

Baltimore County Public Schools
Office Manual
December 2011

Department of Liberal Arts

Office of Title I

Baltimore County Public Schools
Office of Title I Operations Manual
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Introduction

I. Purpose of the Manual

The purpose of this manual is to outline the administrative structure necessary to implement the Title I program in Baltimore County Public Schools (BCPS). All of the content provided in this manual relates exclusively to the compliant implementation of Elementary and Secondary Education Act Title I. As it relates to overarching procedures, processes, timelines, and expectations, this manual is used to provide a general structure to govern Office of Title I work.

This manual is not intended to address every potential Title I issue or concern. Instead, this manual is an overview of the processes and structures that generally frame the collective work of Office of Title I staff. If any issues arise for which you require guidance that is not found in this manual, please contact Dr. Kendra Johnson, BCPS' Office of Title I Coordinator, at 410-887-3487 or [kjohson3@bcps.org](mailto:kjohnson3@bcps.org).

A. Guiding Document Construct

This document is written with two purposes: (1) to provide an outline of office expectations and (2) to formally record significant policies, procedures, processes, and timelines impacting Office of Title I work. In this document, the policy, the legal governance undergirding the task, is embedded within the written procedure. The process describes how the particular procedures will be implemented which includes the identification of responsible Title I staff. The timelines outline the structure from which procedures are implemented. There are instances where the policy, procedure, process, and/or timeline are merged into one body of information. The discourse outlined above is intended to shape the lens from which the reader conceptualizes this manual.

B. Background on Title I

The Elementary and Secondary Education Act Title I, originally enacted in 1965, mandates that the United States Department of Education provides financial assistance to local educational agencies serving areas with concentrations of educationally disadvantaged children from low-income families. Amendments to the original legislation have broadened the provisions for eligibility and these are listed. The Commissioner of Education is responsible for determining the annual allocation of Title I funds to eligible county and state education agencies, although this law places direct responsibility for administering and implementing Title I on state education agencies. The local education agencies develop and implement approved projects identifying the educationally disadvantaged children. Evaluating Title I projects has evolved from the overlapping surveys of earlier years to a comprehensive and systematic process that, by 1967, used standardized data. The impact of the Title I operation has shifted away from expenditures for equipment and construction in 1966 to a quality instructional program with related services in

1967-68. The current reauthorization of the Elementary and Secondary Education Act of 1965 is commonly known as the No Child Left Behind Act of 2001 (NCLB). The procedures governing federal grants are applicable to the management of all Title I funds (please see the federal internet resources to review the BCPS' Grant Compliance Manual).

C. History of Baltimore County Public Schools' Title I Participation

BCPS' Allocation History by Fiscal Year (FY)*

- FY 2012 \$20,682,734
- FY 2011 \$21,887,000
- FY 2010 \$22,046,256
- FY 2009 \$20,435,093
- FY 2008 \$21,483,352
- FY 2007 \$18,558,378
- FY 2006 \$18,768,000
- FY 2005 \$17,267,338
- FY 2004 \$15,671,887
- FY 2003 \$15,671,781
- FY 2002 \$12,630,814

*Because funding is formula-driven, it is vulnerable to national population trends.

Poverty May Outpace Resources

The number of schools identified to receive Title I funds

- FY 2012 46 schools (1 new middle school; 2 elementary schools removed)
- FY 2011 47 schools (3 new schools)
- FY 2010 44 schools (2 new schools)
- FY 2009 42 schools (9 schools were removed – middle; 5 new schools qualified – elementary)
- FY 2008 46 schools (6 schools were removed-middle/elementary)
- FY 2007 52 schools
- FY 2006 50 schools
- FY 2005 48 schools
- FY 2004 43 schools
- FY 2003 37 schools

Chapter 1:
Office Expectations
Baltimore County Public Schools
Office of Title I

Vision

The Office of Title I will provide effective service to the BCPS' offices regarding the appropriate implementation of Title I programs as informed by the *No Child Left Behind Act of 2001* (NCLB). The Office of Title I staff will advocate for the children and schools entitled to participate in Title I programs by ensuring all grantees maintain compliance with federal regulations.

Expectations

- Professionalism

Title I staff is expected to arrive to work on time and spend time at work engaged in Title I related business. Office hours are from 8:00 a.m. – 4:45 p.m. Clerical or secretarial coverage of the phones is expected during these hours. Staff members must report to work at their normally scheduled time. Any use of flex work hours must be pre-approved and rooted in a work related need.

In the instance of absences of the clerk and/or administrative secretary, it is the expectation that **everyone** in the office would assist in answering the phones. Telephones should ring no more than three times during work hours.

Attire is left to the discretion of each employee. Good taste and judgment should be exercised in this regard. When an employee expects that he/she will be late, a call should be made to the administrative secretary and/or supervisor to report such instance. The person receiving the call should inform the Title I coordinator.

- Accountability

Each Title I employee will be held accountable for completing tasks assigned. It is the responsibility of office staff to inform supervisors when requisite skills, knowledge, or other needed resources are unavailable for completion of a task. It is the responsibility of the supervisor to facilitate the acquisition of the needed resources to complete various tasks. For BACE and TABCO represented staff, formal evaluations will be conducted every other year. For CASE represented staff, formal evaluations will be conducted annually. Evaluation conferences will be conducted in June. Evaluations will be an objective discussion of Title I staff performance of job function. To create a culture of ongoing professional growth, all employees will be required to submit annual professional goals for use during goals and evaluation conferencing.

- Competency

It is the expectation that each Title I employee will continually ensure that his/her knowledge related to functions is current. Each employee is expected to know the regulations relevant to his/her job function. Employees unclear in this regard should make an appointment with the Title I coordinator to attend professional development. All work should be representative of professional standards, free of typos, and reviewed according to GREGG publication standards. Forms used by Title I must be those acceptable by BCPS' leadership to include memos and other letterhead. It is the responsibility of the administrative secretary to ensure all outgoing documents are on the appropriate templates.

- Attendance

Regular, punctual attendance is expected. The Office of Title I staff will adhere to the guidelines outlined in the BCPS' Employee Attendance Monitoring Program (EAMP). Should there are any questions about EAMP, information can be obtained by scheduling a meeting with a supervisor or coordinator. Also, information can be found on the Office of Risk Management's EAMP website, which is available at:

https://intranet.bcps.org/offices/risk_management/employee_attendance_monitoring_program.html#d.

In cases of inclement weather, employees are to use discretion in attendance related decisions. During inclement weather, employees may use vacation time in an unapproved fashion. Per the approval of the Title I Coordinator, urgent business and comp days are also accepted sources of time to cover absences due to poor weather. **Title I does not recognize "working from home" during inclement weather days.**

- Attendance Documentation

All employees are required to notify the supervisor/coordinator of all absences. Employees must formally document their request by submitting the absentee card and urgent business request form, if applicable. The requests should be presented before the absence. Upon an employee's return to work from an unanticipated absence, the white absentee documentation card should be completed and submitted to the coordinator. As absences occur, the coordinator will submit the white absentee cards to the executive director of liberal arts every Wednesday and Friday. To facilitate fluid communication among office staff, planned absences will be indicated on the Office of Title I outlook calendar. The administrative secretary is responsible for updating the Office of Title I outlook calendar. The progressive discipline model will be used to address non-compliance.

- Types of Leave

Pursuant to benefits packages, procedures governing the following types of leave are provided: vacation, personal illness, family illness, urgent business/comp time, and medical.

- Vacation Leave

All vacation time must be approved by Title I coordinator. It is recommended that employees request vacation during non-active Title I periods. If this is not possible, it is suggested that employees collaborate amongst one another to ensure the business of the Title I office can be carried out efficiently before making such request. It is expected that when an employee is out on vacation, a plan of work coverage is designed and his/her immediate supervisor has been informed and approves such plan.

- Personal Illness Leave

Use of personal illness leave should be accompanied by a doctor's note. The Office of Title I staff will adhere to the guidelines outlined in the BCPS's EAMP.

- Family Leave

This leave may be used to care for a sick family member and employees should obtain a doctor's note to this effect. The Office of Title I staff will adhere to the guidelines outlined in the BCPS' EAMP.

- Urgent Business/Comp Leave

This leave does not require official note but should be used in cases of unforeseeable business that may occur. When using this leave, twenty-four hours notice should be given to the supervisor and coordinator and an urgent business form should be signed by the coordinator. Please see the administrative secretary for a copy of the form.

- Medical Leave

This leave does require an official doctor's note. For additional information, either the administrative secretary or a staff member in the Office of Benefits should be contacted.

Overtime

In an effort to make fiscally sound decisions, **overtime will not be used to attend to the general day-to-day functions of the office.** If there is an urgent need for overtime (during critical times during the FY), the need must be documented and presented for **pre-approval by the supervisor and coordinator.** Pre-approval means **authorization prior to the overtime taking place must occur.** Such authorization **requires** a brief justification of the anticipated

work. The anticipated work is *defined as* work that **cannot be “reasonably” performed within** the normal business day.

Reliability

The effective function of the Title I office is predicated on teamwork. Grant work is a mixture of fiscal and program elements, hence each person fulfilling his/her professional responsibility is essential to the function of the unit. It is expected that all assignments under each employee's charge is completed accurately and punctually. It is expected that any task assigned to Title I employees is completed in a timely manner.

Mileage Reimbursement

Mileage reimbursement will be allowed for approved travel relevant to an employee fulfilling his/her professional responsibilities. To promote fiscal accountability, all mileage reimbursement **must** be submitted by the fifteenth of the subsequent month of travel. If travel is under the \$15 reimbursement threshold, mileage reimbursement will be submitted once the threshold is reached. **All** mileage reimbursement requests must be accompanied by adequate documentation. Adequate documentation consists of, at least, two of the following: Microsoft Outlook Calendar (date, meeting name, and location listed), copy of the meeting agenda, meeting notes, visit memo signed by the meeting facilitator, or signed authorization letter from the supervisor and coordinator documenting meeting.

Chapter 2:
Office Procedures
Baltimore County Public Schools
Office of Title I Procedures

Procedure Title:

Allowable Costs - Supplement not Supplant

Law Reference:

CIRCULAR NO. A-87, C. BASIC GUIDELINES, pages 8-9

A. Purpose and Scope

1. Objectives. This attachment establishes principles for determining the allowable costs incurred by state, local, and federally-recognized Indian tribal governments (governmental units) under grants, cost reimbursement contracts, and other agreements with the federal government (collectively referred to in this Circular as "Federal awards"). The principles are for the purpose of cost determination and are not intended to identify the circumstances or dictate the extent of federal or governmental unit participation in the financing of a particular program or project. The principles are designed to provide that federal awards bear their fair share of cost recognized under these principles except where restricted or prohibited by law. Provision for profit or other increment above cost is outside the scope of this Circular.

SEC. 1120A. FISCAL REQUIREMENTS. (b) FEDERAL FUNDS TO SUPPLEMENT, NOT SUPPLANT, NON-FEDERAL FUNDS-

(1) In general - 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.

Responsibility:

The following individuals are responsible for this procedure: fiscal assistant, resource teacher, specialists, accountant, supervisor, and coordinator.

Procedure:

School Expenditures

1. Fiscal assistant (FA) review
 - Check expenditure strings (for accuracy)
 - Check balance for fund availability
 - If funds/strings are not available, FA will advise schools to request realignment approval

- FA will check for appropriate backup documentation
 - FA will contact school for any discrepancy or need for additional documentation
- 2. Specialist review
 - Specialist reviews expenditures/reimbursements for compliance and programmatic alignment to the school improvement plan (schoolwide/targeted)
 - Submit to supervisor or coordinator for approval
 - Forward to Title I clerk for copying
 - Send to appropriate department for processing
 - Clerk files in school folder

Centralized Expenditures

- FA reviews grant balances
 - Check expenditure strings (for accuracy)
 - Check balance for fund availability
 - If funds/strings are not available, FA will review approved budget to see if it was approved and not in appropriate string for expenditure or contact accountant or supervisor/coordinator then setup in Advantage Financial
 - FA will check for appropriate backup documentation
 - FA will contact vendor or office for any discrepancy or need for additional documentation
- Specialists or resource teachers review
 - Confirm that goods/services were received
 - Submit to supervisor or coordinator for approval
 - Forward to clerk for copying
 - Send to appropriate department for processing
 - Clerk files

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Complaint Procedures for Federally Funded Programs Operating within Baltimore County Public Schools

Law Reference:

Title IX – General Provisions of *No Child Left Behind*

Responsibility:

The following individuals are responsible for this procedure: supervisor, coordinator, executive director of liberal arts, and ombudsman.

Procedure:

- Any public or nonpublic school parent or teacher, other interested person, or agency may file a complaint.
- All complaints must:
 - Be in writing (accommodations will be made, if requested)
 - Be signed by the person or agency representative filing the complaint
 - Specify the requirement of law or regulation being violated and the related issue, problem, and/or the concern
 - Contain information/evidence supporting the complaint
 - State the nature of the corrective action desired
- Filing a Complaint:
 - Submit the complaint in writing to the respective BCPS' coordinator/supervisor in charge of the program to which the complaint is being filed. Descriptive or supportive information concerning the complaint may accompany the letter. It is recommended that a copy of the complaint and any attachments are kept for the complainant's records.
 - When the written complaint is received, the coordinator/supervisor or designee for the respective program will review the complaint, and contact the parents/guardian within ten (10) business days to schedule a meeting for review of the specific concerns within the complaint. Complaint meetings are typically scheduled within twenty (20) business days following the receipt of the complaint. Within twenty (20) business days following the meeting, the coordinator/supervisor or designee for the respective program will provide a written response to the complainant.

- Filing an Appeal:
 - Individuals not satisfied with the written decision of the program coordinator/supervisor or who have not received a reply to their formal complaint within the specified time period may appeal the complaint in writing to the executive director of liberal arts. The appeal must be filed in writing and received within fifteen (15) calendar days of the coordinator/supervisor's decision or the date when a response was to have been made.
 - The executive director of liberal arts will respond to the appeal using a timeline and procedures similar to the procedures followed by the coordinator/supervisor including: (a) the option of arranging a hearing within ten (10) business days of receipt of the appeal; and (b) providing a written decision within ten (10) business days following the appeal hearing, if held. When the issue appealed is unusually complicated, an additional twenty (20) business days may be taken by the executive director of liberal arts in order to fully investigate the matter. Upon reaching a decision, the executive director of liberal arts will provide a written response to the complainant.
 - Individuals not satisfied with the written decision of the executive director of liberal arts may further appeal the complaint to the ombudsman in the Office of the Superintendent. Once the decision of the executive director of liberal arts has been received, the appeal must be filed in writing and received within fifteen (15) calendar days of that decision. The ombudsman in the Office of the Superintendent will research and evaluate the appeal and issue a written decision on behalf of the superintendent within twenty (20) business days.
 - Individuals not satisfied with the written decision of the superintendent may further appeal the complaint to the Baltimore County Board of Education. The appeal must be filed in writing and received within thirty (30) calendar days of the superintendent's decision.
- Filing a Complaint with the Federal Government:
 - Anyone who believes that an educational institution that received federal financial assistance has discriminated against someone on the basis of race, color, national origin, sex, disability, or age may file a complaint. The person or organization filing the complaint need not be a victim of the alleged discrimination, but may complain on behalf of another person or group. Complainants may file a complaint with the Office of Civil Rights (OCR) online at the following website:

<http://www.ed.gov/ocr/complaintprocess.html>.

****NOTE:** Personnel actions are the exclusive responsibility of the superintendent of schools and *are not* subject to public complaint procedures.**

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Corrective Action

Reference:

Section 1120 (A)(b) of the Elementary and Secondary Education Act (ESEA), as amended by the No Child Left Behind Act (NCLB) states Local Educational Agencies (LEAs) outlines the construct from which federal dollars can be used to support Title I schools.

Responsibility:

The following individuals are responsible for this procedure: executive director of liberal arts, coordinator, and supervisors.

Procedure:

Using the processes and structures established to administer the Title I grant, ongoing internal controls will be used to ensure full compliance with ESEA, Part, A. Should an internal control reveal the need to amend current practices, the following will occur:

- The Title I coordinator will call an office meeting with key staff.
- The Title I coordinator will meet with the executive director of liberal arts and assistant superintendents, if necessary, and outline the issue.
- The Title I coordinator will initiate contact with the Title I point of contact from the MSDE for consultation.
- A memorandum will be drafted delineating the corrective action, person(s) responsible, and completion date. A copy of the corrective action will be sent to all impacted parties and one will be saved in a centrally located file.

All corrective actions should be implemented within ten (10) or less business days of the initial date of non-conformity.

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Determining Comparability

Law Reference:

Section 1112A (c)(1)(A) of the Elementary and Secondary Education Act (ESEA), reauthorized as the No Child Left Behind Act (NCLB), Comparability of Services requires that a local education agency (LEA) be able to document that services provided with state and local funds in Title I schools are comparable to those provided in non-Title I schools in the system. A local educational agency may receive funds under this part only if State and local funds will be used in schools served under this part to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part.

Responsibility:

The Title I office takes the lead on the completion of the comparability report. Several other BCPS offices are also involved in the process including the Offices of Technology, Fiscal Services, Student Data, and Position Management.

Procedure:

- *September- October:*
 - In early September, the BCPS Title I office will provide the report team with a list of the Title I schools for the current fiscal year.
 - The report team meets and discusses any program changes needed for the Title I Comparability Report program including changes to the schools that are Title I.
 - Technology will do the first run of the reports in early October, when a draft of the September 30 student enrollment numbers are available. If the report shows that BCPS is out of compliance, it is important that the report team notify the budget office and Human Resources that we may have to have permanent or substitute personnel in place by November 30.
- *November:*
 - The Office of Technology will run the final program reports by early November. If the reports show BCPS is not comparable, the Office of Position Management must put personnel in place before December 1.
 - Title I confirms via email that permanent employees or temporary long-term substitutes have been put into place to ensure comparability before December 1.

- The Title I office will prepare the Title I Comparability Report and obtain required signatures. If necessary, a memo explaining what actions BCPS took to get in compliance by December 1 will be included. The Title I Comparability Report is due to the State by December 1.

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Determining School-Level Allocations (Rank Order)

Law Reference:

Section 1112, Local Educational Plans

A local educational agency may receive a sub grant under this part for any fiscal year only if such agency has on file with the state educational agency a plan, approved by the state educational agency, that is coordinated with programs under this act.

SEC. 1113. Eligible School Attendance Areas

(A) Annually rank, without regard to grade spans, such agency's eligible school attendance areas in which the concentration of children from low-income families exceeds 75 percent from highest to lowest according to the percentage of children from low-income families; and the percentage of children from low-income families.

Responsibility:

The following individuals are responsible for this procedure: executive director of liberal arts, coordinator, supervisor, fiscal assistants, food and nutrition staff, and student data manager.

Procedure:

Preparation of Preliminary Ranking Data

- *November/December:*
 - Title I coordinator will contact the network services supervisor in food and nutrition to request the preliminary PreK-12 free and reduced meals' (FARMS) eligibility numbers for the end of October.
 - Title I coordinator will contact the manager of student data to request the Official Student Enrollment Report as of September 30.
 - Title I accountant will use an Excel spreadsheet to divide the number of PreK-12 FARMS eligible students by the total number of PreK-12 students enrolled at each school in order to calculate a preliminary rate of FARMS eligibility for each school.
 - Title I accountant will use the resulting Excel spreadsheet to rank schools from the highest rate of PreK-12 FARMS eligibility to the lowest.

- Title I coordinator will review this ranking to identify schools with PreK-12 FARMS eligibility rates of at least 50% (fiscal year 12 eligibility rate is 54.8%).
- Title I coordinator will communicate this preliminary ranking data to the executive director of liberal arts for use in planning to allocate Title I funds for the next fiscal year.

Use of Preliminary Ranking Data to Prepare DRAFT Basis for Allocation Recommendations

- Title I coordinator will contact Baltimore County Point of Contact at MSDE to request an estimated amount for the Title I grant allocation to the district.
- Title I coordinator will work with the accountant and fiscal assistants to complete cost projections for required and allowed reservations which must be established before allocating funds to schools.
 - *January/February:*
 - Title I coordinator will present a DRAFT Basis for Allocation of the Coming Fiscal Year Title I Funds report to the executive director of liberal arts.
 - Title I coordinator will contact the manager of student data to request electronic copies of verified student enrollment data soon as MSDE and BCPS have completed the verification process.
 - Title I accountant will update the preliminary ranking spreadsheet by replacing each school's total enrollment figure with the verified total enrollment and subtracting the preschool enrollment numbers that appear on Baltimore County Public Schools Official Enrollment as of September 30 of the Fiscal Year, thus identifying the verified total PreK-12 enrollment.
 - Title I accountant will recalculate the rate of PreK-12 FARMS eligibility based on the verified total PreK-12 enrollment data.
 - Title I coordinator will update DRAFT Basis for Allocation of the Subsequent School Year's Title I Funds report using revised PreK-12 FARMS eligibility ranking data that is based on verified total PreK-12 enrollment data. This update will result in revised school-based allocations for the successive fiscal year.
 - Title I coordinator will review the updated DRAFT Basis for Allocation of Title I Funds Report with the executive director of liberal arts and other system leadership, as appropriate.
 - At the annual budget meeting with principals, Title I coordinator/supervisors and Title I staff will present this process and disseminate information, forms, and directions needed to complete and submit Title I budget proposals for review and approval.

- *March/May*
 - Office of Title I staff will provide technical assistance to schools as they prepare Title I budget proposals for the review and approval process.
- *May/June*
 - Title I supervisors will oversee the review of school-based Title I budget proposals for compliance with Title I requirements and fiscal accuracy before submitting proposals to the assistant superintendent for programmatic and fiscal approval.
 - Title I supervisors will oversee completion of position work related to school-based positions that will be funded through the Title I grant.
 - Title I coordinator will oversee incorporation of required Title I information into the Master Plan Update.

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Ensuring that Carryover Does Not Exceed 15%

Law Reference:

Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period.

Responsibility:

The following individuals are responsible for this procedure: coordinator, supervisor, accountant, fiscal assistants, specialists.

Procedure:

- Accountant and supervisor will use monthly reports prepared by the fiscal assistants to determine if schools are meeting spending benchmarks. Reports will be sent to the coordinator and relevant staff.
- Accountant will conduct regular fiscal meetings with the fiscal assistants to ensure school-level funds are being spent in accordance with funding allocations and mandatory minimums.
- Accountant and supervisor will conduct monthly centralized budget meetings with the fiscal assistant for centralized programs and other relative program staff to ensure that centralized programs are being implemented in accordance with funding allocations set aside. Reports will be sent to the coordinator and relevant staff.
- Specialists, fiscal assistants, and/or supervisor, as appropriate, will convene a conference/meeting with any school/central office that is not meeting spending benchmarks.
- Coordinator will inform the assistant superintendents on a monthly basis of schools progress in expending school allocation funds.
- Coordinator/supervisor will verify (during annual BTE update) compliance with carryover requirements.
- If carryover is expected to exceed 15%, the coordinator will submit a waiver to MSDE and implement immediate corrective action to ensure that funds are spent out in a timely manner.

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Equitable Participation of Private Schools, Title I, Part A – Timely and Meaningful Consultation

Law Reference:

Elementary and Secondary Education Act (ESEA) reauthorized as the No Child Left Behind Act (NCLB) –

Section 1120 and 200.63 of the Title I regulations

Section 1113(a) and 200.78 of the Title I regulations

Responsibility:

The following individuals are responsible for this procedure: coordinator, mandatory programs and equitable services supervisor, nonpublic resource teacher, and administrative secretary.

Procedure:

- *July*
 - Mail *Intent to Participate in the Title I, Part A Program* forms for the next school year to all MSDE approved private schools
 - The address labels for all MSDE approved private schools
 - The Intent Letter – Change the dates and Free and Reduced Criteria
 - Send letters certified mail
 - Hire needed tutors
 - Send contracts to all tutors
 - Application for tutors changes each year
 - Title I resource teacher keeps a copy of the contract
 - Order needed tutor materials and student tests
 - Consider new schools to the program when ordering
 - Create a student database
 - Continually update database with additions and deletions
 - Hold Principal/Tutor Meeting
 - Send letter of invitation to the Principal/Tutor Meeting to all eligible principals in June
 - Meeting agenda and sign-in sheet
 - Have tutors complete necessary payroll forms
 - Distribute Professional Development and Parental Involvement Request forms
 - See previous year's notebook for all handouts
 - Prepare parent permission letters on school letterhead

- Review payroll
- Distribute consultation form to new principals
- Send Baltimore City the previous year's database
- Provide the Coordinator with the Master Plan information
- Final review of fund generators and MOU exchange with Baltimore City
- Prepare new central office and tutor binders
- Finalize staff development, if applicable
- Call principals with new tutor's name
- Determine approximate hours/tutors per school
- Update principal/tutor labels and information sheet
- *August*
 - Pick-up BCPS Street Address Guide books from the Office of Strategic Planning (distribute guide address books to each tutor)
 - Set dates for consultation cycle for all private schools and tutors (January group meetings and quarterly school visits)
 - Begin Title I services in the schools
 - Obtain list of new students and selection criteria for eligibility for Title I services
 - Parent calendars to schools
 - Review payroll
 - Staff development letters of invitation
 - Develop the Tutor Assignment form
 - Secure a new archdiocese directory
- *September*
 - Provide BCPS planned professional development
 - Visit all participating schools and discuss professional development and parent involvement opportunities
 - Payment delivery from Baltimore City for MOU
 - Attend Nonpublic Workgroup Meeting
 - Parent calendars to schools
 - Review payroll
 - Hold professional development
 - Put final database in the central office binder
 - Review new students' selection criteria
- *October*
 - Tutor Meeting – See attachment 10
 - Update student database
 - *Intent to Participate in Title I Program* forms are due
 - Process professional development and parent involvement requests (ongoing process)

- Review new students' selection criteria
- Review payroll
- Parent calendars to schools
- Distribute fall Academic milestones
- *November*
 - Visit all participating schools for consultation meetings
 - Review *Intent to Participate in Title I Program* forms
 - Obtain MSDE list of private schools using FARMS
 - Parent calendars to schools
 - Schedule next year's meeting dates and secure rooms
 - Rectify notebook (parent permission to selection criteria to database)
 - Review payroll
- *December*
 - Review *Intent to Participate in Title I Program* forms for prospective and current schools
 - Send letters to schools that wish to participate, but have no fund generators
 - Send invitation letter to current and prospective private school principals for the January consultation meeting
 - Review payroll
 - Parent calendars to schools
 - Send Strategic Planning the survey information
- *January*
 - Hold Principal's meeting to review all items on the Consultation form and distribute Most Needy Lists to identify prospective students
 - Complete final analysis of fund generators from Participation forms to identify current and prospective schools for the next year
 - Attend Nonpublic Workshop Meeting
 - Contact private schools that had fund generators and want to participate in the program
 - Visit all current participating schools
 - Exchange databases with Baltimore City
 - Distribute Declaration of Intent forms to current tutors to determine which tutors want to provide services for the next school year
 - Parent calendars to schools
 - Update Most Needy Lists and selection criteria forms
 - Prepare a parent survey
 - Meet with IT to determine address eligible fund generators
 - Parent involvement money must be spent by the end of April
 - Review payroll

- Renewal of tutors teaching certificates
- *February*
 - Contact Baltimore City with city students' names for verification of funding
 - Visit prospective new schools that have fund generators
 - Identify new schools to the Title I program that have academically needy students as identified by the Most Needy List for the next school year
 - Contact schools about money in their parent involvement
 - Parent calendars to schools
 - Review payroll
 - Participate in State and Federal Grants meeting
 - Informally observe tutors
 - Distribute Winter Academic Milestones
- *March*
 - Tutor meeting
 - Identify address eligible students at participating schools from the Most Needy Lists for the next school year
 - Estimate the amount of funds generated by private school students for instruction
 - Notify all private schools regarding participation in next year's Title I program
 - Distribute Selection Criteria sheets for eligible students to classroom teachers
 - Parent calendars to schools
 - Review payroll
 - Obtain consultation forms from principals
- *April*
 - Visit all participating schools
 - Selection Criteria sheets due for review
 - Review payroll
 - Formally observe tutors
 - Review fund generators
 - Send Baltimore City the list of possible city fund generators
 - Send out parent surveys
- *May*
 - Collect post-tests
 - Tutor meeting
 - Determine tentative instructional groups of participating students at each school
 - Obtain consultation forms from all participating principals
 - Distribute spring Academic Milestones
 - Review payroll
 - Parent calendars to schools
 - Food and Nutrition ref free and reduced for the next year

- *June*
 - Determine preliminary groups and instructional hours for the academically needy students at each school
 - Update and maintain tutors' and principals' email accounts
 - Send invitation letter for the July principal/tutor meeting
 - Develop a school a school visit/telephone log
 - Review payroll
 - Parent calendars to schools

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Establishing the Title I Budget

Law Reference:

No Child Left Behind -

Section 1112, Local Educational Plans - A local educational agency (LEA) may receive a sub grant under this part for any fiscal year only if such agency has on file with the state educational agency a plan, approved by the state educational agency, that is coordinated with programs under this act.

Responsibility:

The following individuals are responsible for this procedure: coordinator, supervisor, accountant, fiscal assistants, manager of student enrollment data, and manager of food and nutrition.

Procedure:

- *November*
 - The Title I coordinator/supervisor will contact the Office of Student Enrollment to ascertain preliminary enrollment data (September 30). The Title I coordinator/supervisor will also contact the Office of Food and Nutrition for preliminary FARMS data (October 31).
- *November/December*
 - The Title I coordinator/supervisor and accountant will use preliminary enrollment and FARMS data to establish a list of potential Title I schools and allocations. Additionally, evaluation data associated with centralized programs and services are reviewed to determine any necessary adjustments. Mandatory reservations are also determined during this phase of the budget development process. The budget draft is based upon the previous year's allocation.
- *January*
 - The Title I coordinator/supervisor will communicate proposed preliminary budget through the executive director of liberal arts for the superintendent's review and approval.
- *February*

- Title I coordinator/supervisor disseminates preliminary budget figures at the annual Title I budget meeting. At this time, schools begin developing their individualized budget proposals according to the Title I budget timeline.
- *April*
 - MSDE releases preliminary LEA Title I allocations for the coming school year. Upon receipt of this allocation from MSDE, the Office of Title I will refine preliminary budget, making adjustments accordingly.
- *April/May*
 - School-based budget proposals and worksheets will receive final review and approval from the assistant superintendents of zones 1, 2 and 3.
- *June*
 - Final budget revisions are completed. Title I coordinator/supervisor will communicate proposed final budget through the executive director of liberal arts for the superintendent's review and approval.

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Indirect Cost

Law Reference:

OMB Circular A-87; CFR Part 225; Maryland State Department of Education “Financial Reporting Manual for Maryland Public Schools” Appendix D-1

Responsibility:

The following individuals are responsible for this procedure: Title I accountant, supervisor of grants accounting, and grants accountant.

Procedure:

- The Title I office receives the indirect rate from Office of Grant Accounting then follows the following steps to apply rate to grants.
- The Title I accountant will apply the Restricted Indirect Cost Rate using the following steps:
 - Total grant minus expenditures for equipment = Amount to which rate may be applied
 - Indirect Cost Rate ÷ (1 + Indirect Cost Rate) = Factor for Indirect Costs
 - Multiply result in Step 1 by result in Step 2 = Allowable Indirect Costs
 - Reduce direct expenditure categories by allowable Indirect Costs charged to business support services & centralized support services (including associated fixed charges).

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Inventory and Tagging and Mapping of Equipment and Sensitive Items (NonPublic)

Law Reference:

OMB Circular A-87, Attachment B; 34 CFR Subtitle A, 80.32; Financial Reporting Manual for Maryland Public Schools (Revised 2009)

Responsibility:

The following individuals are responsible for this procedure: Nonpublic resource teacher and supervisor.

Procedure:

1. Definitions

Equipment – is a moveable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles that meet all of the following conditions:

- it lasts longer than one year;
- it is better to repair than to replace;
- it retains its original shape, appearance, and character with use;
- it does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
- it exceeds a capitalization level equal to the lesser of a minimum dollar value established by the entity for financial statement purposes or \$5,000; or
- it is a sensitive item with an acquisition cost of \$500.00 or more.

Sensitive items – are capital or non-capital items such as recording devices, portable tools, cameras, notebook computers, and other small items that are prone to theft and are concealable in a handbag or briefcase. Items that are too large for concealment in a handbag or brief case (such as desktop computers, projectors, and printers) shall be considered sensitive items if there is a history of loss or theft.

Supply – is any article or material that meets one or more of the following conditions:

Flow Chart for Distinguishing Equipment from Supplies

	YES	NO	
• Lasts longer than one year	↓	→	Supply
• Repair rather than replace	↓	→	Supply
• Independent unit rather than being incorporated into another item	↓	→	Supply
• Exceeds minimum dollar value	↓	→	Supply
	Equipment		

2. Tagging equipment, Sensitive Items, and Supplies/materials and Completing Inventory Logs

- Permanently tag all items identified on the *Title I School Inventory Form*.
- Enter required information onto the appropriate *Title I School Inventory form*. The following information must be maintained:
 - Date of receipt
 - Vendor name
 - Purchase order number
 - Item description
 - Title I tag number (generated and preloaded by Office of Title I)
 - Cost
 - Room number
 - Condition
 - Date of disposal
 - Donation

3. Physical Inventory

- The Office of Title I will conduct a physical audit of all equipment (\$5,000 or more) a minimum of every two years.

4. Safeguarding and Maintenance

- All equipment/sensitive items must be returned to the Office of Title I during the summer months, unless items are necessary to administer the summer school program.
- Ensure equipment is maintained in a secure environment by identifying areas for storage that lock or areas that are accessible to regular supervision.
- Investigate any theft (police report must be filed) loss, or damage that may occur, submit this information to the assigned specialist and/or supervisor, and update the inventory log, as appropriate.
- Adhere to equipment warranty and/or maintenance agreements.
- Ensure equipment is kept in good working condition.

5. Discontinuation of Equitable Services

If a private school is closing or will discontinue participation in equitable services, equipment, sensitive items, and non-consumable supplies/materials must be removed from the private school. Said items will be redistributed to other participating Title I private schools for the purpose of providing equitable services to eligible students.

The Office of Title I will:

- Conduct a physical inventory of the Title I purchased equipment, sensitive items, and non-consumable supplies.
- Remove all equipment, sensitive items, and non-consumable supplies/materials from the private school that is closing or discontinuing participation and return them to the Office of Title I by the end of the school year.
- Redistribute all equipment, sensitive items, and non-consumable supplies/materials to other participating Title I private schools for the purpose of providing equitable services to eligible students.

Baltimore County Public Schools

Office of Title I Procedures

Procedure Title:

Inventory and Tagging and Mapping of Equipment, Sensitive Items, and Targeted Assistance Supplies

Law Reference:

OMB Circular A-87, Attachment B; 34 CFR Subtitle A, 80.32; Financial Reporting Manual for Maryland Public Schools (Revised 2009)

Responsibility:

The following individuals are responsible for this procedure: Title I grant manager or designee in the school or office will label (tag) and inventory equipment, sensitive items, and non-consumable supplies and materials (Targeted Assistance schools only) purchased with Title I funds.

Procedure:

1. Definitions

Equipment – is a moveable or fixed unit of furniture or furnishings, an instrument, a machine, an apparatus, or a set of articles that meet all of the following conditions:

- it lasts longer than one year;
- it is better to repair than to replace;
- it retains its original shape, appearance, and character with use;
- it does not lose its identity through fabrication or incorporation into a different or more complex unit or substance;
- it exceeds a capitalization level equal to the lesser of a minimum dollar value established by the entity for financial statement purposes or \$5,000; or
- it is a sensitive item with an acquisition cost of \$500.00 or more.

Sensitive items – are capital or non-capital items such as recording devices, portable tools, cameras, notebook computers, and other small items that are prone to theft and are concealable in a handbag or briefcase. Items that are too large for concealment in a handbag or brief case (such as desktop computers, projectors, and printers) shall be considered sensitive items if there is a history of loss or theft.

Supply – is any article or material that meets one or more of the following conditions:

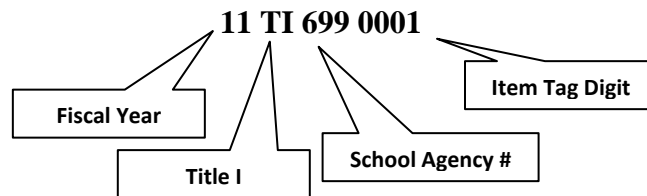
Flow Chart for Distinguishing Equipment from Supplies

	YES	NO	
• Lasts longer than one year	↓	→	Supply
• Repair rather than replace	↓	→	Supply
• Independent unit rather than being incorporated into another item	↓	→	Supply
• Exceeds minimum dollar value	↓	→	Supply
	Equipment		

2. Tagging equipment, Sensitive Items, and Supplies/materials and Completing Inventory Logs

- Permanently tag all items with the preloaded Title I Tag # identified on the *Title I School Inventory Form*.

Example Title I Tag #:



- Enter required information onto the appropriate *Title I School Inventory form*. The following information must be maintained:
 - Date of receipt
 - Vendor name
 - Purchase order number
 - Item description
 - Title I tag number (generated and preloaded by Office of Title I)
 - Cost
 - Room number
 - Condition
 - Date of disposal
 - Donation
- Update inventory log as equipment and sensitive items are moved, disposed of, or donated to reflect such changes. Contact the Office of Title I for assistance with this process.
- Ensure that inventory logs are completed electronically and maintained in the Title I compliance binder on a yearly basis. Inventory logs are subject to review during the fall and spring program monitoring visits.

3. Physical Inventory

- Conduct a physical audit of all equipment (\$5,000+) a minimum of every two years.

4. Safeguarding and Maintenance

- Ensure equipment is maintained in a secure environment by identifying areas for storage that may lock or areas that are accessible to regular supervision.
- Investigate any theft (police report must be filed) loss, or damage that may occur, submit this information to the assigned specialist and/or supervisor, and update the inventory log, as appropriate.
- Adhere to equipment warranty and/or maintenance agreements.
- Ensure equipment is kept in good working condition.

5. Additional Tagging Procedures for Targeted Assistance Schools

- All equipment, sensitive items, and **non-consumable supplies/materials** purchased with Title I funds must only be used with targeted assistance students. Therefore, the Title I office requires the following **additional** procedures for these schools:
 - Label all items purchased with Title I funds so that it is immediately distinguishable that they were purchased with these federal grant funds.
 - Store all equipment, sensitive items, and supplies/materials in a locked room or other secure location.
 - Maintain records that identify persons with access.

Baltimore County Public Schools
Office of Title I Procedures

Procedure Title:

Special Test and Provisions – Highly Qualified

Law Reference:

SEC. 1119. QUALIFICATIONS FOR TEACHERS AND PARAPROFESSIONALS.

(a) TEACHER QUALIFICATIONS AND MEASURABLE OBJECTIVES-

(1) IN GENERAL- Beginning with the first day of the first school year after the date of enactment of the *No Child Left Behind Act of 2001*, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified.

Responsibility:

The following individuals are responsible for this procedure: coordinator, supervisor, director of human resources, communications director, and specialists.

Procedure:

- *June*
 - Title I coordinator/supervisor/specialist meet with the director of human resources to discuss how BCPS will maintain compliance with *highly qualified (HQ)* requirements.
- *September*
 - The Office of Title I meets with Title I principals, the assistant superintendents (AS), and the Department of Human Resources to discuss updates in *HQ* requirements.
 - The *Right to Know* letter from the superintendent will be distributed to all of the Title I principals at the *HQ* meeting. The *Four Week* letter, in English and other languages as appropriate, (hard copy and electronic) will be distributed as well.
 - The *Right to Know* letter from the superintendent to parents of all students attending Title I schools will be sent home.

- The *Four Week* letters from principals of Title I schools will be sent via United States (US) mail to families of students who are assigned to or have been taught for four weeks by teachers who have not yet met *HQ* requirements.
- Principals will forward copies of the *Four Week* letters to the Title I office certifying that letters have been sent to families of students who are assigned to or have been taught for four weeks by teachers who have not yet met *HQ* requirements.
- *Ongoing*
 - Prior to the time requirement, letters from principals of Title I schools will be sent via US mail to families of students who have been taught for four weeks by teachers who have not yet met *HQ* requirements.
 - Principals will forward copies of *Four Week* letters to the Title I office, assistant superintendents, and the Office of Human Resources certifying that letters have been sent to families of students who have been taught for four weeks by teachers who have not yet met *HQ* requirements.
- *Monthly*
 - Title I specialists will retrieve long-term substitute list from MetaViewer and contact affected principals to ensure parent notification requirements are being met. Phone logs and emails documenting such contact will be maintained. Principals are required to confirm the *HQ* status of long-term subs with the Offices of Temporary Services and Human Resources.

Baltimore County Public Schools

Office of Title I Procedures

(Law Office Approved)

Procedure Title:

Supplemental Educational Services

Law Reference:

SECTION 1116(e) OF THE NO CHILD LEFT BEHIND ACT OF 2001 (P.L. 107-110)
20 U.S.C. SECTION 6316 ET SEQ., P.L. 107-110 SECTION 1116(e), AND 34C.F.R PART 200.45

Responsibility:

The following individuals are responsible for this procedure: coordinator, supervisor, and data manager.

Procedure:

- I. SUPPLEMENTAL EDUCATIONAL SERVICES
 - A. ALL RECORDS AND REPORTS PERTAINING TO TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION SHALL BE MAINTAINED BY THE OFFICE OF TITLE I.
 - B. THE PROVISION OF SUPPLEMENTAL EDUCATIONAL SERVICES SHALL BE IN ACCORDANCE WITH ALL FEDERAL AND STATE REGULATIONS AND BE CONSISTANT WITH BOARD POLICY AND RULES.
- II. TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES-REQUIREMENTS
 - A. *20 U.S.C. SECTION 6316 ET SEQ., P.L. 107-110 SECTION 1116(e), AND 34C.F.R PART 200.45* REQUIRES LOCAL EDUCATION AGENCIES TO PROVIDE ELIGIBLE STUDENTS ENROLLED IN A SCHOOL, IDENTIFIED FOR SCHOOL IMPROVEMENT-YEAR TWO, CORRECTIVE ACTION, OR RESTRUCTURING, THE OPTION TO RECEIVE SUPPLEMENTAL EDUCATIONAL SERVICES.
 - B. ELIGIBLE STUDENTS ARE DEFINED AS STUDENTS WHO:
 1. ARE ENROLLED IN A SCHOOL THAT HAS BEEN IDENTIFIED FOR SCHOOL IMPROVEMENT-YEAR TWO, CORRECTIVE ACTION, OR RESTRUCTURING;
 2. ARE PARTICIPATING IN THE FREE AND REDUCED MEALS PROGRAM;
AND

3. ARE NOT PARTICIPATING IN PUBLIC SCHOOL CHOICE: TRANSFER OPTION.

C. PROCEDURES

1. TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES REQUESTS MUST BE INITIATED BY AN ELIGIBLE STUDENT'S PARENT/GUARDIAN; AND
2. FOLLOWING THE IDENTIFICATION OF THE SCHOOLS TO WHICH THE TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES APPLIES FOR THE UPCOMING SCHOOL YEAR, THE OFFICE OF TITLE I WILL MAKE AVAILABLE TO RESPECTIVE PARENT(S)/GUARDIAN(S):
 - a. SUPPLEMENTAL EDUCATIONAL SERVICES REQUEST FORMS;
 - b. PROCEDURES;
 - c. A LIST OF MSDE APPROVED VENDORS ELIGIBLE TO PROVIDE SUPPLEMENTAL EDUCATIONAL SERVICES DURING THAT SCHOOL YEAR;
 - d. A DESCRIPTION OF SERVICES OFFERED BY MSDE APPROVED VENDORS; AND
 - e. AND ANY OTHER REQUIRED MATERIALS IN ACCORDANCE WITH *34 C.F.R. §200.45*.
3. PARENT(S)/GUARDIAN(S) MUST COMPLETE AND SUBMIT THE REQUIRED FORM, SUPPLEMENTAL EDUCATIONAL SERVICES APPLICATION, IN ORDER FOR THEIR CHILD TO BE CONSIDERED FOR SERVICES. THE PARENT(S)/GUARDIAN(S) MUST SUBMIT THE FORM WITH ORIGINAL SIGNATURE TO THE OFFICE OF TITLE I FOR CONSIDERATION.
 - a. PARENT(S)/GUARDIAN(S) SHOULD RETAIN A PHOTOCOPY OF THE COMPLETED APPLICATION FOR THEIR RECORDS; AND
 - b. THE OFFICE OF TITLE I WILL SEND PARENTS A LETTER CONFIRMING RECEIPT OF THEIR TITLE I PUBLIC SCHOOL TRANSFER OPTION APPLICATION.
4. SUPPLEMENTAL EDUCATIONAL SERVICES APPLICATIONS WHICH ARE SUBMITTED AND/OR POSTMARKED AFTER THE DEADLINE NOTED ON THE APPLICATION WILL NOT BE CONSIDERED FOR THE COHORT IMMEDIATELY FOLLOWING THE APPLICATION PROCESS. HOWEVER, IF MULTIPLE COHORTS ARE ESTABLISHED IN ANY GIVEN SCHOOL YEAR, THE STUDENT WILL BE CONSIDERED FOR

SUBSEQUENT COHORTS AND SHALL NOT BE REQUIRED TO REAPPLY FOR SUCH COHORTS.

5. IN PROCESSING THE REQUEST FORM, THE OFFICE OF TITLE I WILL EVALUATE THE REQUEST FORM FOR COMPLIANCE WITH THE FOLLOWING CRITERIA FOR SUPPLEMENTAL EDUCATIONAL SERVICE:
 - a. WHETHER THE STUDENT IS ENROLLED IN A HOME SCHOOL THAT MEETS THE REQUIREMENTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES, AS SET FORTH IN SECTION II(A) OF THESE PROCEDURES;
 - b. WHETHER THE STUDENT MEETS THE SOCIO-ECONOMIC CRITERIA IN ACCORDANCE WITH *34 C.F.R. §200.45*;
 - c. WHETHER THE REQUEST FORM REFLECTS THE PARENT/GUARDIAN'S SELECTION OF AN APPROVED VENDOR DESIGNATED TO PROVIDE SUPPLEMENTAL EDUCATIONAL SERVICES;AND
 - d. WHETHER THE ORDER OF ELIGIBILITY FOR STUDENTS AT SCHOOLS IDENTIFIED FOR SUPPLEMENTAL EDUCATIONAL SERVICES IS BASED SOLELY ON CRITERIA DETAILED IN *34 C.F.R. §200.45*
6. INFORMATION REGARDING THE ORDER OF STUDENT ELIGIBILITY, THE SPECIFIC CRITERIA FOR DETERMINATION OF THE ORDER OF ELIGIBILITY, THE NAMES OF STUDENTS ELIGIBLE TO REQUEST SUPPLEMENTAL EDUCATIONAL SERVICES, AND THE SPECIFIC CRITERIA FOR DETERMINATION OF ELIGIBLE STUDENTS SHALL NOT BE DISCLOSED TO THE PUBLIC. HOWEVER, PARENT(S)/GUARDIAN(S) MAY BE INFORMED OF THE TOTAL NUMBER OF ELIGIBLE STUDENTS AND OF THEIR CHILD'S NUMBER ON THE ELIGIBILITY LIST.
7. THE OFFICE OF TITLE I WILL STRIVE TO ISSUE A WRITTEN DECISION TO PARENT(S)/GUARDIAN(S) BY THE DATE INDICATED IN THE SUPPLEMENTAL EDUCATIONAL SERVICES TIMELINE.
8. THE OFFICE OF TITLE I SHALL INDICATE APPROVAL OR DENIAL IN THE APPROPRIATE SECTION OF THE APPROVAL FORM, AND SHALL SEND THE FORM TO THE PARENT(S)/GUARDIAN(S). A PHOTOCOPY WILL BE RETAINED BY THE OFFICE OF TITLE I.

9. FOR ALL SUPPLEMENTAL EDUCATIONAL SERVICES REQUEST FORMS APPROVED, PARENT(S)/ GUARDIAN(S) SHALL BEAR THE RESPONSIBILITY FOR RETURNING THE SUPPLEMENTAL EDUCATIONAL SERVICES CONFIRMATION FORM TO THE OFFICE OF TITLE I BY THE DEADLINE INDICATED ON THE APPROVAL OF SERVICES LETTER AND ON THE CONFIRMATION FORM PROVIDED TO PARENT(S)/GUARDIAN(S).

10. UPON CONFIRMATION OF THE ACCEPTANCE OF SUPPLEMENTAL EDUCATIONAL SERVICES, THE OFFICE OF TITLE I SHALL ESTABLISH A MEETING TIME WITH PARENT(S)/GUARDIAN(S) AND VENDORS TO SET SCHEDULES, ACADEMIC GOALS, DETERMINE HOW THE GOALS WILL BE EVALUATED, AND THE TIMELINE FOR SERVICES.

III. TITLE I SUPPLEMENTAL EDUCATIONAL SERVICES-CONDITIONS

A. BALTIMORE COUNTY PUBLIC SCHOOLS WILL NOT PROVIDE TRANSPORTATION TO AND FROM THE SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDER.

B. BALTIMORE COUNTY PUBLIC SCHOOLS WILL CONTRACT FOR SUPPLEMENTAL EDUCATIONAL SERVICES ONLY AS LONG AS THE STUDENT'S HOME SCHOOL MEETS CRITERIA IN SECTION II (A).

C. IF THE SUPPLEMENTAL EDUCATIONAL SERVICES APPLICATION IS DENIED BY THE OFFICE OF TITLE I, THE PARENT (S)/GUARDIAN(S) MAY INITIATE THE APPEAL PROCESS AS DESCRIBED IN SECTION III (D) OF THESE PROCEDURES.

D. APPEALS

1. DENIALS OF SUPPLEMENTAL EDUCATIONAL SERVICES APPLICATIONS MAY BE APPEALED BY THE PARENT(S)/GUARDIAN(S) WHO INITIATED THE SUPPLEMENTAL EDUCATIONAL SERVICES REQUEST. THE APPEAL MUST BE SUBMITTED IN WRITING TO THE EXECUTIVE DIRECTOR OF LIBERAL ARTS WITHIN TEN (10) CALENDAR DAYS OF THE DATE OF THE DENIAL LETTER OR THE POSTMARKED DATE, WHICHEVER IS LATER. THE EXECUTIVE DIRECTOR WILL RESEARCH AND EVALUATE THE APPEAL AND WILL MAKE EVERY EFFORT TO ISSUE A WRITTEN DECISION BY THE DATE INDICATED IN THE TIMELINE.

2. IF THE APPEAL IS DENIED BY THE EXECUTIVE DIRECTOR OF LIBERAL ARTS, THE WRITTEN DECISION WILL INFORM THE PARENT(S)/GUARDIAN(S) OF HIS/HER RIGHT TO APPEAL IN WRITING

TO THE SUPERINTENDENT. DENIALS OF SUPPLEMENTAL EDUCATIONAL SERVICES APPLICATIONS BY THE EXECUTIVE DIRECTOR OF LIBERAL ARTS MUST BE APPEALED IN WRITING TO THE SUPERINTENDENT WITHIN FIFTEEN (15) CALENDAR DAYS OF THE DATE OF THE DENIAL LETTER OR THE POSTMARKED DATE, WHICHEVER IS LATER. THE SUPERINTENDENT OR DESIGNEE WILL RESEARCH AND EVALUATE THE APPEAL AND MAKE EVERY EFFORT TO ISSUE A WRITTEN DECISION BY THE DATE INDICATED IN THE TIMELINE.

3. IF THE APPEAL IS DENIED BY THE SUPERINTENDENT OR DESIGNEE, THE WRITTEN DECISION WILL INFORM THE PARENT(S)/GUARDIAN(S) OF HIS/HER RIGHT TO APPEAL IN WRITING TO THE BOARD OF EDUCATION WITHIN THIRTY (30) CALENDAR DAYS OF THE DATE OF THE DENIAL LETTER IN ACCORDANCE WITH *§4-205 OF THE EDUCATION ARTICLE OF THE ANNOTATED CODE OF MARYLAND AND BOARD OF EDUCATION POLICY 8339: INTERNAL BOARD POLICIES: OPERATIONS, APPEAL BEFORE HEARING EXAMINER*. AN APPEAL WILL BE CONSIDERED TIMELY FILED, IF, WITHIN THE ALLOTTED TIME PERIOD, IT HAS BEEN DELIVERED TO THE BOARD OF EDUCATION, POSTMARKED, OR DEPOSITED IN THE U.S. MAIL, AS REGISTERED OR CERTIFIED MAIL.

LEGAL REFERENCES:

20 U.S.C. SECTION 6316 ET SEQ.

34C.F.R PART 200.45 20 U.S.C.

P.L. 107-110 SECTION 1116(e)

Baltimore County Public Schools
Office of Title I Procedures

Procedure Title:

Time and Effort Certification Procedure

Law Reference:

OMB Circular A-87 (2 CFR Part 225)

Responsibility:

The following individuals are responsible for this procedure: fiscal assistants, supervisor, and coordinator.

Procedure:

1. Purpose and Scope

The federal government requires time and effort certification to be completed when individuals are compensated by or have agreed to contribute time (in kind/match) to a federally-funded program or project.

These procedures provide an overview of time and effort certification, including BCPS requirements for the process as defined by OMB Circular A-87 (2 CFR Part 225).

2. Definitions

2 CFR Part 225 – This is the location in the Code of Federal Regulations that contains “Cost Principles for State, Local, and Indian Tribal Governments” (OMB Circular A-87). These cost principles include regulations defining what costs are allowable and allocable to federal grants. Additionally, they include regulations on the maintenance of time and effort certification for all persons who are fully or partially compensated for personnel services with federal grant funds.

Cost Objective – “means a function, organizational subdivision, contract, grant, or other activity for which cost data are needed and for which costs are incurred.” (OMB A-87/2 CFR Part 225) Examples include:

Title I, Part A – The Title I, Part A cost objective would include a set of work activities allowable under the terms and conditions of Title I, Part A regulations.

Special Education – The special education cost objective would include activities that are allowable under the terms and conditions of a specific grant that serves special education students.

Multiple Cost Objectives – An employee is considered to be working on multiple cost objectives if all the following statements are correct. The employee:

- Is paid partially with federal grant funds.
- Works on activities allowable under the terms and conditions of the federal grant.
- Works on activities not allowable under the terms and conditions of the federal grant.

Or if the employee's salary is comprised of any of the following:

- More than one federal grant.
- A federal grant and a non-federal grant.
- An indirect cost activity and a direct cost activity.
- Two or more indirect activities which are allocated using different allocation bases.

Office of Management and Budget (OMB) – OMB is a branch of the Executive Office of the President. OMB helps the President formulate his spending plans; evaluates the effectiveness of agency programs, policies, and procedures; assesses competing funding demands among agencies, and sets funding priorities. OMB's circular A-87 is the location for the regulations on the maintenance of time and effort certification for all persons who are fully or partially compensated for personnel services with federal grant funds.

Personnel Activity Report (PAR) – A type of time and effort certification used by an employee working on multiple cost objectives which records and calculates the difference between the employee's budgeted allocation of effort to be spent on activities allowable under the terms and conditions of a grant and the employee's actual effort spent on activities allowable under the grant.

Semi-Annual Certification – A type of time and effort certification used for an employee working on a single cost objective that confirms effort has been spent solely on activities allowable under the terms and conditions of a specified grant.

Single Cost Objective – An employee is considered to be working on a single cost objective if both of the following statement are correct. The employee:

- Is paid fully or partially with federal grant funds.
- Works solely on activities allowable under the terms and conditions of a specific federal grant.

Variance Report – A BCPS report used by grant managers to record and monitor the outcomes of their employees’ PARs on an ongoing basis throughout the course of the fiscal year.

3. Requirements Regarding Time and Effort Certification

OMB Circular A-87/2 CFR Part 225 – “Cost Principles for State, Local, and Indian Tribal Governments” is the federal government’s cost principles that are applicable to BCPS. These principles define what costs are allowable and allocable to federal grants. OMB Circular A-87/2 CFR Part 225 also sets forth criteria for acceptable methods of charging salaries and wages to federally funded programs.

OMB Circular A-87/2 CFR Part 225 requires that institutions develop a process to determine or confirm how individuals paid with federal funds expend effort during a specified time period. Failure to adequately document employees’ time and effort related to federal funds could result in audit findings, questioned costs consisting of salaries, wages, and related benefits, or potential repayment of disallowed costs.

4. Time and Effort Certification Procedures

4.1 Determining Employee Position Lists

At the beginning of each fiscal or school year, as appropriate, each grant manager will review the positions that are funded by a federal grant(s) and determine whether each employee will be working on a single cost objective or multiple cost objectives. Additionally, throughout the course of the year, the grant manager will determine the cost objective status of any new employee or employee whose salary allocation has been modified to be paid fully or partially from a federal grant.

4.2 Employees Working on a Single Cost Objective

Employees who work solely on a single cost objective will have their time and effort confirmed twice annually through the use of a *Semi-Annual Certification*. The employee or supervisor with first hand knowledge of the employee’s work will certify that all time and effort expended in the prior six-month period was in accordance with the cost objective identified on the form.

Semi-Annual Certifications will include the names of all individuals paid through a specified federal grant who have worked on a single cost objective in the previous six-month period. These certifications will be distributed by the appropriate grant manager for the time period of July 1st – December 31st and January 1st – June 30th. The *Semi-Annual Certifications* will be collected and reviewed by the appropriate grant manager in a timely fashion, on or about the end of the month in which they are distributed.

An alternative to using the *Semi-Annual Certification* is to include a certification statement (either stamped or typed) on the employee's *Request for Miscellaneous Payroll* form, *Paid Helper Timesheet*, or other form used to support payroll charges. This method may be used for hourly and/or temporary employees whose time is charged to the actual funding source in the payroll records for that specific time period. The grant manager will make the decision of the method to be used. For example, the Office of Food and Nutrition Services has adopted this method for the certification of the majority of its employees.

If at any time the employee and/or supervisor notes that an employee's duties are no longer solely committed to a single cost objective, the employee will immediately be determined to be working on multiple cost objectives and will begin following the process listed in section 4.3 below to document her/his time and effort.

4.3 Employees Working on Multiple Cost Objectives

Employees who work on multiple cost objectives will be required to confirm their time and effort bi-weekly through the use of a *PAR*. The *PAR* will certify how an employee's time and effort was spent on the prior two weeks' duties.

PARs will be distributed by the appropriate grant manager at the beginning of each fiscal or school year, as appropriate. These forms will be prepared by the employee after the work has been completed and will account for all hours for which the employee was compensated. The *PARs* will then be signed by the employee and supervisor with first hand knowledge of the employee's work and submitted to the grant manager on or about the end of each month.

If an employee is on leave and is being compensated through vacation, sick, urgent business, family illness or other type of paid leave, the effort reported on the *PAR* for that time will be documented in direct proportion to their salary split.

On a quarterly basis, the grant manager will document any variance between the amount of time an employee was budgeted to work on a designated cost objective and the amount of time the employee actually spent working on the cost objective through the completion of the *BCPS Time and Effort Variance Report (Variance Report)*.

If the *Variance Report* demonstrates that the grant has been overcharged, the grant manager will reconcile the variance by completing a journal voucher to move the appropriate amount of funds from the grant to the other funding source or sources through which the employee is paid. If the *Variance Report* demonstrates that the grant has been undercharged, the grant manager will contact the supervisor of the other funding

source or sources through which the employee is paid to determine an appropriate course of action.

If the *Variance Report* demonstrates a continuous variance for any employee, (two quarters of *Variance Reports* demonstrate variances), the grant manager will contact the supervisor of the employee and the supervisor of the other funding source or sources through which the employee is paid to determine if a position allocation change should be completed or if the employee's job duties should be modified.

4.4 Special Circumstances

Any employee whose job functions do not clearly conform to the system described herein shall be classified appropriately at the discretion of the grant manager in consultation with the grant specialist in accordance with the provisions of OMB A-87/2 CFR Part 225.

Third Party Billing

Although Third Party Billing is a separate funding source; it does not represent a separate activity and is not a federal grant. Therefore, Third Party Billing is not considered to be a cost objective and is excluded from these procedures.

5. Documentation Retention

All federal grant documents (including but not limited to *PARs*, *Semi-Annual Certifications*, *Variance Reports*) shall be retained for a minimum of five (5) fiscal years after the end of the grant period. If any litigation, claim, negotiation, audit, or other action involving the records has been started before the expiration of the 5-year period, the records must be retained until completion of the action and resolution of all issues which arise from it, or until the end of the regular 5-year period, whichever is later.

Baltimore County Public Schools

Office of Title I Procedures

(Law Office Approved)

Procedure Title:

Transfer Option

- I. PUBLIC SCHOOL CHOICE: TRANSFER OPTION
 - A. ALL RECORDS AND REPORTS PERTAINING TO TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION SHALL BE MAINTAINED BY THE OFFICE OF TITLE I.
 - B. STUDENTS WILL ATTEND THEIR ASSIGNED HOME SCHOOLS WITHIN THE BOARD-APPROVED ATTENDANCE AREAS IN WHICH THEY RESIDE.

Reference:

- II. TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION--SPECIAL PERMISSION TRANSFERS
 - A. *BOARD OF EDUCATION POLICY 5140: SCHOOL ATTENDANCE AREAS, AND SUPERINTENDENT'S RULE 5140R: STUDENTS: ENROLLMENT AND ATTENDANCE*, RECOGNIZE THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION AS A SPECIAL CIRCUMSTANCE FOR WHICH SPECIAL PERMISSION TRANSFERS MAY BE GRANTED.
 - B. *20 U.S.C. SECTION 6301 ET SEQ., P.L. 107-110 SECTION 1116(b)(1)(E), AND 34C.F.R. PART 200* REQUIRES LOCAL EDUCATION AGENCIES TO PROVIDE ALL STUDENTS ENROLLED IN A SCHOOL, IDENTIFIED FOR SCHOOL IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING, THE OPTION TO TRANSFER TO ANOTHER PUBLIC SCHOOL SERVED BY THE LOCAL EDUCATIONAL AGENCY. SCHOOLS IDENTIFIED FOR SCHOOL IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING ARE DETERMINED BY THE MARYLAND STATE DEPARTMENT OF EDUCATION IN ACCORDANCE WITH *34 C.F.R. §§200.32, 200.33, 200.34*

Responsibility:

THE FOLLOWING INDIVIDUALS ARE RESPONSIBLE FOR THIS PROCEDURE:
SUPERVISOR AND CORRINATOR.

Procedure:

C. PROCEDURES

1. SPECIAL PERMISSION TRANSFERS TO PERMIT A STUDENT TO ATTEND A SCHOOL OUTSIDE HIS/HER SCHOOL ATTENDANCE AREA UNDER THE PROCEDURES FOR TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION MUST BE INITIATED BY THE PARENT(S)/ GUARDIAN(S).
2. FOLLOWING THE IDENTIFICATION OF THE SCHOOLS TO WHICH THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION APPLIES FOR THE UPCOMING SCHOOL YEAR, THE OFFICE OF TITLE I WILL MAKE AVAILABLE TO RESPECTIVE PARENT(S)/GUARDIAN(S) TRANSFER APPLICATIONS, PROCEDURES, AND A LIST OF SCHOOLS ELIGIBLE TO ACCEPT TRANSFERS IN ACCORDANCE WITH *34 C.F.R. §200.44*.
3. PARENT(S)/GUARDIAN(S) MUST COMPLETE AND SUBMIT THE REQUIRED FORM: *TITLE I PUBLIC SCHOOL TRANSFER OPTION* APPLICATION IN ORDER FOR THEIR CHILD TO BE CONSIDERED FOR TRANSFER. THE PARENT(S)/GUARDIAN(S) MUST SUBMIT THE FORM WITH ORIGINAL SIGNATURE TO THE OFFICE OF TITLE I AND GRANT ASSISTANCE FOR CONSIDERATION.
 - A. PARENT(S)/GUARDIAN(S) SHOULD RETAIN A PHOTOCOPY OF THE COMPLETED APPLICATION FOR THEIR RECORDS.
 - B. THE OFFICE OF TITLE I AND GRANT ASSISTANCE WILL SEND PARENTS A LETTER CONFIRMING RECEIPT OF THEIR TITLE I PUBLIC SCHOOL TRANSFER OPTION APPLICATION.
4. SPECIAL PERMISSION TRANSFER APPLICATIONS FOR THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION WHICH ARE SUBMITTED AND/OR POSTMARKED AFTER THE DEADLINE NOTED ON THE APPLICATION WILL NOT BE CONSIDERED. WHEN A STUDENT IS ASSIGNED BY BALTIMORE COUNTY PUBLIC SCHOOLS TO ATTEND A SPECIAL EDUCATION CLUSTER PROGRAM IN A TITLE I SCHOOL THAT MEETS THE REQUIREMENTS FOR TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION, APPLICATIONS MAY BE ACCEPTED FOLLOWING THE ESTABLISHED DEADLINE.
5. STUDENTS MUST CONTINUE ENROLLMENT IN THEIR HOME SCHOOL WHILE THEIR TRANSFER APPLICATION IS BEING PROCESSED. FOR THE PURPOSE OF THESE PROCEDURES, HOME SCHOOL IS DEFINED

AS THE CHILD'S ASSIGNED PUBLIC SCHOOL WITHIN THE BOARD-APPROVED ATTENDANCE AREA IN WHICH THE CHILD RESIDES.

6. IN PROCESSING APPLICATIONS, THE OFFICE OF TITLE I WILL:
 - (A) EVALUATE THE APPLICATION FOR COMPLIANCE WITH THE FOLLOWING CRITERIA FOR THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION:
 - (1) WHETHER THE STUDENT IS ENROLLED IN A HOME SCHOOL THAT MEETS THE REQUIREMENTS FOR TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION, AS SET FORTH IN SECTION II OF THESE PROCEDURES, AND WHETHER SAID STUDENT WOULD ATTEND SAME SCHOOL DURING THE SUBSEQUENT SCHOOL YEAR, *OR*,
 - (2) WHETHER THE STUDENT IS ENROLLED IN A BALTIMORE COUNTY PUBLIC SCHOOL AND ASSIGNED BY BALTIMORE COUNTY PUBLIC SCHOOLS TO ATTEND A HOME SCHOOL THAT MEETS THE REQUIREMENTS FOR TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION, AS SET FORTH IN SECTION II OF THESE PROCEDURES; *OR*,
 - (3) WHETHER THE STUDENT IS A NEWLY REGISTERED STUDENT WHOSE ASSIGNED HOME SCHOOL, ACCORDING TO BOARD-APPROVED ATTENDANCE AREAS, IS A TITLE I SCHOOL THAT MEETS THE REQUIREMENTS FOR TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION, AS SET FORTH IN SECTION II OF THESE PROCEDURES; A NEWLY REGISTERED STUDENT IS DEFINED AS REGISTERED BY THE DUE DATE OF THE TITLE I TRANSFER OPTION APPLICATION; *AND*,
 - (4) THE APPLICATION IS FOR A SCHOOL DESIGNATED AS ELIGIBLE TO RECEIVE STUDENTS WHO REQUEST A TRANSFER UNDER TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION FROM THE STUDENT'S HOME SCHOOL.
 - (5) A SCHOOL WILL BE CONSIDERED INELIGIBLE TO RECEIVE TITLE I TRANSFER STUDENTS WHEN:
 - a. TOTAL STUDENT ENROLLMENT IN A SCHOOL EXCEEDS STATE-APPROVED BUILDING CAPACITY BASED ON ENROLLMENT PROJECTIONS;

- b. THE SCHOOL HAS BEEN IDENTIFIED BY MSDE AS A SCHOOL IN ALERT, SCHOOL IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING;
- c. THE SCHOOL IS A MAGNET SCHOOL OR A SPECIAL EDUCATION SCHOOL; OR
- d. THE SCHOOL HAS NOT PARTICIPATED IN THE MARYLAND ASSESSMENT PROGRAM AND THEREFORE HAS NOT BEEN EVALUATED FOR SCHOOL IMPROVEMENT STATUS

(6) WHETHER THE ACADEMIC OFFERINGS AT THE RECEIVING SCHOOL ARE CONSISTENT WITH THE STUDENT'S EDUCATIONAL PROGRAM AND NEEDS AS DETERMINED BY STAFF AT SENDING AND RECEIVING SCHOOLS.

(B) DETERMINE THE ORDER OF ELIGIBILITY OF TRANSFER FOR STUDENTS AT SCHOOLS IDENTIFIED FOR THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION.

(1) IN PROVIDING STUDENTS THE OPTION TO TRANSFER TO ANOTHER PUBLIC SCHOOL UNDER TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION THE SCHOOL SYSTEM WILL GIVE PRIORITY TO THE LOWEST-ACHIEVING STUDENTS FROM LOW-INCOME FAMILIES IN ACCORDANCE WITH *34C.F.R §200.44(a)(6)(e)*.

(2) IN ACCORDANCE WITH *BOARD OF EDUCATION POLICY 5140 AND SUPERINTENDENT'S RULE 5140R §II(C)(10)*, SCHOOLS SELECTED TO RECEIVE STUDENTS UNDER THE TITLE I PUBLIC SCHOOL CHOICE :TRANSFER OPTION MAY ACCEPT SPECIAL PERMISSION TRANSFER APPLICATIONS, BUT MAY NOT GRANT SPECIAL PERMISSION TRANSFERS FOR ANY REASON, UNTIL ALL TITLE I ELIGIBLE STUDENT TRANSFER APPLICATIONS HAVE BEEN PROCESSED.

(C) MAKE EVERY EFFORT TO ISSUE A WRITTEN DECISION TO PARENT(S)/GUARDIAN(S) BY THE ESTABLISHED DATE AND SHALL INDICATE APPROVAL OR DENIAL IN THE APPROPRIATE SECTION OF THE ORIGINAL APPLICATION. A PHOTOCOPY WILL BE RETAINED BY THE OFFICE OF TITLE I.

7. IF THE TRANSFER APPLICATION IS APPROVED, PARENT(S)/GUARDIAN(S) SHALL BE RESPONSIBLE FOR RETURNING THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION

CONFIRMATION FORM TO THE OFFICE OF TITLE I BY THE STATED DEADLINE. UPON RECEIPT OF CONFIRMATION, THE OFFICE OF TITLE I SHALL NOTIFY THE PRINCIPAL OF THE HOME SCHOOL AND OF THE RECEIVING SCHOOL, AS WELL AS PUPIL PERSONNEL STAFF FROM EACH SCHOOL.

PARENT(S)/GUARDIAN(S) SHALL THEN BE RESPONSIBLE FOR COMPLETING THE REQUISITE REGISTRATION PROCESS AT THE RECEIVING SCHOOL.

8. IN PROCESSING THE REGISTRATION, THE RECEIVING SCHOOL PRINCIPAL OR DESIGNATED MEMBER OF HIS/HER STAFF WILL VERIFY THAT THE STUDENT EITHER IS DOMICILED IN BALTIMORE COUNTY WITH HIS OR HER PARENT(S)/GUARDIAN(S) OR HAS BEEN APPROVED FOR ENROLLMENT AS A NONRESIDENT STUDENT IN ACCORDANCE WITH *BOARD OF EDUCATION POLICY 5140* AND SECTION 6(A)(1-3) OF THESE PROCEDURES.
9. UPON COMPLETION OF THE REGISTRATION BY THE STUDENT'S PARENT(S)/GUARDIAN(S) AT THE RECEIVING SCHOOL, THE RECEIVING SCHOOL BECOMES THE STUDENT'S HOME SCHOOL.
 - (A) THE NEW HOME SCHOOL ASSIGNMENT SHALL REMAIN IN EFFECT UNTIL THE STUDENT COMPLETES THE TERMINAL GRADE OF THE SCHOOL.
 - (B) WHEN THE FAMILY OF A STUDENT WHO HAS BEEN GRANTED A SPECIAL PERMISSION TRANSFER UNDER TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION CHANGES RESIDENCE WITHIN BALTIMORE COUNTY TO AN ATTENDANCE AREA FOR A SCHOOL THAT DOES NOT MEET THE REQUIREMENTS FOR THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION, AS SET FORTH IN SECTION II OF THESE PROCEDURES, PARENT(S)/GUARDIAN(S) WILL BE NOTIFIED IN WRITING THAT THE STUDENT WILL BE PERMITTED TO COMPLETE THE TERMINAL GRADE OF THAT SCHOOL. HOWEVER, TRANSPORTATION IS NO LONGER GUARANTEED TO BE PROVIDED.
 - (C) WHEN THE FAMILY OF A STUDENT WHO HAS BEEN GRANTED A SPECIAL PERMISSION TRANSFER UNDER TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION CHANGES RESIDENCE OUTSIDE OF BALTIMORE COUNTY, *BOARD OF EDUCATION POLICY 5150* AND *SUPERINTENDENT'S RULE 5150R* WILL APPLY. STUDENTS APPROVED FOR NONRESIDENTIAL ENROLLMENT IN

ACCORDANCE WITH *BOARD OF EDUCATION POLICY 5150 AND SUPERINTENDENT'S RULE 5150R* WILL NOT BE PROVIDED TRANSPORTATION.

- (D) PARENT(S)/GUARDIAN(S) OF STUDENTS GRANTED SPECIAL PERMISSION TRANSFERS UNDER TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION MAY, AT ANY TIME, REQUEST THAT THEIR CHILD RETURN TO THEIR HOME SCHOOL OF ORIGIN.
 - (E) PARENT(S)/GUARDIAN(S) OF STUDENTS GRANTED SPECIAL PERMISSION TRANSFERS UNDER TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION WHO WISH TO SUBSEQUENTLY REQUEST A TRANSFER TO ANOTHER BALTIMORE COUNTY PUBLIC SCHOOL MUST FOLLOW PROCEDURES SET FORTH *BOARD OF EDUCATION POLICY 5140 AND SUPERINTENDENT'S RULE 5140R*.
 - (F) STUDENTS WHO VOLUNTARILY WITHDRAW FROM THE SCHOOL MUST REAPPLY DURING THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION PROCESS IF (RE) ENROLLMENT TO THE RECEIVING SCHOOL IS REQUESTED. PARENT(S)/GUARDIAN(S) MUST SUBMIT A NEW TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION APPLICATION IN ACCORDANCE WITH THESE PROCEDURES.
10. WHEN THE STUDENT COMPLETES THE TERMINAL GRADE OF A SCHOOL, THAT STUDENT SHALL BE REQUIRED TO ATTEND SUBSEQUENT MIDDLE OR HIGH SCHOOLS SERVING THE BOARD-APPROVED ATTENDANCE AREA IN WHICH HE/SHE RESIDES.
 11. BALTIMORE COUNTY PUBLIC SCHOOLS WILL PROVIDE TRANSPORTATION TO AND FROM THE NEWLY ASSIGNED SCHOOL FOR STUDENTS APPROVED FOR TRANSFER UNDER THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION.
 12. FOR SCHOOLS NO LONGER SUBJECT TO SCHOOL IMPROVEMENT, CORRECTIVE ACTION OR RESTRUCTURING IN ACCORDANCE WITH *34 C.F.R. §§200.32, 200.33, 200.34*, PARENTS/GUARDIANS OF AFFECTED STUDENTS WILL BE NOTIFIED IN WRITING AS TO THE STATUS OF TRANSPORTATION FOR THE FOLLOWING YEAR. SUCH NOTIFICATION SHALL BE PROVIDED TO PARENTS/GUARDIANS OF AFFECTED STUDENTS EACH YEAR THE CHILD ATTENDS SUCH SCHOOL.

13. THE OFFICE OF TITLE I WILL MAINTAIN A LIST OF ELIGIBLE STUDENTS WHO ARE DENIED TRANSFERS.
14. IF THE TRANSFER APPLICATION IS DENIED BY THE OFFICE OF TITLE I, THE PARENT(S)/GUARDIAN(S) MAY INITIATE THE APPEAL PROCESS AS DESCRIBED IN SECTION II(D) OF THESE PROCEDURES.
15. IF PARENT(S)/GUARDIAN(S) OF A STUDENT GRANTED A TRANSFER UNDER THE TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION DOES NOT ACCEPT SAID TRANSFER, THE OFFICE OF TITLE I RETAINS THE ABILITY TO OFFER THAT TRANSFER TO ANOTHER ELIGIBLE STUDENT. THE ORIGINAL ORDER OF ELIGIBILITY FOR TITLE I TRANSFERS SHALL BE FOLLOWED IN GRANTING TRANSFERS TO PREVIOUSLY DENIED STUDENTS. ELIGIBILITY TO RECEIVE TRANSFERS FROM AN ESTABLISHED WAITING LIST ENDS THE LAST BUSINESS DAY BEFORE THE FIRST DAY OF SCHOOL FOR STUDENTS.
16. SIBLINGS OF STUDENTS WHO HAVE BEEN APPROVED FOR, OR HAVE EXERCISED, A TRANSFER UNDER TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION ARE NOT AUTOMATICALLY ELIGIBLE FOR SUCH TRANSFER. PARENT(S)/ GUARDIAN(S) WHO WISH TO ENROLL THE SIBLING OF A STUDENT, APPROVED FOR TRANSFER, IN THE SAME SCHOOL OR ANY OTHER SCHOOL, MUST MAKE APPLICATION FOR THE SIBLING(S) IN ACCORDANCE WITH THE PROVISIONS OF *BOARD OF EDUCATION POLICY 5140* AND *SUPERINTENDENT'S RULE 5140R*.

D. APPEALS

1. DENIALS OF TITLE I PUBLIC SCHOOL CHOICE: TRANSFER OPTION APPLICATIONS MAY BE APPEALED BY THE PARENT(S)/GUARDIAN(S) WHO INITIATED THE TRANSFER APPLICATION. THE APPEAL MUST BE MADE IN WRITING TO THE ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION WITHIN TEN (10) CALENDAR DAYS OF THE DATE OF THE DENIAL LETTER OR THE POSTMARKED DATE, WHICHEVER IS LATER. THE ASSISTANT SUPERINTENDENT WILL RESEARCH AND EVALUATE THE APPEAL AND WILL MAKE EVERY EFFORT TO ISSUE A WRITTEN DECISION BY THE DATE STATED IN THE TIMELINE.
2. IF THE APPEAL IS DENIED BY THE ASSISTANT SUPERINTENDENT, THE WRITTEN DECISION WILL INFORM THE PARENT(S)/ GUARDIAN(S) OF HIS/HER RIGHT TO APPEAL IN WRITING TO THE SUPERINTENDENT.

3. DENIALS OF SPECIAL PERMISSION TRANSFER APPLICATIONS BY THE ASSISTANT SUPERINTENDENT MUST BE APPEALED IN WRITING TO THE SUPERINTENDENT WITHIN FIFTEEN (15) CALENDAR DAYS OF THE DATE OF THE DENIAL LETTER OR THE POSTMARKED DATE, WHICHEVER IS LATER. THE SUPERINTENDENT OR DESIGNEE WILL RESEARCH AND EVALUATE THE APPEAL AND MAKE EVERY EFFORT TO ISSUE A WRITTEN DECISION BY THE DATE LISTED IN THE TIMELINE.
4. IF THE APPEAL IS DENIED BY THE SUPERINTENDENT OR DESIGNEE, THE WRITTEN DECISION WILL INFORM THE PARENT(S)/GUARDIAN(S) OF HIS/HER RIGHT TO APPEAL IN WRITING TO THE BOARD OF EDUCATION WITHIN THIRTY (30) CALENDAR DAYS OF THE DATE OF THE DENIAL LETTER IN ACCORDANCE WITH *THE ANNOTATED CODE OF MARYLAND §4-205 AND BOARD OF EDUCATION POLICY 8339, INTERNAL BOARD POLICIES: OPERATIONS, APPEAL BEFORE HEARING EXAMINER*. AN APPEAL WILL BE CONSIDERED TIMELY FILED, IF, WITHIN THE ALLOTTED TIME PERIOD, IT HAS BEEN DELIVERED TO THE BOARD OF EDUCATION, POSTMARKED, OR DEPOSITED IN THE U.S. MAIL, AS REGISTERED OR CERTIFIED MAIL.

LEGAL REFERENCE:

20 U.S.C. SECTION 6301 ET SEQ.

NO CHILD LEFT BEHIND ACT OF 2001; P.L. 107-110

CODE OF FEDERAL REGULATIONS (C.F.R.) 34 PART 200

ANNOTATED CODE OF MARYLAND §4-205

BOARD OF EDUCATION POLICY 5140, 5150

SUPERINTENDENT'S RULE 5140R, 5150R

Chapter 3
Office Process/Timelines
Baltimore County Public Schools
Office of Title I Process

Process Title:

Budget Realignment Process (School-based)

Responsibility:

The following individuals are responsible for this process: fiscal assistants, compliance specialists, supervisor, coordinator, and assistant superintendent.

Process:

1) Step 1

- a) Principal works with fiscal assistant to complete Title I Budget Realignment form.

2) Step 2

- a) Principal forwards Title I Budget Realignment form to assigned compliance specialist (CS).

3) Step 3

- a) CS reviews Title I Budget Realignment form for Title I compliance.
 - i) If realignment meets compliance, the CS completes worksheet C indicating approval.
 - ii) If there are questions regarding the compliance of the realignment, the CS completes Worksheet B and forwards form to principal to respond to query on Worksheet B.

4) Step 4

- a) Principal responds to question on Worksheet B and forwards back to CS (this is continued until realignment is compliant).

5) Step 5

- a) The CS forwards Title I Budget Realignment to the assigned assistant superintendent (AS) for final approval.

6) Step 6

- a) The AS reviews Title I Budget Realignment for approval and forwards realignment to CS. AS indicates approval in body of email.

7) Step 7

- a) CS forwards approved Title I Budget Realignment to assigned fiscal assistant and copy's Title I supervisor.

8) Step 8

- a) Fiscal assistant completes Budget Realignment in Advantage Financial and edits original budget.
 - i) Fiscal assistant sends updated Title I Budget Realignment Form to principal.

Baltimore County Public Schools
Office of Title I Process

Process Title:

Budget Proposal Process (School-based)

Responsibility:

The following individuals are responsible for this process: fiscal assistant, compliance specialist, supervisor, coordinator, and assistant superintendent.

Process:

	Activity	Time Frame
Step 1	Principal sends Title I Budget Proposal to assigned compliance specialist via email. Compliance specialist (CS) forwards email to fiscal assistant (FA).	February - April
Step 2, A	The CS reviews Title I Budget Proposal Part I (budget narrative) for program compliance. CS will provide technical assistance if needed. The CS forwards the electronic version of the budget proposal to the following designated representative in Curriculum and Instruction (C&I): <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mathematics- Pat Baltzley <input checked="" type="checkbox"/> Language Arts- Sonja Karwacki <input checked="" type="checkbox"/> Technology- Thea Jones C&I will review the budget proposal for the following purposes: <ol style="list-style-type: none"> 1. Identification of BCPS approved research-based strategies/programs/resources 	February - May

	<p>2. Content alignment between the priority needs and the identified strategies (schoolwide or targeted components)</p> <p>C&I staff will forward via e-mail any questions, concerns, and feedback to the CS within 48 hours. -If feedback is not received within this time frame, the budget process will proceed to the next step without delay.</p>	
Step 2, B	<p>At the same time, the FA reviews Title I Budget Proposal Part II (Budget Fiscal Worksheet) for fiscal requirements.</p> <p>After budgets are approved, the FA completes Title I grant checklist.</p> <p>FA provides technical assistance if needed.</p>	February – May
Step 3	<p>Once the Title I Budget Fiscal Worksheet meets fiscal and programmatic compliance, the CS and FA meet to discuss and conduct a collaborative/preliminary approval. The FA and CS print the preliminarily approved Title I Budget Proposal and completes Approval Page (provides signature where appropriate).</p>	February – May
Step 4	<p>The CS or FA gives hard copy of Title I Budget Proposal (budget narrative & budget fiscal worksheet) to Title I supervisor/coordinator for Title I internal approval.</p>	February – May
Step 5	<p>Once the supervisor/coordinator approves Title I Budget Proposal, the clerk makes copies of the Budget Proposal for assistant superintendent (AS) files.</p> <p>Clerical delivers Title I Budget Proposal (original & 1 copy) to AS for approval.</p>	April – May

Step 6	AS reviews and signs original of Title I Budget Proposal. AS keeps copy provided by Title I Office.	April – May
Step 7	Title I clerk checks to see if Title I Budget Proposal has been approved by AS. If approved, the clerk retrieves original (approved) Budget Proposal from AS Office.	April – May
Step 8	Clerk gives copy of approved Title I Budget Proposal to CS.	April – May
Step 9	Clerk gives FA original approved Title I Budget Proposal to file in school's binder.	April – May
Step 10	Clerk informs principal, via e-mail, that their Title I Budget Proposal has been approved. (cc: FA, CS, and supervisor)	April – May
Step 11	FA completes Title I grant alignment on Excel spreadsheet and enters strings into Advantage Financial.	April – May
Step 12	Clerk sends copy of approved Title I Budget Proposal and Excel alignment form to principal.	April – May

Baltimore County Public Schools

Office of Title I Process

Process Title:

Mid-Year School Allocation

Responsibility:

The following individuals are responsible for this process: executive director of liberal arts, coordinator, and supervisor(s).

Process:

The mid-year school allocation process will use the school rank order determinations governing the annual school allocations. The timeline, however, will vary depending on when the mid-year allocation need emerged. Accordingly, the following mid-year school allocation timeline will be followed:

1) Month 1

- a) Title I coordinator will contact the executive director of liberal arts to share the need for a mid-year school allocation. A tentative mid-year allocation in rank order will be shared. The executive director of liberal arts will share the information with key members of the Executive Leadership Team.
- b) Given a mid-year school allocation will always impact a centralized discretionary allocation, information will be shared with stakeholder groups for transparency purposes. The communication effort will occur through a Title I Principals' Meeting, Core Team meeting agenda item, and any additional effort needed to bring a full understanding of the mid-year school allocation process/rationale.

2) Month 2 – 3

- a) Title I coordinator will coordinate with requisite Office of Title I staff members to prepare mid-year school allocation documents and accompanying budget realignment procedures. The budget allocation materials will be shared with the executive director of liberal arts prior to dissemination to schools.
- b) Title I coordinator will hold a Title I Principals' Meeting to provide a forum for questions and answers relating to the mid-year school allocation process.

****Note:** The Office of Title I staff will comply with a three-tiered review process for completion of mid-year school allocations.**

Baltimore County Public Schools

Office of Title I Process

Process Title:

Memorandum of Understanding (MOU) between Local Educational Agencies (LEA)

Law Reference:

Elementary and Secondary Education Act (ESEA), Sec. 1120(b) and Sec. 200.63 of the Title I Regulations

Responsibility:

The following individuals are responsible for this procedure: coordinator, supervisor, resource teacher, and fiscal assistant.

Process:

Timeline	Activity	Persons Responsible
January, 2011	Review existing MOU to determine the need for revisions	Title I supervisor nonpublic resource teacher
	Prepare recommendations for revisions for the Title I coordinator's review	
	Present recommendations for revisions to the Title I coordinator	Title I coordinator Title I supervisor Nonpublic resource teacher
February – April, 2011	Title I coordinator contacts participating LEA(s) to initiate consultation (phone or meetings)	Title I coordinator
	Based on the consultation, complete any additional MOU revisions. Forward revised MOU to the Law Office for review.	Title I coordinator
April, 2011	Law Office approves the MOU	Law Office
	MOU is forwarded to the Board of Education of Baltimore County for approval.	Board of Education

May, 2011	<p align="center">Existing MOU (may be renewed up to two years) Prepare a renewal letter stating BCPS intent to renew the existing MOU</p> <p align="center">Forward letter to participating LEA(s) for renewal exchange</p>	<p align="center">Title I coordinator Title I supervisor Nonpublic resource teacher</p>
May, 2011	Prepare preliminary allocation	<p align="center">Title I supervisor Nonpublic resource teacher Title I fiscal assistant</p>
June, 2011	<p align="center">Prepare final allocation</p> <p align="center">Send invoice to participating LEA(s)</p> <p align="center">Receive an invoice from the participating LEA(s)</p>	<p align="center">Title I supervisor Title I fiscal assistant</p>
By October 31, 2011	Exchange funds with participating LEA(s)	<p align="center">Title I supervisor Title I fiscal assistant</p>

Baltimore County Public Schools

Office of Title I Process

Process Title:

Preparation for Maryland State Department of Education (MSDE) Program Reviews

Responsibility:

The following individuals are responsible for this process: coordinator, supervisor, compliance specialists, and fiscal assistants.

Process:

Timeline	Task	Person Responsible
Fall	Date is established in December-January for MSDE to conduct program monitoring visit.	MSDE point of contact Title I coordinator
Fall	MSDE distributes most recent version of Title I, Part A Program Review Tool	MSDE point of contact
December	MSDE communicates the schools that have been selected for review to the Title I coordinator.	MSDE point of contact Title I coordinator
December	Title I coordinator/supervisors meet with Office of Title I staff to review the MSDE Program Review tool, make assignments, and design a timeline for document collection.	Title I coordinator Title I supervisors Office of Title I staff
December – January	Title I coordinator/supervisors contact the schools that have been selected and schedule preparation meetings to review documentation and go over questions from the Program Review Tool.	Title I coordinator Title I supervisors School principals

Timeline	Task	Person Responsible
December – January	Office of Title I staff gather required documentation for the MSDE Program Review binder.	Office of Title I staff
December – January Two weeks prior to the review date	Office of Title I staff meet to review documentation gathering and determine if there is missing or incomplete documentation.	Office of Title I staff
December – January	A draft agenda for the two-day program monitoring visit is communicated.	MSDE point of contact Title I coordinator
January One week prior to the review date	Title I coordinator/supervisors meet with the principals of identified schools to review the agenda and questions asked during the MSDE Program Review.	Title I coordinator Title I supervisors School principals
January	Two-day program monitoring visit is conducted. Documentation is reviewed and interviews/site visits are conducted.	MSDE staff Office of Title I staff
January	At the conclusion of the visit, potential recommendations for improvement are discussed during an exit conference and additional explanation/documentation may be provided.	MSDE staff Title I coordinator Title I supervisors

Timeline	Task	Person Responsible
January	Corrective action is developed in consideration of the information shared at the exit conference.	Office of Title I staff
January	Written report of the program review results is issued.	MSDE point of contact
Spring	MSDE schedules meeting to come back and review the status of corrective action measures. Documentation is maintained in the office for one fiscal year and archived for four additional years.	MSDE point of contact Office of Title I staff

Baltimore County Public Schools

Office of Title I Process

Process Title:

Private Schools' Most Needy List Process

Responsibility:

The following individuals are responsible for this process: nonpublic resource teacher, private school tutors, and designated clerical.

Process:

The following process is to be followed for the completion of the Most Needy List:

1) Person Responsible – nonpublic resource teacher

- a) Review and update the packet to be completed by all participating private schools
- b) Present the process at a tutor meeting
- c) Review the returned documents for address eligibility
- d) Highlight address eligible students
- e) Copy lists: retain original and give tutors a copy

2) Person Responsible – private school tutors

- a) Distribute lists to appropriate grade levels
- b) Collect lists and tie addresses to schools
- c) Return lists to Title I
- d) Complete Selection Criteria using the highlighted Most Needy Lists

3) Person Responsible – designated clerical

- a) Review the documents for address eligibility
- b) Develop a data base of eligible students
- c) Mail each school a highlighted copy of the list

Timeline:

January	Edit document.
February	Distribute document at a tutor meeting.
March	Document is due to the Office of Title I. Copy of highlighted document is mailed to tutors/Selection Criteria Process is initiated

Baltimore County Public Schools

Office of Title I Process

Process Title:

Private Schools Payroll Process

Responsibility:

The following individuals are responsible for this process: clerical, supervisor, and nonpublic resource teacher.

Process:

The following process is to be followed for the completion of payroll:

1) Person Responsible – designated clerical

- a) Collect payroll sheets from fax or e-mail
- b) Check off that a payroll sheet was received for each tutor
- c) Calculate the number of hours by type of pay and record on the payroll sheet

2) Person Responsible – nonpublic resource teacher (Tier II review)

- a) Crosscheck each payroll sheet with source documents to verify that the information has been calculated correctly

3) Person Responsible – designated fiscal assistant

- a) Enter the total amounts of hours by type of pay into the Excel spreadsheet; the spreadsheet automatically calculates total pay of pay type
- b) Enter the total amounts for each teacher into payroll system
- c) Run payroll report to verify names and wages paid
- d) Crosscheck each amount with the designated clerical
- e) Submit to Title I supervisor for final review and signature
- f) Enter total amounts by type of pay in the Nonpublic Schools' FY12 Spending Ledger

4) Person Responsible – Title I supervisor (Tier III review)

- a) Verify all information and sign
- b) Return to designated fiscal assistant for filing

5) Person Responsible – Accountant

- a) Crosscheck the total amounts entered into the Nonpublic Schools FY12 Spending Ledger

Baltimore County Public Schools

Office of Title I Process

Process Title:

Private Schools' Program Evaluation (Academic Milestones)

Responsibility:

The following individuals are responsible for this process: nonpublic resource teacher, evaluation specialist, clerical, and private school tutors in the individual schools.

Process:

The following process is to be followed for the completion of the spring testing:

1) Person Responsible – nonpublic resource teacher

- a) Update milestones with the appropriate date
- b) Update the tutor directions
- c) Distribute copies of milestones and tutor directions to the individual schools at the September tutor meeting
- d) Send reminder emails about the timeline for distributing milestones (Fall-October, Winter-February, Spring-May)
- e) Collect all milestones within one week of completion
- f) Discuss the data with the evaluation specialist.

2) Person Responsible – private school tutors

- a) Grades prekindergarten through eighth: complete demographic information on each student form
- b) Distribute forms to the students' sending teachers
- c) Collect the Academic Milestones and organize by grade
- d) Return all Academic Milestones to the Office of Title I at the appointed time

3) Person Responsible – designated clerical

- a) Copy milestones and directions
- b) Enter data following the directions of the evaluation specialist and the private school resource teacher

4) Person Responsible – evaluation specialist

- a) Update data collection procedures with the nonpublic resource teacher

- b) Monitor Academic Milestone data entry
- c) Download data from server after each administration
- d) Create and maintain database
- e) Summarize and discuss with nonpublic resource teacher

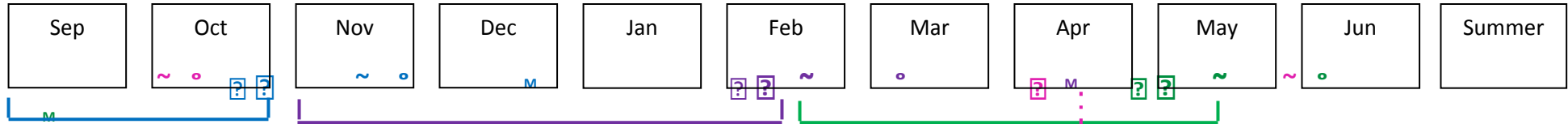
**Title I Private Schools
Selection Criteria and Academic Milestone Data Collection Timeline**

Spring – Section Criteria

- ☒ Tutors distribute forms mid APR
- ~ Forms due at end-of-year meeting (JUN)

Fall – Selection Criteria

- ~ Forms due to Title I by OCT 1
- ° Data entry mid OCT



Fall Milestone (Sep – Oct)

- ☒ Tutors distribute forms 1 week prior to collection
- ☒ Tutors collect forms by end of OCT
- ~ Forms due to Title I by mid NOV
- ° Data entry by end of NOV
- ^M Meet end of DEC to review data

Winter Milestone (Nov – mid Feb)

- ☒ Tutors distribute forms 1 week prior to collection
- ☒ Tutors collect forms by mid FEB
- ~ Forms due to Title I by end of FEB
- ° Data entry by mid MAR
- ^M Meet end of APR to review data

Spring Milestone (mid Feb – mid May)

- ☒ Tutors distribute forms 1 week prior to collection
- ☒ Tutors collect forms by mid MAY
- ~ Forms due to Title I by end of MAY
- ° Data entry by mid JUN
- ^M Meet in the summer to review data

Spring – Selection Criteria

- ☒ Tutors distribute forms mid APR
- ~ Forms due at end-of-year meeting (JUN)

Fall 2012 – Selection Criteria

- ~ Forms due to Title I by OCT 1
- ° Data entry by mid OCT

Baltimore County Public Schools

Office of Title I Process

Process Title:

Private Schools' Program Implementation – Service Delivery

Responsibility:

The following individuals are responsible for this process: nonpublic resource teacher, private school tutors, and supervisor.

Process:

The following process is to be followed for the completion of the Instructional Model:

1) Person Responsible – nonpublic resource teacher

- a) Engage in consultation with private school administrators during the State and Federal Grant Meeting in January/February regarding services
- b) Determine type of services (e.g. reading and/or mathematics services two times per week for 30-45 minutes).
- c) Obtain signatures of the participating private school administrators on the Affirmation of Consultation forms and maintain a copy.
- d) Update all forms required to implement the program: Selection Criteria forms, parent permission letters, tutor communication form, tutor management form.
- e) Communicate to private school tutors and principals the expected instructional model during the summer principal/tutor meeting. The sending teachers of the participating students must complete the weekly communication form that provides information in regards to the skills/concepts that need to be reinforced during tutoring and that the private school tutors must complete the weekly tutor management form which documents the student's progress during tutoring time and give a copy to the student's sending teacher.
- f) Communicate to private school tutors and principals the expectations in regards to the research-based tutorial model using the tutor management form as the guide during the summer principal/tutor meeting.
- g) Monitor implementation of the program by conducting school visits three times per year and formally observing each private school tutor one time per year.

2) Person Responsible – private school tutors

- a) Distribute the tutor communication form weekly to the sending teachers.

- b) Plan lessons based on the information on the communication form. Utilize the schools' resource and the resources purchased by the Title I office.
- c) Complete the tutor management form weekly and return to the sending teachers.
- d) Maintain copies of all communication forms in the private school binder.

3) Person Responsible – supervisor

- a) Work with the nonpublic resource teacher to ensure implementation of the program.

Timeline:

January/February	State and Federal Grants Meeting
July/August	Summer Principal/Tutor Meeting
September through May	Implementation of services
Fall/Winter/Spring	School visits and formal observations

Baltimore County Public Schools

Office of Title I Process

Process Title:

Private Schools' Selection Criteria Process

Responsibility:

The following individuals are responsible for this process: nonpublic resource teacher, private school tutors, and designated clerical.

Process:

1) Person Responsible – nonpublic resource teacher

- a) Review and update the grade level forms to be completed by all participating private schools
- b) Update the directions
- c) Present the process at a tutor meeting
- d) Review the returned forms for address and academic eligibility

2) Person Responsible – private school tutors

- a) Distribute forms to appropriate grade level teachers
- b) Collect Selection Criteria forms and organize them in alphabetical order by grade
- c) Review to ensure all appropriate documentation is included with the form
- d) Return forms to the Office of Title I at the appointed time

3) Person Responsible – designated clerical

- a) Enter data following the directions of the evaluation specialist and the nonpublic resource teacher

4) Person Responsible – evaluation specialist

- a) Update data collection procedures with the nonpublic resource teacher
- b) Monitor Selection Criteria data entry
- c) Download data from server
- d) Create and maintain database
- e) Summarize and discuss with nonpublic resource teacher

Timeline:

February	Revise documents
March	Distribute forms at a tutor meeting
Mid-April	Tutors distribute forms to grade level teachers
June	Spring Selection Criteria Forms are due to the Office of Title I at the end-of-year tutor meeting
October	Fall Selection Criteria Forms are due to the Office of Title I
Mid-October	Data entry of all participating students

Baltimore County Public Schools

Office of Title I Process

Process Title:

Private Schools' Survey/Fund Generation Process

Responsibility:

The following individuals are responsible for this process: clerical, fiscal assistant, nonpublic resource teacher, supervisor, and coordinator.

Process:

The following process is to be followed for the completion of the survey/fund generator process:

1) Person Responsible – designated clerical

- a) Contact Grant office to obtain the addresses of all MSDE approved private schools
- b) Make labels
- c) Secure certified mailing document
- d) Prepare envelopes
- e) Receive the returned packets
- f) Verify the addresses of students that meet the FARMS criteria from the returned surveys (reduced for Baltimore County and free for Baltimore City)
- g) Develop a database of all eligible students
- h) Divide the database into the following sheets: Master List, Baltimore County Address Eligible, Baltimore County Not Address Eligible, Baltimore City Address Eligible, Baltimore City Not Address Eligible, Baltimore City Free, Baltimore City Reduced, Addresses Not Found

2) Person Responsible – fiscal assistant

- a) Facilitate the transfer of funds between Baltimore County, Baltimore City, and other participating districts
- b) Send invoices to other district

3) Person Responsible – nonpublic resource teacher

- a) Call Food and Nutrition of obtain new FARMS guidelines
- b) Review the packet to be sent to all approved private schools and update all information
- c) Mail (by certified mail) all the packets to the private schools

- d) Verify the addresses of students that meet the FARM criteria from the returned surveys (reduced for Baltimore County and free Baltimore City)
- e) Crosscheck the database and survey documents to account for all eligible students
- f) Make note of the private schools that have returned the forms, but have no fund generators. Send those schools a letter explanation.
- g) Assign the appropriate PPA to all income eligible students and calculate the total amount of funds generated
- h) Send Baltimore City, and other participating districts, the database of eligible students to assign their PPA

4) Person Responsible – supervisor

- a) Review the packet to be sent to all approved private schools
- b) Verify the address of students that meet the FARM criteria from returned surveys
- c) Verify the total amount of funds generated
- d) Facilitate the exchange of funds between Baltimore County, Baltimore City, and other participating districts

5) Person Responsible – coordinator

- a) Review and sign the packet to be sent to all approved private schools
- b) Establish and share the PPA

Timeline:

June	Edit Packet.
July	<i>TITLE I PRIVATE SCHOOLS PARTICIPATION OPTION</i> FORMS are mailed to all MSDE approved private schools.
October	Forms are due to the Office of Title I by October 31 st .
November	Responsible persons review the surveys and obtain the FARMS data from MSDE and the schools, to identify the students who qualify economically (fund generators). Responsible persons verify the addresses of the students that economically qualify to determine if their home school is a Title I school.
December	Databases are created.
January	Responsible persons rectify the surveys and FARMS data to the database. Responsible persons verify the address of both County and City students.

- March The database is reviewed and schools are added or deleted according to their Title I status.
- PPA is assigned to each school after the allocation for the corresponding Title I school has been determined for the appropriate fiscal year.
- The process is repeated and the list is updated if Targeted Assistance schools are identified for the upcoming fiscal year.
- Responsible persons review the list and addresses.
- April The list is approved by the Coordinator.
- June Invoices are sent/received by participating districts.

Baltimore County Public Schools

Office of Title I Process

Process Title:

Program Monitoring Visits - Compliance

Responsibility:

The following individuals are responsible for this process: specialists and supervisor.

Process:

1) Program Monitoring Tool

- a) June/July
 - i) The specialists revise the review tool using:
 - (1) Data gleaned during prior fall and spring program visits
 - (2) MSDE recommendations

2) Program Monitoring Tabs

- a) July - Once the review tool is finalized, the specialists create the program monitoring tabs (derived from program monitoring tool)
- b) August - The specialists contact Copy and Print Services to have the program monitoring requirements copied onto binder tabs (to be inserted into compliance binders)

3) Title I Compliance Binder

- a) August - The specialists order two sets of binders (Fall & Spring) for all Title I schools
- b) September - At least two weeks prior to Title I Principals' Meeting, the Title I clerk assemble the compliance binders by affixing labels and inserting program monitoring tabs into fall & spring binders
- c) September - During the principals' meeting, the specialists:
 - (1) Provides training on the requirements and expectations for the program monitoring visits
 - (2) Distributes compliance binders

4) Program Monitoring Visits

- a) Fall program monitoring visits are conducted mid-November to mid-December within the following structure:
 - i) Compliance binder review
 - ii) Spot check of Title I inventory
- b) Spring program monitoring visits are conducted mid-May to mid-June within the following structure:
 - i) Compliance binder review
 - ii) Full inventory check
 - iii) Title I funded position verification

Baltimore County Public Schools

Office of Title I Process

Process Title:

Processing Purchase Orders

Reference:

BCPS, the second largest U.S. school district to earn certification, joins a small number of school systems nationally that have successfully completed the rigorous certification process known as ISO 9001. The school system is the only one in Maryland to achieve the newest ISO 9001 standard designation.

ISO is a non-governmental, worldwide federation of national standards institutes from 163 countries that has developed the most widely implemented and respected quality standards in the world. ISO certification provides objective proof that an organization has an effective quality management system in place and that all of the requirements of the standards have been met.

Certification means that several offices within BCPS, by adopting new management standards aimed at improving central office services, meet the high-quality standards of the International Organization for Standardization (ISO). The BCPS management system focuses on central office services that support principals in their goal to improve student achievement and effectively manage their schools. The scope of the project concentrates on the areas of Curriculum and Instruction, Fiscal Services (Purchasing), Technology, and Human Resources.

Once a certificate has been awarded, it must be maintained through regular compliance audits conducted by the independent registrar on a bi-annual basis. Additionally, BCPS must show an ongoing commitment to operational excellence and continual improvement in its central office services. To that extent, the Office of Title I must support the ISO processes established for fiscal services (purchases) by creating a procedure to ensure that Title I purchase orders are processed in a timely and efficient fashion.

Responsibility:

The following individuals are responsible for this process: coordinator/supervisors, fiscal assistants, specialists, and fiscal services (purchases) staff.

Process:

- 1) Once the purchase order is received by Office of Title I staff, the following will occur:
 - a) The fiscal assistants will document receipt of the purchase order and process the purchase order within 1 to 4 days.
 - b) The fiscal assistant will ensure the specialist receives the purchase order after it has been documented and processed. The specialist will verify the expense is allowable.

References to the school's budget narrative/fiscal worksheet and school improvement plan will occur within 1-4 days of receipt. (If there is a concern that a purchase may not be allowable, the specialists should email the principal with the concern and copy the supervisor (fiscal and compliance). The purchase order processing time will reconvene once the compliance concern is addressed. To ensure the principal is fully informed, an email documenting the compliance concern has been rectified will be sent and then the timeline for processing the purchase order will resume.)

- c) The supervisor (fiscal and compliance) will process the purchase order within 1-2 days. If the supervisor (fiscal and compliance) is unavailable, the supervisor (instructional programs) should process the purchase order. If the supervisor (instructional programs) is unavailable, the coordinator should process the purchase order.
 - d) The signed purchase order should be returned to the fiscal assistants. The fiscal assistant will submit all purchase orders to the Office of Purchasing.
- 2) The entire process (from start to finish) should be ten (10) or less business days.

Baltimore County Public Schools
Office of Title I Process

Process Title:

Title I Supplemental Educational Services (SES) Implementation Process/Timeline

Law Reference:

SECTION 1116(e) OF THE NO CHILD LEFT BEHIND ACT OF 2001 (P.L. 107-110) 20
U.S.C. SECTION 6316 ET SEQ., P.L. 107-110 SECTION 1116(e), AND 34C.F.R PART 200.45

Responsibility:

The following individuals are responsible for this process: coordinator, supervisor(s), and fiscal assistant.

Process/Timeline:

Date	SES Process	
	Office of Title I	Persons Responsible
July – September	<ul style="list-style-type: none"> ✓ Host SES informational meeting for vendors. Section 3.14.1 ✓ Develop webinar or recording to provide information to vendors unable to attend the scheduled meeting. ✓ Revise SES contract template and send to the Office of Purchasing for review. ✓ Send SES contract template to the Office of Purchasing and to the Law Office for final review and approval. 	Title I coordinator Title I supervisor(s) Title I mandatory programs specialist Office of Purchasing Law Office
July – November	<ul style="list-style-type: none"> ✓ Conduct informational meetings with identified SES schools. ✓ Send flyers to families regarding their eligibility for services released with Window Two Transfer letters. ✓ Attend Back-to-School nights at identified schools to share information concerning providers. ✓ Post SES information on Title I website. 	Title I coordinator Title I supervisor(s)

Date	SES Process	
	Office of Title I	Persons Responsible
July – November	<ul style="list-style-type: none"> ✓ Conduct a follow-up informational meeting with all approved providers. ✓ Send letters and applications to parents of students enrolled in the identified schools. ✓ Send contracts over \$25,000 to the Board of Education for approval. ✓ Contracts are prepared and mailed to each provider for signatures. ✓ Identify an individual at each school who will coordinate all activities. Section 4.1 ✓ Facilitate SES provider fairs held at schools required to provide SES. ✓ Submit data request for schools required to provide SES made to the Office of Food and Nutrition for FARMS eligibility. ✓ Supply information and assistance necessary for the providers to carry out services. Sections 4.2.1 – 4.2.3 ✓ Review and approve/deny applications for SES services submitted to the Office of Title I: <ul style="list-style-type: none"> • Date-stamp received applications • FARMS eligibility is determined using Office of Food and Nutrition FARMS eligibility official data. Student application status is entered and maintained on the database. Updates to the database are release to all participating providers every Friday. • Letters approving/denying applications are sent to all parents and maintained on file. The coordinator and supervisor review and sign off on the letter and approval form. • If parents choose to change providers, parents contact the Office of Title I via email or phone. Documentation of the request is maintained. 	<p>Title I mandatory programs specialist</p> <p>Office of Purchasing</p> <p>Title I data manager</p>

Date	SES Process	
	Office of Title I	Persons Responsible
	<ul style="list-style-type: none"> • If a student must be transferred from one provider to another, the database is updated, a new letter is sent to the parents, and a revised database is sent to the provider as part of the weekly update. ✓ Obtain school designee signature on the <i>parent/Provider Agreement</i> signature page. Section 7.1.1 ✓ Develop and release <i>Record of Attendance</i> form to all participating providers. Section 3.5 	
November	<ul style="list-style-type: none"> ✓ Review and approve <i>Parent/Provider Agreement</i>. Section 3.3 and 3.4 	Office of Title I
November – to end of service period	<ul style="list-style-type: none"> ✓ Provide payment within thirty (30) days of receipt of an accurate and complete invoice with original receipts for satisfactory service. Section 4.4 ✓ Conduct monitoring visits. Sections 10.1 and 10.2 ✓ Inform, in writing, within thirty (30) days of unsatisfactory service. Section 4.3 	Title I coordinator Title I supervisor(s) Title I mandatory programs specialist Title I fiscal assistant

Baltimore County Public Schools
Office of Title I Process

Process Title:

Title I Service Model Process

Responsibility:

The following individuals are responsible for this process: coordinator/supervisor, specialists, resource teacher, and evaluation specialist

Process:

	Activities	Time Frame
Step 1:A	<p>Title I Comprehensive Needs Assessment</p> <ul style="list-style-type: none"> • The Title I resource teachers, with support from the Title I specialists and evaluation specialist, will identify trends using State and systemwide data for each Title I school. • Title I resource teachers and specialists will identify Tier I, Tier II, and Tier III Title I schools. 	July – September
Step 1 :B	<ul style="list-style-type: none"> • Title I resource teachers will identify the reading and mathematics skill deficits for Tier I schools, using State assessments and systemwide benchmark data. • Title I resource teachers will identify a list of common deficit skills across Title I elementary school zones and Title I middle schools. 	
Step 2: A	<p>Compile and Analyze Teacher Level/Professional Development Data</p> <ul style="list-style-type: none"> • Title I specialists and resource teachers will work together to conduct principal interviews for each Tier I school. • Title I resource teachers will develop a Support Plan for each Tier I school requesting job-embedded professional development support in conjunction with the centralized content area offices. • Title I specialists, resource teachers, and school-based administrators will work together to identify the appropriate level of Title I support and the central office curriculum and instruction liaison for each identified teacher. 	September – October

Step 2: B	<p style="text-align: center;">Title I Levels of Service</p> <ul style="list-style-type: none"> ○ Intensive: strategies are modeled or co-taught with follow-up support provided through co-planning, co-teaching, and/or observation and feedback. (2-3 sessions per week: Maximum 3 weeks) ○ Limited: strategies are modeled or co-taught with follow-up support provided through co-planning, co-teaching, and/or observation and feedback. (1-2 sessions per week: Maximum 2 weeks) ○ Minimal Teacher Support: strategies are modeled, co-taught, or discussed through conferencing. (1-2 sessions per month) ○ Minimal Schoolwide Support: strategies are shared through coaching, grade-level, co-planning, or schoolwide staff development. (scheduled as needed) <ul style="list-style-type: none"> ● Title I specialists and resource teachers will work together to identify common professional development needs across Title I elementary zones and Title I middle schools. ● Title I specialists and resource teachers will analyze common professional development needs across schools in order to research and determine effective strategies used to build teacher capacity. ● Title I professional development cohorts will be offered to Title I elementary and middle school teachers. 	
Step 3: A	<p>Updated Service Plans</p> <ul style="list-style-type: none"> ● Title I resource teachers will update service plans quarterly, or as needed, to reevaluate the level of service for each teacher, identify next steps and/or indicate a plan for sustainability. ● Principals will receive updated service plans and weekly school visit forms indicating the level of service and the actions taken to provide job-embedded professional development. 	November – June

Step 3: B	<ul style="list-style-type: none"> Title I specialists and resource teachers will revise and implement Title I elementary and middle school professional development cohorts, as needed. 	
Step 4	<p>Program Evaluation</p> <ul style="list-style-type: none"> Title I resource teachers, specialists, and evaluation specialist will work together to identify and collect appropriate school level and teacher level program implementation data. The Title I evaluation specialist will summarize school and teacher level data to report on the implementation of Title I support services. 	<p>September – June</p> <p>May – September</p>

Baltimore County Public Schools

Office of Title I Process

Process Title:

Title I Transfer Option Implementation

Responsibility:

The supervisor has the primary responsibility for the implementation of Public School Choice: Title I Transfer Option. Other responsible individuals are noted in the procedure below.

Process:

WINDOW ONE

Timeline	Task	Person Responsible
June	Develop draft schedule (for windows 1 and 2) community meetings for all schools.	Title I supervisor Title I specialist Title I data manager Title I administrative secretary
June – July	Daft letters (with MSA data), applications for the transfer option process for all appropriate schools, and SES flyers for all appropriate schools (window 1 and 2). Identify languages needed for translation for confirmed schools.	Title I supervisor Title I specialist Title I data manager Title I administrative secretary
June	Final MSA data is released by MSDE and posted to the Maryland Report Card website.	MSDE
July	Request student address mailing labels for families currently enrolled at all of the schools.	Title I supervisor Title I specialist Title I data manager Title I administrative secretary

July	<ul style="list-style-type: none"> a. Send copy of community meeting schedule for Windows 1 and 2 to sending school principals. b. Send outlook invitations to receiving school principals, assistant superintendents, assistant to the assistant superintendents, transportation, World Languages, coordinator of special education, strategic planning, and student support services/homeless. 	<p>Title I supervisor Title I specialist Title I data manager Title I administrative secretary</p>
July	<ul style="list-style-type: none"> a. Work with Office of Communications to issue official press release. b. Send all communication and forms to Office of Technology to post on BCPS Title I website. 	<p>Title I coordinator Title I supervisor Title I specialist Title I data manager Title I administrative secretary Office of Communications Office of Technology</p>
July	Finalize letters and applications for the transfer option process for all of the schools (window 1).	<p>Title I supervisor Title I specialist Title I data manager Title I administrative secretary</p>

July	Begin to send letters and applications to BCPS Copy & Print Services (English first and in order of community meeting dates) and/or begin to make copies internally.	Title I supervisor Title I specialist Title I data manager Title I administrative secretary Copy and Print Services
July	Send finalized letters and applications to the Office of World Languages to translate to ALL applicable languages. As translations occur, make copies and mail to applicable.	Title I supervisor Title I specialist Title I data manager Title I administrative secretary Office of World Languages
July	Send letters and applications to CAPS for duplication.	Title I supervisor Title I specialist Title I data manager Title I administrative secretary Copy and Print Services
July	Pick up letters and applications from BCPS Copy & Print Services. Stuff envelopes with letters and applications and SES flyers as appropriate. Affix mailing labels for window 1. Give envelopes to Distribution Center to mail.	Title I supervisor Title I specialist Title I data manager Title I administrative secretary Distribution Center
July	Letters and applications will be sent to parents advising them of Window 1 of the transfer option process. The date, time, and location of the community meetings will be posted in local newspapers. BCPS' Office of Communications will issue an official press release. Information will be posted on the Title I website.	Title I supervisor School principals

July	Send email to sending school principals with flyers advertising community meetings to each school with instructions to post in several public locations in each school zone.	Title I schools
July – August	Create a spreadsheet to track applications received, approvals and denials.	Title I data manager
July – August	Send out copies of the updated spreadsheet to all sending and receiving school principals and secretaries, and all other applicable BCPS representatives every Friday afternoon.	Title I data manager
July	Send out Outlook invites for community meetings to essential staff for all sending and receiving school principals and representatives from the Offices of Student Support Services, Transportation, Human Resources, Strategic Planning, and Special Education will assist families with transfer requests.	Title I specialist
July – August	Convene community meetings for all sending and receiving school principals and representatives from the Office of Student Support Services, Transportation, Human Resources, Strategic Planning, and Special Education will assist families with transfer requests. August 1, 2011: Begin window 2 activities.	Title I supervisor Title I specialist Title I data manager Title I administrative secretary School principals
August	Deadline for families to file <i>Public School Choice – Transfer Option</i> application requests with the Office of Title I.	Office of Title I
August	Deadline for approval/denial letters to be sent out to families.	Office of Title I
August	Last day for appeals.	Title I coordinator Parents
August	First day of school.	All schools and students

August	Prepare a readiness report for the assistant superintendents and Human Resources to provide an update on sending/receiving schools and the Transfer Option process.	Executive director of liberal arts Title I coordinator Title I supervisor
September	Professional Development for receiving principals and counselors.	Office of Title I Equity and cultural proficiency director School counseling services coordinator Title I liaison

WINDOW TWO

Timeline	Task	Person Responsible
July – August	Finalize letters and applications for the transfer option process for all schools (window 2).	Title I supervisor Title I specialist Title I data manager Title I administrative secretary
July – August	Send or drop off letters and applications to Copy & Print Services for duplication	Title I supervisor Title I specialist Title I data manager Title I administrative secretary Copy & Print Services

July – August	<p>Pick up letters and applications from BCPS Copy and Print Services.</p> <p>Affix mailing labels for window 2.</p> <p>Stuff envelopes with letters and applications and SES flyers as appropriate.</p> <p>Give to Distribution Center to mail.</p>	<p>Title I data manager</p> <p>Title I administrative secretary</p> <p>Distribution Center</p>
July	<p>Letters and applications will be sent to parents advising them of Window 2 of the transfer option process. The date, time, and location of the community meetings will be posted in local newspapers. BCPS' Office of Communications will issue an official press release. Information will be posted on the Title I website.</p>	<p>Title I supervisor</p> <p>School principals</p>
August	<p>Request student address mailing labels for families currently enrolled at all schools.</p>	<p>Title I supervisor</p> <p>Title I specialist</p> <p>Title I data manager</p> <p>Title I administrative secretary</p> <p>Office of Student Data</p>
August	<p>a. Work with Office of Communications to issue official press release.</p> <p>b. Send all communication and forms to Office of Technology to post on BCPS Title I website.</p>	<p>Title I coordinator</p> <p>Title I supervisor</p> <p>Title I specialist</p> <p>Title I data manager</p> <p>Title I administrative secretary</p> <p>Office of Communications</p> <p>Office of Technology</p>

August	Send email to sending school principals with flyers advertising community meetings to each school with instructions to post in several public locations in each school zone.	Title I schools
August	Convene community meetings for all sending and receiving school principals and representatives from the Office of Student Support Services, Transportation, Human Resources, Strategic Planning, and Special Education will assist families with transfer requests.	Office of Title I School principals
August – September	Continue to update the spreadsheet to track applications received, approvals and denials.	Title I data manager
July – August	Send out copies of the updated spreadsheet to all sending and receiving school principals and secretaries, and all other applicable BCPS representatives every Friday afternoon.	Title I data manager
September	Prepare a readiness report for the assistant superintendents and Human Resources to provide an update on sending/receiving schools and the Transfer Option process.	Executive director of liberal arts Title I coordinator Title I supervisor
September	Deadline for families to file <i>Public School Choice – Transfer Option</i> application requests with the Office of Title I.	Office of Title I
September	Deadline for approval/denial letters to be sent out to families.	Office of Title I
September	Last day for appeals.	Title I coordinator Parents
September 30	Target date to have all students transferred to receiving schools	All schools and students

September – October	Work with principals and Office of Transportation to determine final list of transferring students for updated readiness report and future MSDE reporting responsibilities.	Title I supervisor
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1) Title I Transfer Option states that:

- a. Parents must be given at least two weeks notice of the Transfer Option before the beginning of the school year to make a choice.
- b. Parents must be given “official data” upon which Transfer Option is exercised.
- c. Districts reserving less than 20% of the Title I allocation may do so without permission from the state, but the district must be able to demonstrate that:
 - i. Each eligible parent was provided timely notification of the option.
 - ii. There was a partnership between the district and community organizations to encourage participation.
 - iii. There was a minimum of two options made available for parents.

Baltimore County Public Schools

Office of Title I Process

Process Title:

Verifying Private Schools Fund Generators

Responsibility:

The following individuals are responsible for this process: coordinator, supervisor, and nonpublic resource teacher(s).

Process:

- 1) All state approved private schools are required to complete a *Title I Participation Option form* packet. Included in the packet is a *Family Survey* that is collected to establish funding benefits for private schools that wish to participate in the Title I program. A mass mailing (sent certified) goes out to all MSDE private and religious schools in July. The Office of Title I maintains the list/addresses of the approved schools.
- 2) The data are due to the Office of Title I by October 31.
- 3) The Title I nonpublic resource teacher reviews all documents and highlights all addresses that qualify ('Y' for yes, qualifies for free/reduced meals) PreK through Grade 5.
- 4) An Excel database of all 'Y' responses is developed.
- 5) The database is reviewed for accuracy.
- 6) The database is sent to the Office of Strategic Planning to match addresses to BCPS.
- 7) The number of addresses sent and returned from strategic planning are reviewed.
- 8) A database with the following worksheets is developed:
 - a) Baltimore County – Address Eligible
 - b) Baltimore County – Not Address Eligible
 - c) Baltimore City – Address Eligible
 - d) Baltimore City – Not Address Eligible
 - e) Addresses Not Found
 - f) Baltimore City – Reduced
 - g) Baltimore City – Middle Schools
- 9) Using both districts street directory guides and the BCPS Web site, the Title I nonpublic resource teacher will match as many unmatched addresses as possible to Title I schools in Baltimore County and/or other systems, as appropriate.

- 10) All information in the database is reviewed and verified.
- 11) Baltimore City addresses zoned to Title I schools are sent to other systems' Title I office for verification.
- 12) The per pupil allocation (PPA) is added to the spreadsheet.
- 13) The process is duplicated in the spring to add or delete Title I schools.
- 14) The coordinator will review and approve the collected documentation.

Title I Overview and Compliance

Federal Internet Resources

Federal Government Sites

- United States Department of Education
 - ELEMENTARY & SECONDARY EDUCATION: Title I — Improving The Academic Achievement Of The Disadvantaged

<http://www2.ed.gov/policy/elsec/leg/esea02/pg1.html>

State Government Sites

- Maryland State Department of Education (MSDE)
 - Office of Title I

<http://www.marylandpublicschools.org/MSDE/programs/titleI/?WBCMO DE=PresentationUnpublished%25%3e%25%25%25%3e%25%25%3e>

Local Education Agencies Sites

- Baltimore County Public Schools
 - Department of Fiscal Services
 - Office of Accounting and Financial Reporting & Grant Accounting

<https://intranet.bcps.org/offices/accounting/grant-compliance.html>

National Title I Organization

- National Title I Association

<http://www.nationaltitleiassociation.org/event/id/103932/2011-National-Title-I-Conference.htm>

Baltimore County Public Schools
Office of Title I Glossary of Terms

These are terms that Office of Title I staff may encounter in the BCPS' Office of Title I Operations Manual or when reading documents published by federal or state agencies governing Title I work.

A

Audit – A formal examination of an organization's financial accounts/situation. An audit may also include examination of program compliance with applicable terms, laws, and regulations.

B

Budget – Estimated cost of conducting the proposed project or how the funds are organized within the BCPS financial system.

C

C-125 – MSDE's budget form for grant programs.

Comparability – Comparability is one indication that a local school district is using Title I funds to supplement and not supplant other funding sources. Meeting comparability means that the district provides services in the Title I schools that are at least comparable to that which the district provides in the non-Title schools. If all of the schools in a grade span are Title I schools, meeting comparability means that the district provides services in the higher poverty Title I schools that are at least comparable to that which the district provides in the lower poverty Title I schools. A district is comparable if it implements a districtwide salary schedule and has procedures that ensure equivalence among schools in the allocation of staff, curriculum materials, and instructional supplies. A comparability study compares the distribution of state and local resources among the schools that include those grade spans providing Title I services.

F

Fiscal Year (FY) – The budget year for an agency or organization. The federal government’s fiscal year is October 1 to September 30. The state government and BCPS’ fiscal year is July 1 to June 30.

Free and Reduced Meals (FARMS) – The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. The NCLP provides nutritionally balanced, low-cost, or free lunches to children each school day, which is commonly referred to as the FARMS program. Participation in the FARMS program helps determine eligibility for Title I services.

G

Grant Manager –A designated individual who is officially responsible for the business and programmatic management aspects of a particular grant, cooperative agreement, or contract. In the Office of Title I, the coordinator is the grant manager.

L

LEA – Local Educational Agency

M

MOU – Memorandum of Understanding – spells out the duties and responsibilities of each partner in a project.

N

No Child Left Behind Act of 2001 (NCLB) – Reauthorization of the Elementary and Secondary Act of 1965. NCLB is the legislation that provides all funding for Title I programs through which BCPS receives its federal funding.

S

Supplemental Educational Services – Supplemental Educational Services (SES) is free reading and/or math tutoring services. Tutoring services can occur after school or on the weekends. These services are available to students at Title I schools that have not met Adequately Yearly Progress (AYP) for three straight years and are identified as schools in Comprehensive-Needs Pathway School or a Focused-Needs Pathway. All tutoring service providers are approved by the MSDE.

Supplanting – Federal grant funds must always be used to supplement and not supplant services provided through the general fund. Supplanting is presumed to occur in the following instances:

- BCPS uses federal funds to provide services that it is required to make available under other federal, state, or local law.
- BCPS uses federal funds to provide services that are provided with nonfederal funds in the immediate prior years.
- BCPS uses federal funds to provide services for eligible children that it provides with nonfederal funds for other children.

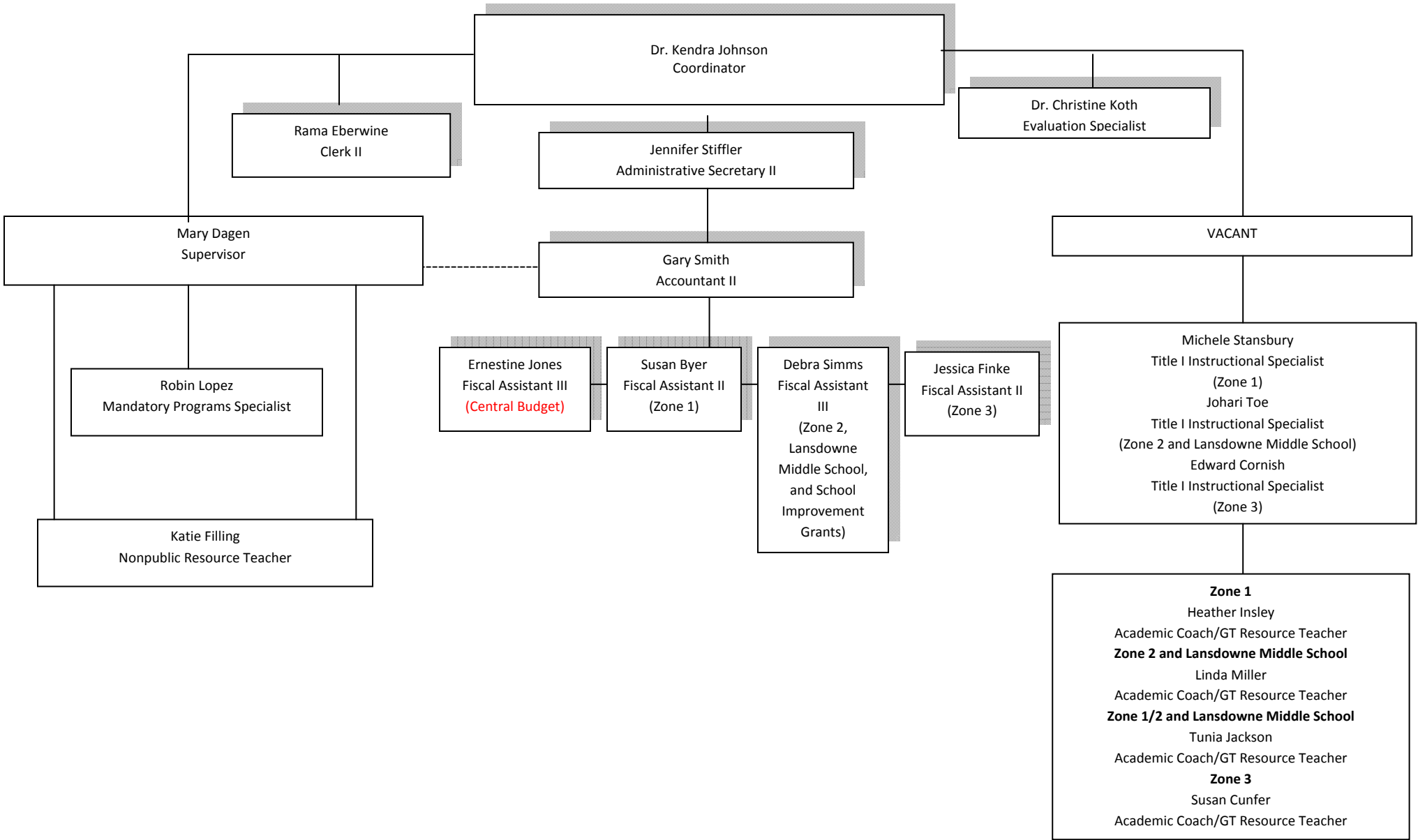
T

Title I – Section of the Elementary and Secondary Education Act of 1965 that addresses the need to provide a high quality program for students deemed economically disadvantaged.

Transfer Option - The *Public School Choice: Title I Transfer Option* is a provision of the *No Child Left Behind Act (NCLB)*. Under this law, students enrolled in a Baltimore County Title I public school that has been identified for the Comprehensive Needs Pathway or the Focused Needs Pathway are eligible to transfer to another public school within Baltimore County.

Appendices

- Office of Title I Organizational Chart
- Office of Title I Levels of Authority
- Federal Guidelines for the Use of Title I Funds



Level of Authority

Law Reference

34 CFR 80.20(b) Financial Management Systems

Internal Controls-Four Tier Review

- Tier IV – Assistant superintendent of curriculum and instruction
- Tier III-Executive director, coordinator, supervisor and/or grant accountant
- Tier II-Specialist/resource teachers
- Tier I-Fiscal assistant
- Clerk

Procedure-

Title I Grant Funds

- **Assistant Superintendent of Curriculum and Instruction-Tier IV**
 - This person may sign when the executive director is not available for signature and serve as the Tier IV authority for reimbursements for the coordinator.
- **Executive Director-Tier III**
 - This person may sign when the coordinator is not available for signature and serves as the Tier III authority for reimbursements for the coordinator.
- **Coordinator-Tier III**
 - This person maintains the final authority in the Title I Office to approve or deny all expenditures. This person is the final signature for reimbursements for the supervisory staff and may serve as the Tier III approval if both supervisors are not available.
- **Supervisor and Grant Accountant-Tier III**
 - There are two supervisors in the Office of Title I. The supervisors review expenditures to ensure that the first two tiers have been completed and signed, and they have the authority to sign off on any expenditure, reimbursement, or payroll that has been through a Tier I and Tier II review.
- **Specialists-Tier II**
 - There are four specialists in the Office of Title I. The specialists have the authority to review any expenditure or reimbursement that has been through a

Tier I review, and they must sign off that the expenditure is compliant with statute and aligned with school improvement planning.

- **Resource Teachers-Tier II**

- There are five full-time resource teachers. All of these staff have the authority to sign expenditures or reimbursements for their assigned program only.

- **Fiscal Assistants-Tier I**

- There are four fiscal assistants in the Office of Title I. They have the authority to review expenditures or reimbursements to ensure that the correct string has been used and that sufficient funds are allocated in the school-level or centralized budget. They are the first level of review for all school-level and/or centralized expenditures or reimbursements.

- **Title I Clerk-**

- The clerk does not have any authority to review or approve expenditures or reimbursements. The clerk may copy and enter fiscal information into the system once all tiers have been implemented. The clerk may serve as reviewer for data entry and confirmation.

Operating Budget Funds

- **Assistant Superintendent of Curriculum and Instruction-Tier IV**

- This person may sign when the executive director is not available for signature and serve as the Tier IV authority for reimbursements for the coordinator.

- **Executive Director-Tier III**

- This person may sign when the coordinator is not available for signature and serves as the Tier III authority for reimbursements for the coordinator.

- **Coordinator-Tier II**

- This person maintains the final authority in the Title I Office to approve or deny all expenditures. This person is the final signature for reimbursements for the supervisory staff and may serve as the Tier II approval if both supervisors are not available.

- **Administrative Secretary-Tier I**

- The administrative secretary will prepare expenditures or reimbursements and ensures that the correct string has been used. Also, the administrative secretary will ensure sufficient funds are allocated in the operating budget.

This level of authority applies to all procedures that involve expenditures, reimbursements, or payroll.

Federal Guidelines for the Use of Title I Funds

SUPPLEMENT, NOT SUPPLANT

In accordance with the supplement-not-supplant requirement, SEAs and LEAs must use federal funds received under Title I to supplement the amount of funds available from nonfederal sources for the education of students participating in Title I. The SEA and LEA cannot use these funds to supplant funds that would, in the absence of Title I funds, have been spent on Title I students. *NCLB, Title I, Part A Section 1120 A(b)*



QUESTION: Would this purchase be considered supplemental to the regular program?

Supplanting is presumed to occur if:

1. The LEA used Title I funds to provide services that the LEA was required to make available under Federal, State, or local law.
2. The LEA used Title I funds to provide services that the LEA provided with non-federal funds in the prior year(s).
3. The LEA used funds to provide services for children participating in a Title I program that the LEA provided with non-Federal funds to children not participating in Title I.

YES

Continue below.



NO



This purchase is non-compliant. Reconsider the purchase or use general funds.

THE INTENT OF TITLE I

IMPROVING TEACHING AND LEARNING

Title I is designed to support State and local school reform efforts tied to challenging State academic standards. Funds should be used to reinforce and amplify efforts to improve teaching and learning for students farthest from meeting State standards.

Non-Regulatory Guidance Fiscal Issues


State and local reform efforts are realized through compliance to the components of either a schoolwide or targeted program in participating Title I schools. *NCLB, Sections 1114 and 1115*



YES

Continue below.

NO

 This purchase is non-compliant. Reconsider the purchase or use general funds.



REASONABLE AND NECESSARY

The cost must be necessary and reasonable for proper and efficient performance and administration of Federal awards. (OMB Circular A-87) When in doubt, determination of “reasonable and necessary” should be based upon an agreement between the LEA and the school.




QUESTION: Is this an acceptable expenditure relative to the intent of Title I funds?

Will this expenditure help students meet the challenging State academic achievement standards, increase teacher capacity, and/or support parent involvement?

YES

Continue below.

NO

 This purchase is non-compliant. Reconsider the purchase or use other funding sources.



ALLOCABLE

A cost is allocable to a particular cost objective if the goods or services involved are chargeable or assignable to such cost objective in accordance with relative benefits received. (OMB Circular A-87)




QUESTION: Is this purchase allocable? Is the Title I program benefiting from the purchase?

YES

Continue below.



NO

 This purchase is non-compliant. Reconsider the purchase or use other funding sources.

Necessary Documentation for Expenditures

TYPES OF EXPENDITURES	NECESSARY DOCUMENTATION	DOCUMENTATION EXAMPLE
<ul style="list-style-type: none"> ▪ Meetings/trainings (PD, parent involvement, SIT) ▪ Equipment ▪ Instructional supplies/materials ▪ Field trips ▪ Transportation ▪ Misc. contracted services ▪ Travel/conferences ▪ Other . . . 	<ol style="list-style-type: none"> 1. Refer to the “Evidence of Implementation” documentation on the Program Review Tool. 2. Use the colored labels to match the expenditure to the School Improvement Plan. 3. Provide a brief explanation/justification of the expenditure on the PO or check request. Attach e-mails of Title I preapprovals or correspondence, if applicable. 	<p>For a <i>Family Math Night</i>:</p> <ol style="list-style-type: none"> 1. SANE (Sign-in, Agenda, Notes, Evaluations) documents and parent newsletter promoting the event. 2. Identification of the goal, indicator, and page numbers that are relative to the expenditure. 3. Check request language includes the following: “supplemental mathematics materials for a Title I Family Math Night.”