/documents/mde/7-Program_Evaluation_Tool_-_March_12_379902_7.doc**

7.) Description of Internal Controls for ensuring supplement/not supplant requirements.
The State and Federal Programs director will work closely with district and building leaders to give guidance and technical assistance to this process.
- Follow Guidelines: **See Appendix B.**
  Also located at:
  http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Fwww.ed.gov%2Fadmins%2Fgrants%2Ffind%2Fsns.pdf&ei=as5FUoCmI4bCgQHQ_4CgAg&usg=AFQjCNGzTCzxjS8Y9Hp52Fmip4PEaQfebQ

- Communicate these guidelines to Title I buildings and District Leaders.
- The State and Federal Programs Director review Title I building spending plans to ensure compliance with the supplement, not supplant requirements.
- The State and Federal Programs Director reviews the plan with the Office of Field Service Representative to make sure the District is not supplanting.
- In the event of reduction general funded personnel who are going to be transferred to a grant funded position the steps will be followed to make sure supplanting does not occur:
  1. Documentation that the general fund position was eliminated (lay-off notice).
  2. Documentation of the new grant funded job description posting.
  3. Documentation of Board Minutes taking action.

8. and 9.) Written Description of LEA's Allocation Process
Districts receive an annual Title I allocation from the Michigan Department of Education, which is funneled through the U.S. Department of Education.

Upon receiving the estimated allocation amount for Title I and the other grant programs, the Business Manager shares the allocation amounts at District Administration Team Meeting each year.

Private Non-Public schools are invited to attend a planning session annually to determine if they would like to participate in the Federal programs. They are sent emails informing them of the meeting and a certified invitation asking them to respond with a phone call or an email as to whether or not they will be attending.

The District Management team then discusses the funding amounts and it is determined which buildings will be Title I buildings for the following year based on:
1. The funding amount increasing or decreasing
2. The poverty level of each building
3. The needs identified in the comprehensive needs assessment
4. The availability of other grant funds to support the non-Title I schools

Once it is determined which building(s) will be Title I buildings, the Business Manager completes the Title I School Selection pages in MEGS.

Next, the Business Manager shares the building allocations, which are determined using the formula recommended by MDE (see attached calculation worksheet on www.michigan.gov/ofs).
1. District level set-asides and the PNP allocations are taken off the top of the District allocation, as required.
2. Building level budgets are then generated by taking the remainder of the allocation and dividing by the total number of district free and reduced meals from the October 31 count of the prior year and multiplied by 125% to get the per pupil allocation.
3. The building with the highest poverty of Free and Reduced students is served first. That number is multiplied by the per pupil allocation to determine the Title I funding allocated to the building. The process continues until the funds are balanced at -0-.
4. The District School Improvement Team, along with the Building School Improvement Teams, may decide to focus the funds more at one level than others based upon need, philosophies, and other grant funds available to serve at-risk children.

Once the building allocations are determined, the Building School Improvement Team decides how to spend the funds through the school improvement process. The Superintendent or designee then takes the school improvement plans and completes the District Plan.

Once the District Plan is complete, the Superintendent or designee inputs all requests into MEGS in the Consolidated Application and awaits approval or modifications from the MDE Field Service Consultant.

Once approval of the Consolidated Application is given, the buildings implement their plans.

Once Final Allocations are given, the planning starts again. The new allocations are shared and representatives take the information back to their buildings for input.

Once a year after carry over has been determined through the auditing process, the Superintendent is able to make amendments to the original Consolidated Application in MEGS. When it is approved the implementation of new expenditures begins.

This process for allocation of other Federal Funds such as Title II A or Title VI occurs in the same manner.

10. and 11.) Building level leaders and SIP teams are using the state and or district recommended evaluation tool. This gives detailed evidence of stakeholder involvement.
- Using a state approved SIP process and Evaluation process for the following.
- Annually review building level CNA
- Review and update SIP- determine new goals

- Evaluate Title I Programs (Programs and staff); Parent Involvement; SIP Goals for their effectiveness.

Note: **See Appendix A (MDE Program Evaluation Tool)**

If the District Reserves Funds for District-Level Activities

12.) Title I Part A- district-level program decision making.
The State and Federal Programs director will work closely with district leaders to give guidance and technical assistance to this process.
1. All decisions about interventions are kept at the school-level
   a. District-Level decisions happen if and only if Title money is available for district-level programs.
   b. District reservation for things such as administrative costs, indirect costs, homeless set aside, and private nonprofit set asides. These are entered in the TISS before school level allocations are determined.
2. Stakeholders are involved.

13.) Evaluation of District-level Programs
The State and Federal Programs director will work closely with district leaders to give guidance and technical assistance to this evaluation process using the state and or district approved tool.
1. District-Level evaluation happens if and only if there are district-level programs.

Title I, Part A (Neglected)
Non Applicable- 14, 15, 16

Title I, Part C (Migrant)
Non Applicable 17,18, 19, 20

Title I, Part D (Delinquent)
Non Applicable 21, 22, 23, 24, 25, 26

Title II, Part A (Teacher and Principal Training and Recruitment)

27.) Conducting a Needs Assessment and Aligning it to the Professional Development in DIP
The State and Federal Programs director will work closely with district leaders to give guidance and technical assistance to this process.

Process for Conducting CNA for Title II Part A Activities
   a. Identify building and district level goals. This process will be done with the building level District and Building School Improvement Teams.
   b. Ensure the activities align to the goals.
   c. At the end of the semester sit down with all involved staff and Stakeholders to discuss the direction of the Title II Activities:
      i. Meeting

          ii. Data Review

         iii. Survey Review

  d. If the evaluations of data and surveys regarding activities/programs indicate student growth then activities/programs will continue. If growth isn't shown over three years then:

          i. A committee will investigate other activities.

          ii. Professional Development might increase in that area.

         iii. Other options for the use of Title II fund may be looked at.

28.) Collaboration of School Improvement Teams Developing the Professional Development Plan.

The State and Federal Programs Director will work closely with curriculum leaders and building leaders to ensure Title II Part A professional development is collaboratively established. Evidence of the following will be kept through agendas and minutes.

- Building level School Improvement Plans are developed to determine professional development support.
- The building School Improvement Plans are submitted to the District leadership to be used to develop the District School Improvement Plan.

29.) Evaluating Title II Activities for their effectiveness

District-level leaders, District School Improvement Team, building-level leader, and Building School Improvement Team are using the state and or district recommended evaluation tool. This gives detailed evidence of stakeholder involvement.

- Using a state approved SIP process and Evaluation process for the following.
- Annually review building level CNA and district CNA
- Review and update SIP- determine new goals
- Evaluate Title II Programs and or staff for their effectiveness.

Note: See Appendix A (MDE Program Evaluation Tool)

30.) Class-size Reduction Evaluation

Non Applicable

31.) Internal Controls for Ensuring Supplement/not Supplant.

The State and Federal Programs director will work closely with the District and building leaders to give guidance and technical assistance to this process.

- Follow Guidelines **(See Appendix B)** Document is also located here:
  http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Fwww.ed.gov%2Fadmins%2Fgrants%2Ffind%2Fsns.pdf&ei=as5FUoCmI4bCqQHQ_4CgAg&usg=AFQjCNGzTCzxjS8Y9Hp52Fmip4PEaQfebQ
- Communicate these guidelines to district-wide buildings and District Leaders.
- The State and Federal Programs Director review Title II building spending plans to ensure compliance with the supplement, not supplant requirements.
- The State and Federal Programs Director reviews the plan with the Office of Field Service Representative to make sure the District is not supplanting.

Title III, Part A (English Learner and Immigrant)

32.) Title III, Part A Supplementary Programs Services Based on CNA
The State and Federal Programs director will work closely with building leaders to ensure Title III Part A objectives, strategies and activities are included in the Building School Improvement Plan and District School Improvement Plan. Evidence of the following will be kept through agendas and minutes.
- If applicable the District School Improvement Plan includes SMART Objectives, strategies, and/or activities based on the identified needs of English Learners based the CNA.
- Based on the CNA a determination of interventions or supports that they need will be implemented.

33.) Title III, Part A; Internal Controls for Ensuring Supplement/not Supplant.
The State and Federal Programs director will work closely with the District and building leaders to give guidance and technical assistance to this process.
- Communicate Title III, Part A guidelines to district-wide buildings and District Leaders.
- The State and Federal Programs Director review Title III, Part A building spending plans to ensure compliance with the supplement, not supplant requirements.
- The State and Federal Programs Director reviews the plan with the Office of Field Service Representative to make sure the District is not supplanting.

34.) Identification Process for Potential Eligible English Language Learners
- The State and Federal Programs Director will provide each building with a Home Language Survey for the student enrollment packet.
- This survey will be reviewed by district-level personnel.
- If applicable the student will be given the initial ELPA Screener.
- Based on the screener's results supports and services will be determined.
- The spring ELPA assessment will determine their eligibility for the following year. This spring ELPA assessment determines if the student exits English Language support and services for the next year.

Note: See Appendix C (Home Language Survey)

35.) Title III, Part A Highly Qualified
Superintendent, Human Resources, and/or Building Principals will meet in the summer once all classes have been assigned and ensure that the requirements that are in place all followed to place teachers so that all teachers teaching core academic areas are highly qualified in those areas. Items the Superintendent and Principals will be looking for are as follows:
- Bachelor's/Master Degrees obtained from a certified institution.
- State Certification is not expired and up to date.
- Is able to demonstrate subject-matter competency in assigned core academic class.
Requirements:
To be highly qualified under NCLB, also known as the Elementary and Secondary Education Act (ESEA), a teacher must have:
1. At least a bachelor's degree; and
2. Full state certification; and
3. Demonstrated subject-matter competency in the core academic subjects assigned.

Years of Implementation:
All teachers in core academic subjects must have been highly qualified by the end of the 2006-07 school year (regardless of whether they are teaching in a Title I program). Teachers hired after the first day of instruction of the 2002-03 school year who teach a core academic subject in a Title I program must be highly qualified immediately.

Core academic subjects
        • Bilingual/ESL certified and endorsed

Demonstrating Subject-matter Competency
Subject-matter competency, the third requirement, can be demonstrated at the elementary level by passing the appropriate ExCET/TExES or by meeting the High Objective Uniform Standard of Evaluation (HOUSSE).

Specialist Elementary Education Teachers: A recent change in the U.S. Department of Education's interpretation of "highly qualified" requires some specialist elementary education teachers, such as art or music teachers, to hold generalist certificates as well as their specialist certificates. Competency can be demonstrated at the secondary level by passing the appropriate ExCET/TExES, meeting HOUSSE, or holding an academic major or the equivalent in the subject taught.

36.) Professional Development to Staff who Serve English Language Learners
The State and Federal Programs Director will work closely with building leaders to ensure Title III, Part A professional development is collaboratively established. Evidence of the following will be kept through agendas and minutes.
- Building School Improvement Plans are developed to determine professional development support.
- The Building School Improvement Plans are submitted to the District leadership to be used to develop the District School Improvement Plan.

37.) Evaluating Title III, Part A Programs
Evaluating Title III, Part A Activities for their effectiveness District-level leaders, District School Improvement Team, building-level leader, and Building School Improvement Team are using the state and or district recommended evaluation tool. This gives detailed evidence of stakeholder involvement.
- Using a state approved SIP process and Evaluation process for the following.
- Annually review building level CNA and district CNA
- If Applicable the results from the spring ELPA
- Review and update SIP- determine new goals
- Evaluate Title II Programs and or staff for their effectiveness.

Note: See Appendix A (MDE Program Evaluation Tool)

38.) Description of Alternative Language Program and use of General Funds to Support such programs before using other state and federal funds.
- General funds will be used to support the Alternative Language Program prior to using state and federal funds.

ELL Program Services Description:

Program Philosophy
The ELL Program Services at our school district are designed to first support students in English Language Acquisition, and then to provide academic support where the student's lack of English Language Proficiency has inhibited his or her ability to access the general curriculum.

Placement Levels of Service

1. **General Education Classroom**: Student is assigned to a general education classroom with a Highly Qualified Teacher.
    a. At the early elementary level (K-2), full immersion in a language rich environment where all students are learning to read and write English generally provides the best opportunity for language acquisition. While translation services may be provided for communications between the family and home, they are not generally considered an acceptable method for meeting the program's primary goal of English language acquisition.
    b. As indicated by a student's individual need, from time to time a Bilingual Educational Assistant may work with students in the classroom to provide instructional reinforcement in reading and/or math. Occasionally, as appropriate, the student might be pulled out to work one-on-one or in small groups with the Bilingual Educational Assistant. Students being pulled out of the classroom to receive supplemental services will be kept to a minimum.
    c. As indicated by a student's individual need, the student may be assigned supplemental services. This service will work both on language acquisition and on reading fluency. Students being pulled out of the classroom to receive supplemental services will be kept to a minimum.
    d. The student may also be offered Extended Learning Services by a certified teacher within the school day or after school.
2. **Monitoring Phase-Year One:** A general education classroom with a Certified Teacher. Student does not receive additional direct instructional services due to demonstrated

progress.   The student's academic progress will be monitored in this phase by a variety of methods which may include: Grades, attendance, home visits, parental home contacts, and translation service during parent/teacher meetings or other parent advisory meetings. Further, the teacher(s) of a student in the monitoring phase will be informed that the student is receiving the monitoring service. The classroom teacher or parent may refer the student to the Principal or Curriculum Department for additional services if a need develops.

3. **Monitoring Phase-Year Two:** The student is monitored for a second year.
4. **Fluent English Speaker:** At this point the student has experienced 2 years of monitoring and has proven he/she can achieve academic success and meet state standards. The student is exited from the program.

Note: See Appendix C-1 (New LEP Yearly Placement Letter)

39.) Section 31A (At Risk) Each fall the District receives an annual Section 31a allocation. The 31a money services our Non Title buildings for grades K – 12 that have the most At-Risk students first. The District uses Section 31a Risk Factor to identify students.

State Standardized Assessment Scores & Non-Instructional Risk factors are used to identify student for services for 31a money.

The staff uses the needs assessment Section 31a log factors to identify programs needs to support student learning in the core area for K-12.

31a staff keeps records of identification logs, caseloads, parent contacts and communication with staff. These records are turned into the State & Federal office at the end of the school year.

The administrative specialist, in collaboration with our Finance Office staff completes the Consolidated Performance Report by July 15 of each year as required by MDE.

40.) 31a Eligibility The State and Federal Director will provide the eligibility worksheet, from the OFS, website to each building-level leaders. The worksheet is complete in the fall and spring by the building-level leaders and returned to the state and federal director, to the students are tagged in the student data system.

Left Side of the 31a Identification Sheet
K-3 ELA, MATH, SCIENCE, and SOCIAL STUDIES
- If a student qualified for Title I services in ELA, math, science, or social studies through benchmark testing, they were marked as at-risk in the appropriate category(ies).

4-8 ELA, MATH, SCIENCE, and SOCIAL STUDIES
- If a student scores below benchmark on a state/district assessment, they were marked at-risk in the appropriate category(ies).

9-10 ELA, MATH, SCIENCE, and SOCIAL STUDIES
- If a student scores below benchmark on a state/district assessment, they were marked at-risk in the appropriate category(ies).

11-12 ELA, MATH, SCIENCE, and SOCIAL STUDIES
- If a student scores below benchmark on a state/district assessment, they were marked at-risk in the appropriate category(ies).

Right Side of the 31a Identification Sheet
Abuse/Neglect
- Documented and substantiated Child Protected Services referral.

Pregnant
- Students that were parents (male or female) or pregnant were marked at-risk.

Lunch
- Students indicated as free or reduced on the Direct Certification Report were marked at-risk.

Attendance/Behavior
- Attendance: 20 or more absences
- Behavior: 5 or more office discipline referrals logged in TIES

Family History
- Documented situation of parent incarceration.
- Documented situation of parent drop out.

41.) Ensure Stakeholders are Updated on Allowable Uses
The state and federal programs director will meet with building-level leaders to review the allowable use of funds for 31A.

Note: See APPENDIX D (31A Program for At-Risk Pupils)

42.) Sections 31A Programs Supplement/Supplant
The State and Federal Programs director will work closely district and building leaders to give guidance and technical assistance to this process.

- Follow Guidelines. **See Appendix B.** Also located here:
  http://www.michigan.gov/mde/0,1607,7-140-6530_30334-43638--,00.html
- Communicate these guidelines to district buildings.
- The State and Federal Programs Director review At Risk building spending plans to ensure compliance with the supplement, not supplant requirements.
- In the event of reduction general funded personnel who are going to be transferred to a grant funded position the steps will be followed to make sure supplanting does not occur:
  - Documentation that the general fund position was eliminated (lay-off notice).
  - Documentation of the new grant funded job description posting.
  - Documentation of Board Minutes taking action.

Indicators That Address All Programs

43.) Quarterly Review of the Personal Activity Records
1. A payroll time sheet is completed each payroll period by any employee whose wage is being funded by a state or federal grant source. This time sheet is reviewed and approved by the Director of the program or the Principal if it is deemed acceptable.
2. Any employee whose time is split between a federal grant and another funding source, completes a Personnel Activity Report monthly indicating how much time was spent performing the functions funded by each source. The Director of the program or the Principal reviews the form and approves it if it is deemed acceptable.
3. A Time Certification Form is completed twice per year by the Director of a program or the Principal of the building for any employee whose time is funded 100% by a single federal source.

4. All employees whose compensation is paid, in full or in part, with Federal funds must maintain time and effort records in accordance with this established criterion. Employees must provide the information required on a timely basis and in accordance with all procedures. Time and effort records must be maintained in order for Districts to charge employee compensation costs to Federal grants; thus, compliance with these procedures prevents disallowance of salary and wages charged to Federal grants.

44.) Final Expenditure Report Ensuring that a Deviation does not Occur

Calculating Carryover & Final Expenditure Reports

Once the grant year is over (September 30th each year), carryover is calculated by subtracting the amount of the grant expenses from the budget. Title I limits carryover to 15% of the allocation and the business manager is in charge of monitoring the budget to ensure that carryover does not exceed that amount.

Once all expenditures have been accounted for in the grant period, the final expenditure report is filed in CIMS. The business manager prints a report from the District's software and then compiles the expenses by function and object into Excel before keying it into CIMS. All copies of reports are maintained along with the final expenditure reports in the business manager's office.

45.) Previous Audit Findings Do Not Occur

MONITORING & REPORTING PROGRAM PERFORMANCE
1. The Director in charge of a Federal award along with the Superintendent and Business Manager will manage and monitor each project, program, function or activity supported by the award.

2. Performance reports shall be submitted in accordance with the rules and regulations of each award received.

3. The final performance reports will be processed and sent to the awarding agency no later than 90 calendar days after the expiration or termination of the award or no later than the specified date designated by the rules of each award given.

CONSEQUENCES OF COMPLIANCE FAILURES
b) All employees are instructed to follow the procedures that have been put in place to monitor all financial and accounting activities in the District.

c) Any employee who does not follow the procedures as instructed will be disciplined in a progressive manner.

Additional Documentation
Section 3

Annual Education Report (AER) Process
District level personnel will contact the local ISD to obtain the AER Cover Letter and Combined Data Reports login and usernames.

Data is collected at the District and school level to complete the required AER. This data includes:

District Level
- Combined Report from www.mischooldata.org (Student Assessment Data)
- Personalize Cover Letter Template to include:
  - Top to Bottom Ranking; Detailed Data and Status
  - AYP - Status
  - Teacher Qualification Data
  - NAEP Data

Building Level
- Combined Report from www.mischooldata.org (Student Assessment Data)
- Personalize Cover Letter Template to include:
  - AYP - Status
  - Top to Bottom Ranking; Detailed Data and Status
  - Two most recent years on the following:
    - Process for assigning pupils to the school
    - Status of the 3-5 year school improvement plan
    - A brief description of each specialized school
    - How to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the State's model
    - The aggregate student achievement results for any local competency tests or nationally normed achievement tests
    - Identify the number and percent of students represented by parents at Parent-Teacher Conferences
    - For High Schools only, also report on the following:
      - The number of percent of postsecondary enrollments (Dual Enrollment)
      - The number of college equivalent course offered (AP/IB)
      - The number and percentage of students enrolled in college equivalent courses (AP/IB)
      - The number and percentage of students receiving a score leading to college credit

District and School level administrators are responsible to complete the AER Cover Letter and download the Combined Data Report 15 days prior to the start of the first student school day each year.

AER Cover Letters must have the full date (August 20, 2012) on the front page.

AERs are posted on the District/school website; must be posted for retrieval within 2 clicks.

AER hard copies are made available in each district/school office.

AERs are shared in a public meeting with the Board of Education and Community prior to October 15 of each year.

Appendix A: MDE Program Evaluation Tool

Michigan Department of Education
PROGRAM EVALUATION TOOL
Prepared by Beal City Public Schools

Description
Title:
Brief description:
Need being addressed:
Reason for selection, including intended results:
Research citation and brief summary:

Impact: What was the strategy/program/initiative's impact on students?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, the school's achievement results on state or district wide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a) **What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data?**
b) **What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data?**
c) **What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results?**

Conclusion: If objectives <u>were met</u>, should the strategy/program/initiative be continued or institutionalized?
   a) What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs?
   b) What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires?
   c) What adjustments if any might increase its impact while maintaining its integrity?
   d) What is needed to maintain momentum and sustain achievement gains?
e) How might these results inform the School Improvement Plan?

If objectives **<u>were not met</u>**, consider the following analysis:

1. **Readiness**: **What was the readiness for implementing the strategy/program/initiative?**
   IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, stakeholders are well-prepared to implement the program. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the program. Specific concerns have been identified and solutions have been planned/ implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

a)	**What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program/initiative?**
b)	**What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative?**
c)	**What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed?**
d)	**What is the evidence and what does it show regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work?**

Suggested Evidence for Question 1:

• Meeting agendas/minutes • Books/papers about the program • Staff surveys • SI Plan elements • Professional development materials	• Conference/workshop attendance • Data collection plan; data analysis work • Stakeholder survey results	• Suggestion box ideas collected • SI team agendas • Focus group interviews

Given the evidence you've assembled, choose one overall self-assessment for Question 1:

What was the readiness for implementing the strategy/program/initiative?			
Stakeholders were fully prepared to implement.	Support and commitment were generally high, but some concern or work remains.	Some promising elements exist, but were mixed with major gaps in knowledge or confidence.	Interest and/or commitment were low.
NEXT STEPS: **What action steps are needed to increase readiness?**			

2. **Knowledge and Skills**: **Did staff and administrators have the knowledge and skills to implement the strategy/program/initiative?**
   IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

a) **What is the evidence and what does it show regarding staff and administrators' vision for how practice would change as a result of the strategy/program/initiative?**
b) **What is the evidence and what does it show regarding administrator knowledge and ability to monitor and assess the effectiveness of the strategy/program/initiative?**
c) **What is the evidence and what does it show regarding the sufficiency of opportunities for staff to learn knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/program/initiative?**
d) **What is the evidence and what does it show regarding staff ability to apply the acquired knowledge and skills?**

Suggested Evidence for Question 2:

• Minutes of professional conversations • Self-assessment checklists • Staff surveys • Superintendent or administrator observations/ walkthroughs	• Professional learning agendas, sign-in sheets • program simulations, administrator observations

Given the evidence you've assembled, choose one overall self-assessment for Question 2:

Did participants have the knowledge and skills to implement the strategy/program/initiative?			
Participants had sufficient knowledge and skills to succeed.	Much knowledge and skill were evident, but few skills (or some knowledge bases) still need work.	A solid start was documented, but many skill levels and much knowledge need to be acquired.	Participants were beginning to acquire the necessary knowledge and skills.
NEXT STEPS: What action steps are needed to improve participants' knowledge and skills?			

3. **Opportunity: Was there opportunity for high quality implementation of the strategy/program/initiative?**

IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

a) **What is the evidence and what does it show regarding the sufficiency of administrative support to achieve the intended results?**
b) **What is the evidence and what does it show regarding the sufficiency of professional learning during implementation, e.g. modeling/coaching?**
c) **What is the evidence and what does it show regarding the sufficiency of resources – including financial and time - to achieve the intended results?**
d) **What is the evidence and what does it show regarding staff collaboration in support of the strategy/program/initiative?**
e) **What is the evidence and what does it show regarding structures being in place to collect and review implementation data?**

Suggested Evidence for Question 3:

• Agendas/minutes • Action plans • Email correspondence • Focus group and/or anonymous surveys • Budget sheets	• Logs, school schedules • Inventories • Curriculum pacing guides • Staff meeting results • Protocols for reviewing formative assessment	• Collaboration models (such as Professional Learning Communities, Collaborative Action Research, Lesson Study Teams)

Given the evidence you've assembled, choose one overall self-assessment for Question 3:

Was there opportunity for high quality implementation?			
Necessary support and resources (time, funding, and attention) were solidly in place.	Many necessary resources were aligned with program goals, but more are needed.	Basic resources and opportunities were available, but significant gaps need to be filled.	Opportunity and resources were just beginning to align in support of the program.
NEXT STEPS: What action steps are needed to ensure opportunity for high quality implementation?			

4. **Implementation with Fidelity**: Was the strategy/program/initiative being implemented as intended?

IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined **protocols** to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data **while maintaining the i**ntegrity of results.

a) **What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/program/initiative, including timelines and responsibilities?**
b) **What is the evidence and what does it show regarding unintended consequences that may have occurred?**
c) **What do student achievement results suggest for implementing/modifying the strategy/program/initiative? How might these affect the integrity of the results?**

Suggested Evidence for Question 4:

- Principal's walkthroughs
- Number of staff implementing with fidelity
- Model lessons
- Surveys
- Coaching schedule
- Agendas and minutes of common planning time/meetings

- Focus group interviews
- Debriefing following model lessons
- Collegial observations/visits
- Training agendas & material
- Program Time Line
- Lists of acquired resources

Given the evidence you've assembled, choose one overall self-assessment for Question 4

Was the program implemented as intended?			
All research-based elements have been implemented with fidelity following the proposed timelines.	Critical elements have been implemented, but work on consistency and depth remains.	The overall design was in place, but variations in practice were evident and may be adversely affecting results.	Parts of the program were working, but others have yet to be implemented.
NEXT STEPS: What action steps are needed to ensure faithful implementation of program plans?			

Appendix A-1: Sample Evaluation – Writing Program

SAMPLE EVALUATION TOOL
Blueprint for Exceptional Writing (BEW)
Prepared by Shereen Tabrizi, Ph.D.

Description:
Title:

Brief description:
Need being addressed:
Reason for selection, including intended results:
Research citation and brief summary:

IMPACT: What was the impact of strategy/program/initiative on students?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, the school's achievement results on state or districtwide assessments meet proficiency standards. Achievement gaps between each of the relevant subgroups and their counterparts have been narrowed as proposed in the School Improvement Plan's measurable objectives. Interim assessment results indicate progress toward proficiency for all students to the satisfaction of all stakeholders.

a)   What is the evidence and what does it show regarding achievement of the measureable objective for all students when compared to baseline state and local data? Evidence includes local interim assessments, MEAP, and weekly student writing samples demonstrating that students' results in writing have increased by 6% from the baseline data and have exceeded state results by 8%.

b)   What is the evidence and what does it show regarding achievement of the measureable objective for subgroups and their counterparts when compared to baseline state and local data? Item analysis and performance level MEAP data indicated that performance of sub-groups increased by 7-9% as compared to those not in the subgroups.

c)   What is the evidence and what does it show regarding stakeholder (staff, parents, students) satisfaction with the results? Results of the special education students in the upper elementary grades remained the same. When investigating possible reasons for this outcome, we identified the need to create seamless articulation and coordination between the resource room teacher and classroom teachers when teaching the BEW strategies.

Suggested Evidence for IMPACT:

- State assessment scores on reading, writing and mathematics
- School's district wide benchmark assessments compared to proficiency standards as set by the district

- Stakeholders' satisfaction surveys addressing student achievement results.
- Subgroup performance on state and district wide assessments
- Interim assessment results

CONCLUSION: If objectives <u>were met,</u> should the strategy/program/initiative be continued or institutionalized?

a) What is the evidence and what does it say regarding whether this was the right strategy/program/initiative to meet your needs? Based on the alignment study between BEW and state writing standards, achievement results from student writing samples (pre and post), and teacher feedback from the training and the coaching debriefs, there is strong evidence that this program is addressing the need of students.
b) What is the evidence and what does it say regarding whether the benefits of the strategy/program/initiative are sufficient to justify the resources it requires? Yes, the program is cost effective and the "Train the Trainer" model proved to be cost effective and an efficient way to maintain momentum and accelerate student achievement in writing across the curriculum.
c) What adjustments if any might increase its impact while maintaining its integrity? Adjustments are needed with regards to programming for students with disabilities. There is a need to accelerate special education students' skills by improving coordination efforts between teacher consultants/resource teachers and classroom teachers.
d) What is needed to maintain momentum and sustain achievement gains? Administrators need to maintain the current close collaboration they have in place with all stakeholders to ensure maintaining current progress. Follow up training for participating staff should continue along with coaching to ensure implementation with fidelity.
e) How might these results inform the School Improvement Plan? Writing is one of the major goals in our school improvement plan/LEA planning cycle. Since we proposed to teach writing across the curriculum and writing entails critical thinking, organizing ideas, linking personal knowledge and experience to other content areas and to the world, we anticipate positive impact of this program on all other SIP goals. We believe that it will increase parent engagement in school activities and student learning which tie into another SIP goal. The training and coaching have been instrumental in creating a professional learning community in our school which has become a model for other professional development initiatives and will ensure better implementation of the school improvement plan. We will institutionalize the strategy and program districtwide.

If objectives **were not met** consider the following analysis:

1. READINESS: **What was the readiness for implementing the strategy/program/initiative?**

IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, stakeholders are well-prepared to implement. They have read and can articulate the research foundation, and regularly use the terms in conversation with each other, students, and with parents. Staff, students and parents express a high level of interest in, support for and commitment to the strategy/program/initiative. Specific concerns have been identified and

solutions have been planned/implemented. Staff is able to seamlessly integrate the program within the context of other building/district initiatives.

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a) What is the evidence and what does it show regarding stakeholder understanding of the need as well as stakeholder ability to articulate the research regarding the choice of the strategy/program/initiative? Survey results indicate that response to the workshops was highly positive by almost all (96%) workshop participants and that their skill level has been significantly improved;

- The few that were originally skeptical were eventually convinced, as evidenced by individual comments and workshop evaluations;
- Minutes from follow-up training sessions confirmed that participants are able to clearly articulate the research behind this program;
- Participants appreciated the fact that the workshop was supported by research-based articles and the BEW book because having this convenient reference in the classroom raised confidence levels regarding the ability to teach and sustain these strategies.

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b) What is the evidence and what does it show regarding stakeholders having a shared vision and purpose for the work and a strong commitment to the strategy/program/initiative? Workshop participants actively participated in discussions and asked probing questions that indicated commitment to the principles of the program;

- Answers to survey questions given to all stakeholders confirmed the commitment they have for implementing the program on a daily basis.

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c) What is the evidence and what does it show regarding how stakeholder concerns were identified and addressed? The concerns primarily centered around whether the program would motivate students and encourage the participation of parents and the school community-at-large. This concern was addressed by displaying student work in hallways and at parent meetings and by sending student writing samples to their homes;

- Parents were informed of strategies and activities they could complete with their students at home in order to ensure successful implementation;
- Teachers who were reluctant to implement were provided additional model lessons and coaching.

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d) What is the evidence and what does it show regarding the ability of staff and administrators to integrate the strategy/program/initiative with existing work? The workshops demonstrated to staff how the BEW supports and supplements other existing strategies/programs and how to take advantage of synergistic elements within the school improvement plan;

- The BEW strategies are used across the curriculum so that the principle can be used wherever the development of written material is required as indicated in the school improvement plan;
- Staff members indicated a high level of confidence (91 percent) in being able to integrate BEW with other strategies/programs.

Suggested Evidence for Question 1 : Meeting

- agendas/minutes
- Books/papers about the program
- Staff surveys
- SI Plan elements
- Professional development materials
- Conference/workshop attendance

- Data collection plan; data analysis work Stakeholder survey results
- Suggestion box ideas collected
- SI team agendas
- Focus group interviews

Given the evidence you've assembled, choose an overall rating for Question 1 (**rating is bolded**):

What is the readiness for implementing the program (strategy, program/initiative)?			
Interest and/or commitment are low.	Some promising elements exist, but are mixed with major gaps in knowledge or confidence.	Support and commitment are generally high, but some concern or work remains.	**Stakeholders are fully prepared to implement**.
NEXT STEPS: What action steps are needed to increase readiness to implement the program? Ensure that administrators and staff continue to discuss BEW principles at staff meetings and professional development release days, inform parents of the upcoming staff training sessions and conduct informational training for parents.			

2. KNOWLEDGE AND SKILLS: Did staff and administrators have the knowledge and skills to implement the strategy/program/initiative?

IN AN IDEAL STRATEGY/PROGRAM/INITIATIVE, personnel are able to clearly articulate what successful implementation looks and sounds like and how specific practices will change as a result of its implementation. Staff and administrators can articulate specific outcomes and specific criteria for evaluation. Personnel can demonstrate their ability to apply the knowledge and skills required to successfully implement with fidelity, and professional learning opportunities are provided to address gaps in knowledge and skills.

a) What is the evidence and what does it show regarding staff and administrators' vision for how practice would change as a result of the strategy/program/initiative? Evidence includes the following: • The leader/trainer modeled the teaching process for the participants in the same way that the participants will model the teaching process for their students; • Participants used role-playing techniques to learn each individual step in the process; Participants left the workshops with a common vision of how the process is to be taught; • Workshop evaluations and follow-up staff meeting minutes indicated that a shared vision has been established.
b) What is the evidence and what does it show regarding administrator knowledge and ability to monitor and assess the effectiveness of the strategy/program/initiative? Evidence includes the following: • The agenda and minutes of presentations school administrators made to the School Board of Education and the central office administrative team wherein they outlined the basic concepts of the program and reviewed results of program evaluations conducted in other districts that had implemented the program; • Agendas, sign in sheets and handouts from trainings showing that school administrators participated in the BEW training and attended the demonstration lessons provided to teachers; • An action plan administrators provided to the School Improvement Committee where they discussed the type of support school personnel would receive for program implementation.

c) **What is the evidence and what does it show regarding the sufficiency of opportunities for staff to learn knowledge and skills identified as essential (the non-negotiable or acceptable variations of the elements) to the strategy/program/initiative?** Evidence includes the following:
- Narrative and expositional writing selections collected from workshop participants as a by-product of the workshop;   - Evaluation results of such selections completed by the trainers in accordance with an evaluation rubric that was developed collectively by participants;   - Agenda and minutes from special after-school workshops that were conducted for workshop participants where the evaluation of writing selections indicated a less than desirable understanding of the process;   - Minutes indicating one-on-one special training to clear up misunderstandings and misconceptions;   - A schedule of teachers' collegial visits to observe each other and debrief on their learning experiences;   - A schedule of common planning/PLC provided to teachers in order to review student work and derive implications for teacher as well as student learning.
d) **What is the evidence and what does it show regarding staff ability to apply the acquired knowledge and skills?** Evidence includes the following:
- Self evaluations completed by participants when first applying the process to early writing assignments;   - A schedule of trainers' visits to classrooms for consultation and coaching when participants ran into self-identified difficulties;   - Copies of students' early writing selections that identified common problems that could be attributed to the teaching process;   - Agendas and minutes from coaching meetings provided to teachers whose students had difficulties in applying the BEW strategies;   - Principal's 'walkthroughs' and teachers' reflection notes from coaching sessions.

Suggested Evidence for Question 2:
- Minutes of professional conversations
- Self-assessment checklists, and Staff surveys,
- Superintendent or administrator observations/ walkthroughs
- Professional learning agendas, sign-in sheets
- program simulations, administrator observations

Given the evidence you've assembled, choose an overall rating for Question 2:

Do participants have the knowledge and skills to implement the strategy/program/initiative?			
Participants are beginning to acquire the necessary knowledge and skills.	A solid start is documented, but many skill levels and much knowledge need to be acquired.	Much knowledge and skill are evident, but few skills (or some knowledge bases) still need work.	**Participants have sufficient knowledge and skills to succeed.**
NEXT STEPS: What action steps are needed to improve participants' knowledge and skills? We must work to ensure that we stay true to the PLC schedule and common planning time, provide opportunities for collegial discussion and provide modeling, coaching to staff as well as additional demonstrations to parents during the implementation of the program.			

3. OPPORTUNITY: Was there opportunity for high quality implementation of the strategy/program/initiative?

IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, building and district administrators provide significant support for project implementation. Sufficient funds have been allocated and continue to be managed by building principal and or program director. Adequate resources are available for full implementation including time for staff collaboration in various forms. Clearly defined structures/protocols are in place to collect and review formative implementation data.

a) What is the evidence and what does it show regarding the sufficiency of administrative support to achieve the intended results? Evidence includes the following: • Agendas and minutes from professional development meetings; • Written praise from administrators to staff who worked so hard to make the program a success; • Principal's comments to teachers following the review of interim assessment results; Protocols and summaries of instructional dialogues conducted between the principal and individual teachers.
b) What is the evidence and what does it show regarding the sufficiency of professional learning during implementation, e.g. modeling/coaching? Evidence includes the following: • Receipts for books were provided to all participants in the training workshops; • Copies of contracts with trainers who provided initial and subsequent job-embedded professional development; • Schedules of grade level and across grade level common planning time for participating staff.
c) What is the evidence and what does it show regarding the sufficiency of resources – including financial and time - to achieve the intended results? Evidence includes the following: • Agendas from staff biweekly meetings. • Minutes from meetings summarizing shared ideas, concerns and success stories. Schedule of collegial visits and coaching sessions.
d) What is the evidence and what does it show regarding staff collaboration in support of the strategy/program/initiative? Evidence includes the following: • Samples of all students writing work reviewed by teams of teachers for both before and after program implementation; • Results of students' scores on each student's writing selections housed in the local data system; • Minutes of PLC time used to analyze students' results; • A written report by staff of data analysis, findings and recommendations for improvement.

Suggested Evidence for question 3:

- Agendas/minutes
- Action plans
- Staff written summaries/reports
- School schedules
- Curriculum pacing guides
- collaboration models (such as Professional Learning Communities,

- Focus group and/or anonymous surveys
- Inventories
- Collaborative Action Research, Lesson Study Teams)
- Staff meeting results
- Protocols for reviewing formative assessments

Given the evidence you've assembled, choose an overall rating for Question 3:

Is there opportunity for high quality implementation?			
Opportunity and resources are just beginning to align in support of the program.	Basic resources and opportunities are available, but significant gaps need to be filled.	Many necessary resources are aligned with program goals, but more are needed.	**Necessary support and resources (time, funding & attention) are solidly in place.**
NEXT STEPS: What action steps are needed to ensure opportunity for high quality implementation? We must continue to adhere to protocols when examining student work to derive implications for adjusting the coaching and the necessary support to reluctant participants; Inform parents of their child's progress to date, and provide additional strategies parents can reinforce at home to support student learning.			

4. **IMPLEMENTATION WITH FIDELITY**: **Was the strategy/program/initiative being implemented as intended?**

IN AN IDEAL STRATEGY/PROGRAM/INITIATVE, all personnel involved in the program implement the strategies with fidelity according to the research, carrying out responsibilities by their proposed timelines. They use clearly defined **protocols** to collect and review formative implementation data to identify unintended consequences. Program leaders consider adjustments guided by implementation data **while maintaining the i**ntegrity of results.

a) **What is the evidence and what does it show regarding the fidelity of implementation of the non-negotiable or acceptable variations of the elements of the strategy/ program/ initiative, including timelines and responsibilities?** Evidence includes the following: • A schedule showing teachers observations of each other using a modified lesson study approach, modeling mini-lessons in classrooms using the strategies being implemented; • A professional development plan showing the coach's schedule of model lessons provided in each classroom and the names of grade level teachers who observed; • Notes of de-briefing sessions for each model lesson provided by the coach discussing each teacher's progress toward acquiring the selected strategies; • A schedule of principal's classroom 'walkthroughs' providing useful feedback and continued provision of necessary resources required for adequate implementation. • BEW classroom-generated rubrics collected at each grade level and reviewed at staff meetings to determine if all important grade level writing features are being taught; Teachers identified areas in the rubrics that require further instruction and coaching, and continued provision of necessary resources required for adequate implementation. • Teachers identified areas in the rubrics that require further instruction and coaching, and continued provision of necessary resources required for adequate implementation. • BEW classroom-generated rubrics have been collected at each grade level and reviewed at staff meetings to determine if all important grade level writing features are being taught; • Teachers identified areas in the rubrics that require further instruction and coaching.

d)	**What is the evidence and what does it show regarding unintended consequences that may have occurred?** Two teachers did not apply the BEW strategies on a daily basis as recommended and agreed upon by all staff (commitment). Therefore adjustment will be noted in the action steps section.
b)	**What do student achievement results suggest for implementing/modifying the strategy/program/initiative? How might these affect the integrity of the results?** A coach has been assigned to visit, support and model to these two teachers weekly versus bi-weekly; • The Principal will conduct walkthroughs daily. We anticipate that this adjustment will positively impact students' writing results. • These adjustments will support the implementation of the strategies with fidelity according to the research, will adhere to the proposed timelines, and will, therefore, maintain the integrity of results.

Suggested Evidence for Question 4:

- Principal's walkthroughs
- Number of staff implementing with fidelity Model lessons
- Coaching schedule
- Agendas and minutes of common planning time/meetings
- Record of funds/resources used

- Collegial visits
- Focus group interviews
- Debriefing following model lessons Collegial observations
- Training agendas & material
- Program Time Line

Given the evidence you've assembled, choose an overall rating for Question 4:

Is the strategy/program/initiative implemented as intended?			
Parts of the program are working, but others have yet to be implemented.	The overall design is in place, but variations in practice are evident and may adversely affecting results.	**Critical elements have been implemented, but work on consistency and depth remains**	All research-based elements have been implemented with fidelity following the proposed timelines.
NEXT STEPS: What action steps are needed to ensure faithful implementation of program plans? We must sustain the coaching and principal's walkthroughs, with debriefings following each; maintain the current practice of reading parts of the BEW book, and discussing the strategies during the staff meeting focused on program elements and their application across grades.			

For questions about this document or the Evaluation Tool, please contact Shereen Tabrizi, Ph.D., Office of Field Services-MDE at 517 373-6066 or at TabriziS@michigan.gov.

Appendix B: Supplement vs Supplant Chart

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CCkQFjAA&url=http%3A%2F%2Fwww.ed.gov%2Fadmins%2Fgrants%2Ffind%2Fsns.pdf&ei=a s5FUoCmI4bCqQHQ_4CgAg&usg=AFQjCNGzTCzxjS8Y9Hp52Fmip4PEaQfebQ)

Program	Authorization	FY2002 Appropriation	Set Asides, Caps, and Reserves (Content may be paraphrased. Please refer to NCLB for exact wording)	May Not Supplant State or Local	May Not Supplant Other Federal	Text of Supplanting Requirements
Title I Part A— Grants to LEAs	'02: $13,500,000,000 '03: $16,000,000,000 '04: $18,500,000,000 '05: $20,500,000,000 '06: $22,750,000,000 '07: $25,000,000,000	$10.35 billion	Title I is a formula grant program to schools based on poverty that passes through state and local education agencies with the following reservations: **Title I State Reservation:** SEAs may reserve 1% of Title I funds or up to $140 million to administer the program ($103.5 million in FY02). There is a small state minimum of $400,000. **Title I School Improvement Reservation:** A reservation of 2% (growing to 4% for FY04-06), for technical assistance to carry out the SEA's school improvement plan, which must be approved by the Secretary. Of those amounts, SEAs may reserve 5% for tech. assist. and admin.. SEAs must distribute the remaining 95% to the LEAs with the lowest achieving schools. However, with the permission of the LEA, the SEA may use the local grant funds to provide services directly to the LEA for school improvement, corrective action, and restructuring activities, or arrange for the provision of these services with other entities such as school support teams or education service agencies.	X X		**T. 1 Schoolwide Programs:** A school participating in a schoolwide program shall use funds available to carry out this section only to supplement the amount of funds that would, in the absence of funds under this part, be made available from non-Federal sources for the school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency. [1114(a)(2)(B)] **T.1, Part A (Also applies to Part C Migrant and Part D Neg and Del):** A State educational agency or local educational agency shall use Federal funds received under this part only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds. [1120A(b)] SPECIAL RULE - Funds received under this part may not be used to provide services that are otherwise required by law to be made available to children described in paragraph (2) <Children who are economically disadvantaged, children with disabilities, migrant children or limited English proficient children, children in or 2 years previously in Head Start, Even Start, Early Reading First, Migrant, neg or del, or homeless> but may be used to coordinate or supplement such services [1115(b)(3)]

Title I, Sec. 1003(g) Assistance for Local School Improvement	$500,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years	$0	SEAs may reserve 5% for tech. assistance and administration and distribute the remaining 95% to LEAs. SEAs must award grants to LEAs ranging from $50,000-$500,000, giving priority to LEAs that serve the lowest achieving schools and demonstrate the strongest commitment to raising student achievement. However, with the permission of the LEA, the SEA may use the local grant funds to provide services directly to the LEA for school improvement, corrective action, and restructuring activities, or arrange for the provision of these services with other entities such as school support teams or education service agencies.			
Title I Part B-1 Reading First	$900,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years	$900,000,000	The Secretary may make formula grants to SEAs only if it expends at least 80% of the grant for competitive subgrants to LEAs. An LEA may use not more than 3.5% for planning and administration. A state may use up to 20% for professional development, technical assistance, planning and administration, or reporting. Of the 20%, not more than 65% can be use for professional development, not more than 25% can be used for technical assistance, and not more than 10% for planning and administration.			
Title I Part B-2 Early Reading First	$75,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years	$75,000,000	Competitive grants directly to: one or more local educational agencies, one or more organizations or agencies (such as a Head Start center, child care program, or family literacy program), or a combination of LEAs and organizations. No Set Asides			
Title I Part B-4 Literacy Through School Libraries	$250,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years	$12,500,000	If the appropriation is less than $100,000,000, then the Secretary shall award competitive grants directly to eligible LEAs. No Set Asides If the amount appropriated exceeds $100,000,000, then the Secretary shall award grants to SEAs with competitive subgrants to LEAs. Set aside of 3% to provide technical assistance, disseminate information about school library media programs, and pay administrative costs.	X	X	SUPPLEMENT, NOT SUPPLANT - Funds made available under this section shall be used to supplement, and not supplant, other Federal, State, and local funds expended to carry out activities relating to library, technology, or professional development activities. [1251(i)]

Title I Part C Migratory Children	$410,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years	$396,000,000	Formula to States. No Set Asides.	X		<Each State that receives assistance under this part shall ensure that the State and its local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive State plan that may be submitted as a part of a consolidated application under section 9302, if> the comprehensive State plan is not used to supplant state efforts regarding, or administrative funding for, this part. [1306(a)(1)(B)(iii)] UNADDRESSED NEEDS-Funds provided under this part shall be used to address the needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except that migratory children who are eligible to receive services under part A may receive those services through funds provided under that part, or through funds under this part that remain after the agency addresses the needs described in paragraph (1). [1306(b)(2)] See also notes under Title I part A
Title I Part D Neglected and Delinquent	$50,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years.	$48,000,000	Subgrants to LEA with no required reservations.			SUPPLEMENT, NOT SUPPLANT - A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1120A (as applied to this part) without regard to the subject areas in which instruction is given during those hours. [1415(b)] See also notes under Title I part A

| Title I Part F Comprehensive School Reform | Such sums as necessary | $235,000,000 | Title I formula based grant to SEAs. An SEA may reserve not more than 5 % for administration, evaluation, and technical assistance.

The remainder shall be distributed through competitive grants to LEAs or consortia that are of sufficient size and scope to support the initial costs of comprehensive school reforms. The grants shall be in an amount not less than $50,000 for each participating school or for each participating consortium of small schools (which for purposes of this subparagraph means a consortium of small schools serving a total of not more than 500 students). | X | X | SUPPLEMENT - Funds made available under this part shall be used to supplement, and not supplant, any other Federal, State, or local funds that would otherwise be available to carry out the activities assisted under this part. [1604(f)] |
|---|---|---|---|---|---|---|
| Title I Part G Advanced Placement | Such sums as necessary | $22,000,000 | Formula grants to SEAs to reimburse low-income students for the cost of taking advance placement tests. Funds may only be used to cover test registration costs. Any remaining funds, the Secretary shall award grants, on a competitive basis, to SEAs, LEAs, or national nonprofit educational entities with expertise in advanced placement services.

No Required Set Asides. | X | | Grant funds provided under this part shall supplement, and not supplant, other non-Federal funds that are available to assist low-income individuals pay for the cost of advanced placement test fees or to expand access to advanced placement and preadvanced placement courses. [1706] |
| Title I Part H-2 Dropout Prevention | $125,000,000 for fiscal year 2002 and such sums as may be necessary for each of the 5 succeeding fiscal years | $10,000,000 | Up to 10 % shall be available to carry out national activities. The remainder shall be available for grants to SEAs and LEAs.

<$75,000,000: the Secretary shall award grants, on a competitive basis, to SEAs.

$75,000,000-$250,000,000: competitive grants to SEAs to enable the them to award subgrants.

>$250,000,000: grants to each SEA by Title I formula and subgrants to LEAs

In any case with appropriations > $75,000,000--A State educational agency may reserve not more than 5 % for administrative costs and State activities related to school dropout prevention and reentry activities, of which not more than 2 % may be used for administrative costs. | X | | <Each SEA and LEA application shall> provide an assurance that funds, provided under this subpart will supplement, and not supplant, other state and local funds available for school dropout prevention and reentry programs. [1823(b)(1)(F)] |

Appendix C: Home Language Survey

Beal City Public Schools
No Child Left Behind

STATE BOARD OF EDUCATION APPROVED
HOME LANGUAGE SURVEY

The school district is collecting information regarding the language background of each of its students. This information will be used by the district to determine the number of children who should be provided bilingual instruction according to Sections 380.1152-380.1157 of the School Code of 1995, Michigan's Bilingual Education Law. Would you please help by providing the following information?

Thank you very much for your cooperation.

Name of Student _____Grade _____   Age_____

School Building _____

1.   Is your child's native tongue a language other than English?

        ☐ Yes   ☐ No

                What is that language?_____

2.   Is the primary language[1] used in your child's home or environment a language other than English?

        ☐ Yes   ☐ No

                What is that language? _____

_____   _____
        Signature of Parent or Guardian   Address

Date _____

Appendix C-1: New LEP Yearly Placement Letter (Spanish)

(DATE: Month, Day, Year)

Dear Parent(s):

Your student has met the criteria to be included in the Title III English Language Learner (ELL) Program. Eligibility for this Program is based on a combination of qualifying factors, including the home language survey, a parent request, a teacher request, and/or a student score of Intermediate or lower on the English Language Proficiency Assessment (ELPA). The ELL Program Services are described in full detail in the attachment.

The purpose of this Program is to provide supplementary, research based, educational services to students who qualify. Our supplementary language instruction program will assist your student to reach proficiency in English and achieve academic success and meet state standards.

In order to monitor your student's progress, and in accordance with state and federal requirements, your student will be assessed each spring in English proficiency using the ELPA test. Based on the results of this assessment, student grades, and MEAP scores, your student's improvement will be reviewed and the corresponding level of service will be determined.

Thank you for being supportive as we continue to assist your student in meeting their educational needs. If you have any questions regarding the program, please don't hesitate to call me, or talk with the Principal in your student's school.

Sincerely,

_____, Principal

Una traducción de esta forma está disponible por
requerimiento para la oficina del estado y de programas federale.

Appendix D: 31A Program for At-Risk Pupils

Michigan Department of Education
Office of Field Services
Section 31a Program for At-Risk Pupils
Allowable Uses of Funds

Eligible Recipients *Sec. 31a(2) State Board of Education Approved 2011*	Local school districts, PSAs, and EAA with a current year combined state and local revenue per membership pupil of less than or equal to the current year basic foundation allowance are eligible. A onetime application needs to be completed by new PSAs or school districts that have not received Section 31a funds in the past.
Allocation Formula *Sec. 31a(1) and (3) State Board of Education Approved 2011*	• Based on the foundation allowance and the previous year's fall membership and number of pupils eligible for **free** meals (11.5 percent of foundation allowance X free eligibility count); • For PSAs that began operation after the previous year's membership count day, funding is based on the current year's fall membership free meal count; • Allocations are prorated based on a per pupil amount to stay within the State appropriation.
Eligible Pupils *Sec. 31a(16)*	*Pupils must meet at least 2 of the following criteria:* • *Victim of child abuse or neglect.* • *Below grade level in English/Language Arts (ELA) and Communication Skills, Mathematics, Science or Social Studies.* • *Pregnant teenager or teenage parent.* • *Eligible for free or reduced-price lunch.* • *Atypical behavior or attendance patterns.* • *Family history of school failure, incarceration, or substance abuse.* OR *Pupils who did not achieve proficiency on the most recent Michigan Educational Assessment Program (MEAP) or Michigan Merit Exam (MME) on English/language arts, mathematics, science or social studies test for which results for the pupil have been received.* OR *Pupils in grades K-3 who are at risk of not meeting the district's core academic curricular objectives in English/language arts or mathematics.* OR *All pupils in a priority school as defined in the elementary and secondary education act of 2001 flexibility request approved by the*

	United States department of education. [Grades K–3 Eligibility Worksheet](#) [Grades 4-12 Eligibility Worksheet](#)
Additional Eligible Pupils *Sec. 31a(4)* *Birth–Age 5 at-risk criteria established by MDE*	Children Birth–Age 5 who meet the at-risk criteria used to determine eligibility of children for the Great Start Readiness Program (GSRP) for four-year-olds. [Birth–Age 5 Eligibility Worksheet](#)
Allowable Uses of Funds *Sec. 31a(4-13)*	All services provided under Section 31a must be • Supplemental • Supporting a comprehensive program that is based on the needs identified using the Student Eligibility Worksheets • Focused on the overall goal of improving student academic achievement Supplemental is defined as services that are in addition to services required by state or federal legislation, local Collective Bargaining Agreements or services that have been **provided with general funds in the previous year.** **INSTRUCTIONAL PROGRAMS** **Tutorial Services** *[Section 31a(4)]* A tutorial method may be conducted with paraprofessionals working under the supervision of a certified teacher. The ratio of pupils to paraprofessionals shall be between 10:1 and 15:1. Only one certificated teacher is required to supervise instruction using a tutorial method. • Tutorial services can be provided for general education core areas of Mathematics, ELA, Science and Social Studies. • After the alternative layer of English and Language Acquisition services have been provided through the use of general funds, tutorial services can also be provided for bilingual instruction supervised by a bilingually certified teacher. • Section 31a funds may not be used to meet any requirements outlined in a special education student's Individual Education Plan (IEP) nor can Section 31a funds be used to provide 1:1 aide services. Tutorial services may be offered using the following methods:

Traditional School Day:
Instruction within the classroom or using a pull-out method during the traditional school day. These services may not be provided in lieu of the student attending a core academic class with the teacher of record.
Extended School Day :
Instruction before or after regular school hours.
Extended School Year :
Instruction provided by the addition of extra school days to the school year.
Summer Programs :
Instruction conducted during the summer months.

NOTE: **Teachers and Paraprofessionals funded under Section 31a can only provide services to Section 31a eligible students.**

Early Childhood Programs (also see Direct Non-Instructional Services)
[Section 31a(4)]

All early childhood students must first be referred to the local Head Start and/or Great Start Readiness Program (GSRP) before the district can use any Section 31a funds to support early childhood programs.

Districts that are underserved by Head Start or GSRP may use Section 31a funds to supplement Instructional Programs provided in two types of existing early childhood programs for at-risk pupils age 0–5:

- A GSRP* classroom

- A district level early childhood program that is underfunded*

* *A district may not use Section 31a funds to replace GSRP or district level funds that are currently required for a GSRP or a district level early childhood program.*

All Section 31a funded early childhood programs must meet the initial GSRP requirements.

A district may also use Section 31a funds to develop a new district level Instructional Program for at-risk children age 0–5 in those districts that do not have access to other early childhood programs.

Reduced Class Size *[Section 31a(10)]*

A district may use Section 31a funds to reduce class size in grades K-12 or any combination of these grades. Schools are only eligible for class size reduction if the percentage of pupils eligible for free breakfast, lunch or milk exceeds the district's percentage of eligible students.

Amended 9/12/13

A school within the district that does not exceed the district average may be funded for class size reduction if a waiver is submitted to and granted by the Michigan Department of Education (MDE). This waiver can only be approved if the school's eligible free breakfast, lunch or milk percentage is at least thirty percent (30%), and is sixty percent (60%) or more of the district's percentage of eligibility. Up to 100% of these funds may be used for this purpose.

In order to use Section 31a funds to reduce class size a district is required to obtain prior approval from an Office of Field Services (OFS) education consultant. Consideration for approval will be based upon the district providing evidence of having met the pupil/teacher ratio according to either the Collective Bargaining Agreement (CBA) or historical class size average over the last three (3) years. See Class Size Reduction Template: http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51051-270445--,00.html

It is recommended that the use of Section 31a-funds to reduce class size meets the criteria established by the MDE for Title II, Part A class size reduction. When reducing class sizes, districts may utilize the following exceptions:

- Reduce class sizes Grade K-12 (Title II, Part A K-3)

- Maintain a pupil/teacher ratio in the reduced class/es of up to 19:1 (Title II, Part A 17:1)

- A two year cohort is not required but recommended as a best practice (Title II, Part A requires a cohort for at least two years)

Adult Education *[Section 31a(11)]*
A district or public school academy may use funds received under this section for adult high school completion, general educational development (G.E.D.) test preparation, adult English as a second language, or adult basic education programs described in section 107.

Adult Education Participant Accounting Manual, Section 107 (May 2008)

The Michigan Department of Labor and Economic Growth (DLEG) Adult Education Guidebook

K-3 Early Intervening Programs *[Section 31a(13)]*
A district or public school academy that receives funds under this section may use them to implement and operate an early intervening program for pupils in grades K to 3 that meets either or both of the following:

(a) Monitors individual pupil learning and provides specific support or learning strategies to pupils as early as possible in order to reduce the need for special education placement. The program shall include literacy and numeracy supports, sensory motor skill development, behavior supports, instructional consultation for teachers, and the development of a parent/school learning plan. Specific support or learning strategies may include support in or out of the general classroom in areas including reading, writing, math, visual memory, motor skill development, behavior, or language development. These would be provided based on an understanding, through a needs assessment, of the individual child's learning needs.

(b) Provides early intervening strategies using school-wide systems of academic and behavioral supports and is scientifically research-based. The strategies to be provided shall include at least(1) pupil performance indicators based upon response to intervention, (2) instructional consultation for teachers, and (3) ongoing progress monitoring. A behavioral and academic support team, comprised of the principal, special education staff, and other appropriate personnel would be available to teachers. This team would be available to systematically study the needs of the individual child and work with the teacher to match instruction to the needs of the needs.

Allowable Section 31a K-3 Intervening Program Costs

- All direct supplemental services outlined in paragraph (a)
- Stipends to staff or substitutes to allow staff working with students in grades K-3 to participate in team meetings as identified in paragraph (b)

Unallowable Section 31a K-3 Intervening Program Costs

- Parent involvement
- Professional development
- Any meetings required by the special education student identification process or the Individualized Educational Program (IEP) process

Reading Programs *[Section 31a(4)]*
As described in former Section 32f as in effect for 2001-02, amended to be included in Section 31a, reading programs under this section include: Reading improvement programs for pupils in grades K-4, reading disorders and reading methods programs, mentoring programs, language and literacy outreach programs, and/or cognitive development programs. These programs may be conducted outside of regular school hours or outside the regular school calendar.

A **proposed reading improvement program** must meet all of the following:

- The program shall include assessment of reading skills of pupils in grades K-4 to identify those pupils who are reading below grade level and must provide special reading assistance for these pupils.
- The program shall be a research-based, validated, and structured reading program.
- The program shall include continuous assessment of pupils and focused education plans for pupils.
- The program shall serve at least 25% of pupils who are identified as at-risk, as determined by the Michigan Literacy Progress Profile (MLPP) of reading failure or other research based progress monitoring tools.
- The program shall align learning resources to state standards.

A proposed **reading disorders and reading methods program** allows local adoption of one or more research-based programs for the remediation of reading disorders.

A proposed **mentoring program** must be a research-based, validated program or a statewide 1-on-1 mentoring program to enhance the independence and life quality of pupils who are mentally impaired by providing opportunities for mentoring and integrated employment.

A proposed **cognitive development program** must be a research-based, validated educational service program, focused on assessing, and building essential cognitive and perceptual learning abilities to strengthen pupil concentration and learning.

A **proposed structured mentoring-tutorial reading program** for preschool to grade 4 pupils must be a research-based, validated program that develops individualized instructional plans based on each pupil's age, assessed needs, reading level, interests, and learning style. An additional provision under the mentoring option allows service to students who are mentally impaired to enhance their independence and quality of life.

Credit Recovery

Funding from Section 31a funds for credit recovery is appropriate only when a **student has failed a core academic** class in Math, ELA, Science, or Social Studies and is attempting to obtain credit necessary for high school completion.

If the district uses general funds to provide credit recovery services for any student, the district is responsible for providing them for all students. Section 31a funds may not be used to supplant district-funded programs. Credit recovery programs must occur during a student's non-academic class

periods, after school, or summer school.

Section 31a funds may **not** be used to:

- Supplant district-funded programs.
- Take the place of a previously-existing credit recovery program funded by the district.
- Provide services to allow a student to maintain credits

Section 31a funds **may** be used to fund credit recovery programs for Section 31a eligible students in the following manner:

- Salary or stipend for a highly qualified teacher to provide direct instruction.
- Salary or stipend for a highly qualified teacher to monitor and provide instructional support to students using an online program.
- Course fees/licenses for an online program monitored by a highly qualified teacher.

Alternative Education

An Alternative Education program, by definition, is not a supplemental program. The purpose of an Alternative Education program is to deliver the core academic program using alternative instructional strategies. **Therefore, an Alternative Education program may not be funded in its entirety using Section 31a funds**. However, Section 31a may be used to supplement an established district-funded Alternative Education program.

The exceptions to this rule are any Alternative Education programs established prior to the 1993 amendment of *The State School Aid Act of 1979* which included Section 31a legislation *(PA 336)*. Districts that had existing Alternative Education programs prior to 1993 were allowed to grandfather the entire cost of these programs as an allowable expenditure in the original Section 31a application and overcome the presumption of supplanting. All Alternative Education programs not grandfathered in through the original application are subject to supplement, not supplant rules.

Alternative Education services and activities funded by Section 31a must be supplemental to district-funded Alternative Education programs. The district must maintain valid documentation of a preexisting 1993 Alternative Education program that was grandfathered into Section 31a through the original Section 31a application. The district must also document that the currently operating (grandfathered) program has not deviated from the program description in the originally approved Section 31a application.

	DIRECT NON-INSTRUCTIONAL SERVICES
	Early Childhood Programs (also see Instructional Programs) *[Section 31a(4)]* All early childhood students must first be referred to the local Head Start and/or GSRP before the district can use any Section 31a funds to support early childhood programs. Districts that are underserved by Head Start or GSRP may use Section 31s funds to supplement Instructional Programs provided in two types of existing early childhood programs for at-risk pupils age 0-5. • A GSRP* classroom • A district level early childhood program that is underfunded* *A district may not use Section 31a funds to replace GSRP or district level funds that are currently required for a GSRP or a district level early childhood program. All Section 31a funded early childhood programs must meet the initial GSRP requirements. A district may also use Section 31a funds to develop a new district level Instructional Program for at-risk children age 0-5 in those districts that do not have access to other early childhood programs. **Medical and Counseling Services** *[Section 31a(4)]* All medical, counseling, and/or behavioral intervention programs/services provided under Section 31a must be supplemental, support a comprehensive program that is based on the needs identified using the Student Eligibility Worksheets and focused on the overall goal of improving student academic achievement. Supplemental is defined as services that are in addition to services provided to all students. Supplemental services cannot replace services required by State or Federal legislation or that have been funded with general funds in the prior year.

	OTHER SERVICES
	School Health Clinics *[Section 31a(4)]*

School health clinics, focused on meeting specific medical needs of students in order to increase attendance and academic achievement, may be established using funds under this section. Before using funds in this manner **prior approval must be obtained from the Section 31a consultant.**

Funds under this section **may not be used for routine medical processing required by the school**, such as reviewing immunization records, providing shots or diabetic monitoring, administering head lice checks or to augment the curriculum for the whole school (providing sex education for all students).

Funds under this Section may include the following types of services:

- Medical, counseling or behavioral intervention programs/services can include counselors, nurses, social workers or staff with specialized training in behavioral intervention strategies.
- Community Medical Referrals.
- Dental care.
- Substance Abuse Counseling.
- Sexually Transmitted Disease (STD) Education.
- Mental Health Services.
- Prenatal Care.
- Immunizations.
- Obesity

Individuals authorized to administer services include:

- Licensed Physician.
- Licensed Practical Nurse (LPN)
- Licensed Registered Nurse (RN)
- Licensed Physicians Assistant working under the supervision of a physician during all hours of clinic operation.
- Certified Health Educator
- Registered Dietician
- Licensed or School Psychologist
- Licensed Dentist or Dental Hygienist |

Allowable Costs State Board of Education Criteria	**Security** [Section 31a(4)] A school district of the first class under the revised school code, or a district or public school academy in which at least 50% of the pupils in membership met the income eligibility criteria for free breakfast, lunch,, or milk in the immediately preceding state fiscal year may use no more than 20% of the funds it receives under this section for school security. Carry-over funds may not be used unless it can be documented that they were not used in previous years. **School Breakfast Programs** *[Section 31a(5)]* Except as otherwise provided in subsection (12), a district, public school academy, or EAA that receives funds under this section and that operates a school breakfast program under Section 1272a or the year revised school code, MCL 380.1272a, shall use from the funds received under this section an amount, not to exceed $10.00 per pupil for whom the district, public school academy or EAA receives funds under this section, necessary to operate the school breakfast program. **Special Grants to Support Child and Adolescent Health Centers** [*Section 31a(6)*] MDE has established a partnership with Community Mental Health (CMH) to provide these services. **Hearing and Vision Screenings** *[Section 31a(7)]* MDE has established a partnership with Community Mental Health (CMH) to provide these services. **Costs that may be paid with Section 31a funds** are limited to only that portion of the following that provides supplemental,, instructional or support services to eligible students: • Salaries and benefits for instructional staff; • Salaries and benefits to staff providing direct non-instructional services; • Purchased services, supplies and materials for instructional and direct non-instructional services; Operation, maintenance, and pupil transportation costs for programs provided outside of the regular school day or year; • Costs for school breakfast programs; and • Capital outlay necessary for the provision of instructional and direct non-instructional services, such as computers and other instructional equipment.

Section 31a Unallowable Uses of Funds	**Administrative Costs** Section 31a funds may **not** be used for any administrative costs to administer a Section 31a program including personnel time spent managing the program, audit costs, evaluation activities and indirect costs. **Professional Development Costs** Section 31a funds may **not** fund professional development. However, staff funded with Section 31a may attend any district or school level supported professional development. **Parent Involvement Costs** Section 31a funds may **not** fund parent involvement costs. However, Section 31a funds may fund student programs with parent participation, where appropriate in the legislation. **Developmental Kindergarten /Transitional First Grade Programs** Section 31a funds may **not** be used to pay any costs related to early educational programs considered by the state to be a **planned retention program.** **Supplanting Another Program or Funds** Section 31a funds may not be used to take the place of other funds used to support a previously-existing instructional program or previously-existing direct non-instructional services.
Flexibility *Sec. 31a(12)*	For an individual school or schools operated by a district or public school academy receiving funds under this section or the education achievement system that have been determined by the department to meet the Adequate Yearly Progress standards of the No Child Left Behind Act of 2001, Public Law 107-110, in both mathematics and English language arts at all applicable grade levels for all applicable subgroups, the district or public school academy or the education achievement system may use not more than 20% of the funds it receives under this section for specific alternative purposes identified by the district or public school academy or the education achievement system that are designated to benefit at-risk pupils in the school, but that may be different from the purposes otherwise allowable under this section. If a district or public school academy or the education achievement system uses funds for alternative purposes allowed under the flexibility provisions under this subsection, the district or public school academy or the education achievement system shall maintain documentation of the amounts used for those alternative purposes and shall make that information available to the department upon request.

Accountability	The Section 31a Program Report is due in MEGS+ by July 15 of each fiscal year. Program records are available for audit and any disallowances are returned to State. Districts must report: • The actual grade levels served. • The total number of students receiving each service. • The number of those students served who are eligible for free or reduced-price school lunch. • The actual amount of Section 31a funds spent on each area of service.
Carryover	Unobligated funds have a limit of a **one year carryover** period. If the funds are not expended and reported in the July 15 annual report, the funds are returned to the state's School Aid budget.