**Guidelines and Procedures For PCS**

**Title I Schools**

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**2025 - 2026**

**School Year**

**Table of Contents**

**Guide to Use** 5

**Title I Information** 6

Federal Programs Staff7

Title I Schools 8

Low Performing Schools 9

ESSA Highlights 10

Title I Comprehensive School Wide Planning 13

Title I Components Clarification 16

Title I Program Calendar 19

**School Improvement**  22

12 Indicator Process 23

12 Key Indicators 24

ATSI Schools 25

TSI-CU Schools 26

NCSTAR 27

**Title I Guidelines/Guidance** 28

Guidelines for Using Title I Funds 29

Disposition of Items 31

Field Trip Guidance 31

Transportation 33

Work Verification 33

**Budget Information/Allowability** 34

Title I Budget 35

Title I Allowability Cost Guide 39

Title I Funding 44

**Purchasing Guidelines/Reimbursements** 45

Title Purchasing Guidelines 46

Purchase Order Submission Process 49

Reimbursements 50

Parent Engagement Reimbursement Checklist 52

Workshop/Conference Reimbursement Checklist 53

**Substitutes and Leave Forms** 55

Substitutes & Leave Form Guidelines 56

**Contract, Notice to Pay, and Timesheets** 57

Title I Contracts 58

Contract Reminders 59

Sample Contracts 60

After School Tutoring/Timesheet Reminders 60

Notice to Pay Checklist 61

**Finance Codes and Budgeting Information**  62

Budgeting Codes 63

Finance Reminders 65

**Parent and Family Engagement** 66

Parental Family Engagement Activities 67

Parent Engagement Policy 68

Annual Title I Meeting 69

School-Parent Compact 69

Building Capacity for Involvement 70

Accessibility 71

Parents Right to Know 71

**Forms and Sample Documents** 74

Title I Prioritized Plan Template 75

CSI/ATSI – CNA Fiscal Addendum 77

Sample Title I (050) Allocation Summary 78

Move Money Form 79

Request to Use Federal Funds Form 80

Sole Source Verification 81

Purchase Order Review Form 82

Sample Purchase Order: Supply Items 83

Sample Purchase Order: Parent Engagement Reimbursement 84

Estimate of Travel Form 85

Airline Travel Information 86

Expense Reimbursement Form 87

Sample Copy of Employee’s Timesheet 88

Staff Worksheet 89

Service Model Worksheet 90

Semi-Annual Blanket Certification: Pre-K Example 91

Semi-Annual Blanket Certification: Federal 050 Example 92

Parent Engagement Plan Worksheet 93

Parent Engagement Plan 95

Sample Parent Engagement Policy 97

Creating an Effective School-Parent Compact 100

School-Parent Compact Checklist 102

Parent Engagement Meeting Sign-in Sheet 104

Parents Right to Know Sample Letter 105

Teacher Non-HQ Letter (4 Weeks) 107

Sample Parent Engagement Evaluation 108

Title I End-of-Year Website Checklist 109

**As revisions/updates are made to the Title I Handbook based on changes in Federal Guidance, the most current version of the handbook will be available on the Federal Programs webpage.**

**A revision date will be indicated on the bottom right hand corner of the cover.**

**Guide to Use**

This guide was created to answer questions that administrators, office staff, teachers, and others may have regarding compliance to federal guidelines as they relate to the operation of Title I programs. General information is provided in the enclosed sections, followed by forms referenced in the guide. Title I and Pitt County Schools’ guidelines are constantly changing. Please note that the contents are current to the time of publication. Updates will be provided as appropriate.



**Title I Information**



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| Title I at SFMHS - South Fort Myers High School | |

**Title I Schools**

**2025-2026**

A.G. Cox (6-8) Ayden Elem. (PK-5) Ayden Middle (6-8)

Belvoir (PK-5) Bethel (PK-8) Chicod (K-8)

C.M. Eppes (6-8) Creekside (K-5) Eastern (K-5)

E.B. Aycock (6-8) Elmhurst (K-5) Falkland (K-5)

Farmville Middle (6-8) Grifton (PK-8) G.R. Whitfield (PK-8)

H.B. Sugg (PK-2) Lakeforest (PK-5) Northwest (PK-5)

Pactolus (PK-8) Ridgewood (K-5) Sam D. Bundy (3-5)

South Greenville (PK-5) Stokes (K-8) Wahl-Coates (PK-5)

Wellcome (6-8) W.H. Robinson (K-5)

Wintergreen Primary (K-2) Wintergreen Intermediate (3-5)

Title I Low Performing Schools (10)

AG Cox (6-8)

Ayden Middle (6-8)

Belvoir Elementary (K-5)

Bethel School (K-8)

CM Eppes (6-8)

Falkland Elementary (K-5)

Farmville Middle (6-8)

Pactolus (K-8)

South Greenville Elementary (K-5)

Wahl-Coates Elementary (K-5)

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

*The President of the United States signed the Every Student Succeeds Act (ESSA) bill into law on December 10, 2015. The Elementary and Secondary Education Act (ESEA) was eight years overdue for reauthorization, and the ESSA is a critical step forward. Here are some (but not all) aspects of the new law:*

**General**

* It places many limitations on the authority of the US Secretary of Education and this includes the inability to require additions or deletions to a state’s academic content standards or to prescribe specific goals of progress, specific assessments, weights of measures or indicators, etc.
* The U.S. Department of Education (USED) will still need to issue regulations but they cannot add new requirements that go beyond what is required in the law.
* All current ESEA Flexibility Waivers will be null and void as of August 1, 2016. However, any schools currently identified as priority and focus schools must be maintained for the 2016-17 school year.

**State Plan**

* There currently is no timeline established for when the new regulations will be issued or by when and how states will submit their plans to the USED.
* It requires involvement of various stakeholders including timely and meaningful consultation with the governor in the development of the state’s plan. The governor must be given 30 days to sign the plan, but it can be submitted to the USED after the 30 days even if the governor does not sign it.
* Implementation of new state plans (once approved by the USED) will start with the 2017-18 school year.

**Assessments, Accountability and Reporting**

* It maintains annual assessments in grades 3-8 and high school.
* It reaffirms that states are in control of their standards (which must be challenging) and assessments.
* It sets parameters for a state’s accountability systems, but gives each state the flexibility to design a school accountability system that best meet the needs of the students in the state. This will include the issue of “n-size” for subgroup accountability.
* It eliminates the phrase “adequate yearly progress” (AYP).
* It maintains a 1% cap on students with the most significant cognitive disabilities, but applies the cap to the number of these students taking alternate assessments and not to capping the percentages of these students being deemed proficient for accountability purposes as under the former law. If an LEA exceeds the 1% cap, it will have to justify it to the state education agency.
* It provides for innovative assessment pilots at the state level so states can research new and improved methods of measuring student progress from year to year. Up to seven (7) states may be selected but that number could increase over time. It will be up to the Secretary of Education to determine the application process and timeline for submission to be one of the pilot states.
* The accountability plans must include goals for academic indicators (improved academic achievement on State assessments, a measure of student growth or other statewide academic indicator for elementary and middle schools, graduation rates for high schools, and progress in achieving proficiency for English Learners) and a measure of school quality and student success (examples include student and educator engagement, access and completion of advanced coursework, postsecondary readiness, school climate and safety). Participation rates on the assessments must also be included in the plan.
* Students with limited English proficiency will be allowed to remain in the English Learner (EL) subgroup for up to four (4) years after exiting the EL classification. This prevents the EL subgroup from always having students with the lowest levels of English proficiency for accountability purposes.
* It maintains many reporting requirements including the State Report Card (SRC). SRC data are expanded to include information on homeless students, foster youth, and students of parents on active duty in the military, information on acquisition of English proficiency by English Learners and professional qualifications of teachers.

**Teacher Quality**

* It gives states the flexibility to work with local stakeholders to determine how educators should be evaluated and supported each year.

**District and School Interventions**

* There is no set of required federal sanctions, but interventions used in schools needing assistance and support must be **evidence-based.**
* States will have to identify, at a minimum, the lowest 5% of Title I schools and high schools with graduation rates lower than 67%. These are the schools that are part of Comprehensive Support and Improvement (CSI).
* LEAs must develop and implement CSI plans for lowest-performing schools –
* States must identify schools with consistently underperforming subgroups for Targeted Support and Improvement (TSI).

**Funding and Formulas**

* It eliminates the federal School Improvement Grants (SIG), but allows states to reserve 7% of Title I funds to make grants available to low-performing schools.
* A portion of State Assessment grants will be made available as a separate allocation to states to conduct audits of state or local assessments as a way to reduce redundant assessments. It combines some 50 programs into a big block grant under Title IV.
* Finally, it authorizes a Preschool Development Grants Program through the Department of Health and Human Services.

**Title I Comprehensive School-wide Planning**

**SCHOOL**

**in consultation with**

**LEA**

**PARENTS**

**COMMUNITY**

**TECHNICAL**

**ASSISTANCE PROVIDER**

Entire school community responsible for success and growth of every student—”No Excuses”

**5-Step Process**

1. Establish the Title I team

2. Clarify the vision for reform

3. Create a school profile

4. Identify data sources

5. Analyze the data

**Analyze and review the existing plan**

* Describe how the school will carry out each of the required school wide components
* Describe how the school will use Title I resources and other resources to carry-out the school wide components
* Include a list of State and local programs the school will consolidate in the school wide program
* Be evaluated annually—looking at both program implementation and achieved results
* Be revised as necessary to ensure continuous student improvement

**Identify the 10 school wide components in your plan**

Title I section 1114(b)(1)]

1. Comprehensive needs assessment summary

2. School reform strategies

3. Highly qualified personnel

4. High quality and ongoing professional development

5. Strategies to attract and retain highly qualified staff

6. Parent engagement

7. Transition strategies

8. Teacher involvement in assessment use

9. Instructional activities for students experiencing difficulty

10. Coordination/integration of federal, state, and local

services/programs

**Focus on High Student Achievement**

* Include school vision and mission
* Address identified educational priorities
* Develop in collaboration with other school programs (e.g., EC, AG, grant-funded, individual school initiatives
* Address areas that impact student achievement (e.g., student needs, curriculum and instruction, professional development, family and community involvement, school context and organization)

**High Expectations**

* Work hard to succeed—both teachers and students
* Challenge students to think more deeply, apply new knowledge and skills, and become self-motivated learners
* Challenge each staff member to believe in each student’s ability to achieve to high standards
* Focus on intensive, early intervention to bring students up to grade level
* Provide opportunities for students to build meaningful relationships with adults
* Write **S**.**M**.**A**.**R**.**T**. goals

**S**: Specific (clear and explicit)

**M**: Measurable (accomplishment)

**A**: Attainable (realistic and controllable)

**R**: Relevant (related to identified needs)

**T**: Time bound (beginning, interim, end)

**Data-driven Instruction**

* Use data to identify students’ strengths and weaknesses
* Use multiple data sources (profiles, surveys, formal and informal assessments, student work samples) to make informed decisions
* Use data to make informed decisions and determine areas of need
* Use multiple daily and weekly student assessments for ongoing data collection
* Focus on mastery by monitoring student progress using assessments to calibrate and retool
* Adjust teaching strategies to meet students’ needs based on the data

Analyze the

**Analyze the Data**

* Establish a process to review the data
* Determine any gaps between the vision and the current findings
* Summarize the data
* Draw conclusions
* Share the findings with the educational community
* Prioritize the needs
* Determine how to meet the needs
* Build an ongoing plan to facilitate continuous planning

**Professional Learning**

* Seek opportunities to acquire new content knowledge and instructional skills
* Share what works—skills and strategies—with one another
* Establish learning communities—vertical teams made up of teachers, aides and staff, cutting across grade levels
* Include culturally responsive training in content and skills
* Collaborate with colleagues to identify solutions to barriers

**Parent Outreach**

* View parents as critical partners in the educational process
* Solicit and facilitate parental participation
* Create opportunities for parents to join in the life of the school and share learning experiences with their children
* Offer parents opportunities to collaborate with the school both when planning and making decisions about their child
* Create a climate of cooperation between school, parents, and the community
* Complete the PFE Self-Assessment and develop an action plan

**Can-do Spirit**

* Commit to continuous student progress
* Convey genuine caring
* Honor students and their heritages
* Extend learning time
* Give students access to timely, effective, extra instruction if necessary
* Use rigorous and challenging content standards
* Accelerate and enrich the curriculum
* Teach them to learn with understanding
* Provide opportunities to excel in areas of special interest

**Title I Components Clarification**

**Comprehensive Needs Assessment**

* Establish a planning team of educators, parents and community members to review school needs and create a vision for school-wide reform each year
* Use school data to determine areas of strength & weakness and plan reform
* Implement best practices that support school improvement & school needs
* The parent representative must be a non-PCS employee and is a required member of the team

**School Reform Strategies**

* Identify low performing areas and strategies to address those areas
* Instructional strategies that support school wide reform or improvement (Blended Learning, Instructional Coaches, MTSS, etc.)
* Procedures to identify low-performing students, strategies for these students, strategies to monitor progress, & methods to communicate progress with parents.
* Specific strategies used to decrease achievement gap
* Describe availability of extended day opportunities that address increasing student achievement (tutoring/remediation, before, after or during school)
* Describe procedure for identifying and targeting minority, poverty and language limited students & strategies used to address the needs of these populations.
* ATSI schools must address specific strategies to improve subgroup performance in the identified subgroup area.

**Highly Qualified Staff**

* Identify professional development activities to enhance instructional practices
* Plan for all provisionally licensed teachers & teacher assistants to become highly qualified
* Plan to ensure that all staff is HQ by monitoring staff placement

**Teacher Recruitment and Retention**

* How you use assessment data to place highly qualified teachers in areas of need, including the use of “reduced class size” positions.
* Strategies used to recruit/retain highly qualified teachers
* Recruitment initiatives at the school level in terms of climate issues, administrative support for teachers (planning, staff development, lead teacher and/or mentor support) and any incentive program that may exist.

**Grade Transition: PreK – K, Elem., Middle, and/or Middle-High School**

* Describe your transition strategies and how these transition entities work with one another (ex. How do you plan activities at your school to help students transition from one grade to another)
* Programs that transition from one grade to the next (PBIS, etc.)
* All Title I Schools must have evidence of a grade transition plan – Your Title I Contact is required to upload this as an artifact in the Title I Website.

**HQ Staff Development**

* Target staff development that address specific subgroups
* School wide training for all certified teachers and teacher assistants
* Supports research-based strategies and district goals

**Instructional At-Risk/Assistance**

* List steps or provide copy of procedures to identify students of placement in Exceptional Children’s Programs, ESL/LEP, etc.
* Describe professional development activities planned that will assist teachers in teaching and addressing needs of students with identified needs and different learning styles.
* Discuss how technology and extended day opportunities are used to address needs of this population
* Strategies used to improve instruction with at-risk students
* Programs that address the needs of at-risk student population
* Include an overview of your school’s specific MTSS process

**Teacher Involvement/Input**

* Describe how teachers use data to drive instruction. Analyze data and assessments to improve instruction.
* Teachers developing assessments using technology to improve student performance.
* Teacher knowledge of using different assessment with students

**Federal, State and Local Support**

* Describe collaborations you have with other programs, grants, agencies or local/civic or church organizations.
* Local or district wide initiatives/programs
* Programs supported by DPI
* Strategies are supported by federal, state or local funds

**Parent Engagement**

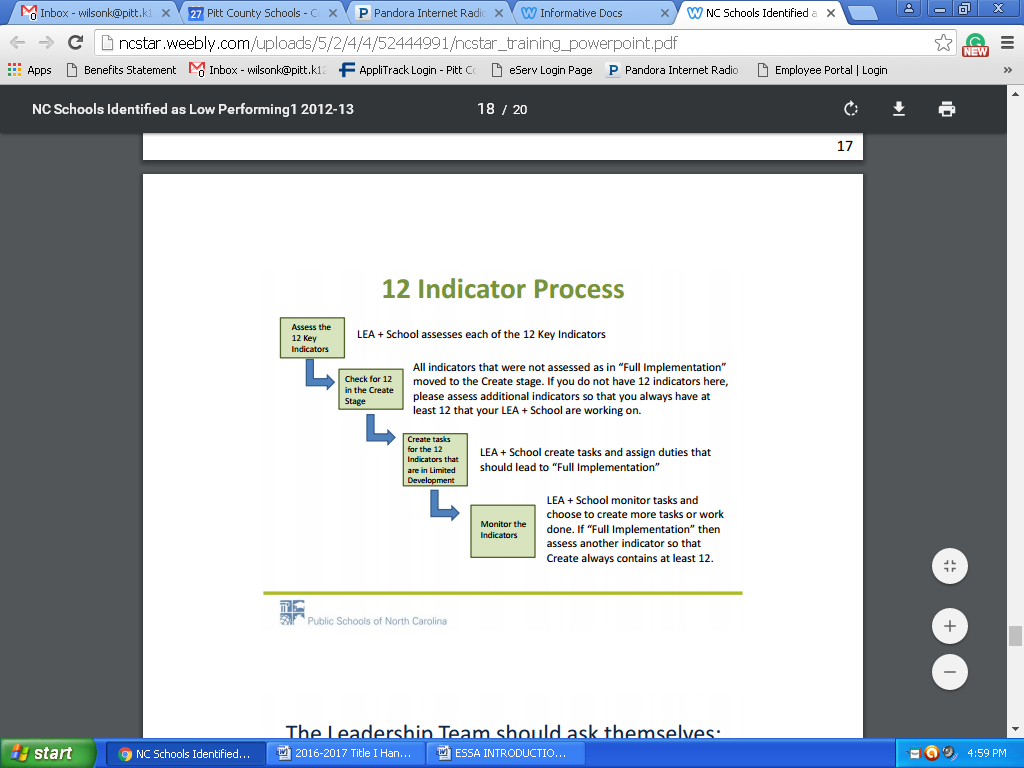
* Events that promote student involvement across the curriculum
* Annual Title I meeting activities
* Activities that promote a positive home/school relationship
* Strategies that enhance communication between school and parents
* All Title I engagement events must include a parent education component

**Title I School-Wide Program Calendar**

|  |  |
| --- | --- |
| **June** | **July** |
| * Title I Inventory due * **Final Title I Website Review** * Title I Principal and Bookkeeper Meeting * Annual program review * Submit Student Success Comprehensive Plan Report in NCSTAR * Conduct & submit minutes from 2 monthly meetings. * Work on Needs Assessment * **Read Title I Guidelines/Procedures** * **All PO’s not received must be cancelled – PO’s will NOT roll-over** | * Store files-Keep Title I documents for 5 years * Upload in PCS Data Dashboard:   (By July 31st)  -Comprehensive Needs  Assessment  -Parent Engagement Plan  -Parent Engagement Policy  -Parent Engagement Worksheet  -Principal Attestation Form  -Title I Budget (Proposed)  -Prioritized Plan  -Statement of Assurance  -Title I School Brochure/Compact   * Set up meetings w/Federal Programs Director if needed * Prioritize PD Needs * Begin updating goals and making changes in personnel in NCSTAR * Planning budget worksheet due   **By 7/08/25**   * Upload Semi-Annual Certification Form in PCS Data Dashboard   **By 7/31/25** |
| **August** | **September** |
| * Submit Final Title I Budget w/any revisions (Aug. 22, 2025) – Notify Federal Programs Office if you hire any BT’s (so we can ensure we are paying for the least expensive teachers from your plan) – Update any teacher names * Update NCSTAR’s goals and strategies * Plan & disseminate School/Parent Brochures (Compacts) to families * Select Title I Contact * Continue to review prioritized PD needs * ATSI Schools – Work on your school plan * Conduct & submit minutes from 2 monthly meetings. * Disseminate District Compacts to families | * Title I Contact Meeting * Schools Conduct Annual Title I Parent Meeting **(Must be held by Sept. 30th)** * Review Prioritized Plan and make any necessary changes * Submit School Improvement Plans – ALL schools * ESL Classes begin after testing (Contact Federal Programs Director and ESL Contacts) * Distribute letters regarding Qualifications of teachers/TA’s (Parent’s Right to Know) * Distribute letters for any classes being taught by Non-HQ Teachers. * Inventory Title I purchases * Upload documents to Title I website * Conduct & submit minutes from 2 monthly meetings. |
| **October** | **November** |
| * Upload School Letter for Qualifications of Teachers/TA’s (Parent’s Right to Know) & Evidence of Dissemination Form in PCS Data Dashboard (By Oct. 17, 2025) * Upload Non-HQ Teacher Letters & Evidence of Dissemination in PCS Data Dashboard   (By Oct. 17, 2025)   * Upload Staff Certification Records in PCS Data Dashboard   (By Oct. 17, 2025)   * Technical Assistance for Focus/Priority School * Inventory Title I purchases * Upload documents to Title I website * Conduct & submit minutes from 2 monthly meetings. * Schools are notified of ATSI status * All ATSI schools must create and submit an ATSI Plans * ATSI Plans uploaded in PCS Data Dashboard (By Oct. 31st) * Revise Low-Performing, ATSI, CSI, letters and put on school letterhead in preparation to be sent home in November. Letters must be translated into family’s native languages. * Ensure all 12 Key Indicators are assessed and action steps are created for your 3 prioritized indicators * ATSI schools must have action steps for A4.01 and D1.02 | * Update Title I Plan * Inventory Title I purchases * Upload documents to Title I website * Conduct & submit minutes from 2 monthly meetings. * ATSI Notification letters distributed directly (sent home with students) and indirectly (posted on school website) By Nov. 30th * Upload verification of Low Performing and/or ATSI and/or CSI letters in PCS Dashboard (By Nov. 30th) * Update strategies/evidence in NCSTAR * ATSI Resource Addendum Uploaded in PCS Data Dashboard (By Nov. 30th) |
| **December** | **January** |
| * Update Title I Budget Worksheet (if needed) and Prioritized Plan (if needed) * Submit Budget Revisions and Move Money Form (Remember that you strikethrough line items on your budget allocation worksheet, you do not delete them. You delete ONLY the dollar amount. To make it easier to complete your move money form, note where money is moved to/from) * Submit Student Success Comprehensive Plan Report in NCSTAR (By Dec. 1st) * Inventory Title I purchases * Review District Equity Plan in your Staff Meeting * Upload documents to Title I website * **First Title I Website Review will be conducted. – any schools that are not in compliance will not be allowed to spend Title I fund until they bring their websites into compliance.** * Conduct & submit minutes from 2 monthly meetings. * **50% of Title I funds must be spent.** * **No Software or Technology may be ordered after December 31st!** | * Submit Semi-Annual Certification Forms * Review Title I Spending in your SIT Meeting (should be on your agenda and discussion documented in your minutes) * Inventory Title I purchases * Upload documents to Title I website * Conduct & submit minutes from 2 monthly meetings. |
| **February** | **March** |
| * Spend Title I Funds before deadline * **Submit any final Budget Revisions** * Update Title I Budget Worksheet (if needed) and Prioritized Plan (if needed) * Inventory Title I purchases * Upload documents to Title I website * Hold & submit minutes from 2 monthly meetings. * **75% of Title I funds must be spent.** * Beginning planning for summer contracts. | * Assistant Principal Meeting * Deadline for submitting purchase orders and encumbering funds is March 25th at 5:00 pm * Inventory Title I purchases * Upload documents to Title I website * Conduct & submit minutes from 2 monthly meetings. * Begin reviewing Title I Brochures/Compacts for changes/revisions for the 2026 – 2027 school year * Title I Summer Contracts due by March 25th at 5:00 pm |
| **April** | **May** |
| * Inventory Title I purchases * Notify Federal Programs of summer programs * Upload documents to Title I website * Conduct & submit minutes from 2 monthly meetings. * Update strategies in NCSTAR * Begin working on a prioritized plan for the 2026 – 2027 school year. | * Receive Title I Planning Allocation (pending release by the state) * Analyze parent involvement attendance and activities * Begin planning for 2026 - 2027 school year * Inventory Title I purchases * Upload documents to Title I website * Conduct & submit minutes from 2 monthly meetings |

**School Improvement**



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**The 12 Key Indicators**

* All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (A1.07)
* Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (A2.04)
* The school implements a tiered instructional system that allows teachers to deliver evidence-based instruction aligned with the individual needs of student across all tiers. (A4.01)
* All teachers are attentive to students’ emotional states, guide students in managing their emotions, and arrange for supports and interventions when necessary. (A4.06)
* The school develops and implements consistent, intentional, and on-going plans to support student transitions for grade-to-grade and level-to-level. (A4.16)
* A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting) to review implementation of effective practice. (B1.03)
* The school has established a team structure among teachers with specific duties and time for instructional planning. (B2.03)
* The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (B3.03)
* The LEA/School regularly looks at school performance data, aggregated classroom observation data, and uses the data to make decisions about school improvement and professional development needs. (C2.01)
* The LEA/School has established a system of procedures and protocols for recruiting, evaluating, rewarding, and replacing staff. (C3.04)
* The LEA/School has aligned resource allocation (money, time, human resources) within each school’s instructional priorities. (D1.02)
* The school regularly communicates with parents (families) about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children’s learning). (E1.06)

**Additional Targeted Support & Improvement Schools (ATSI)**

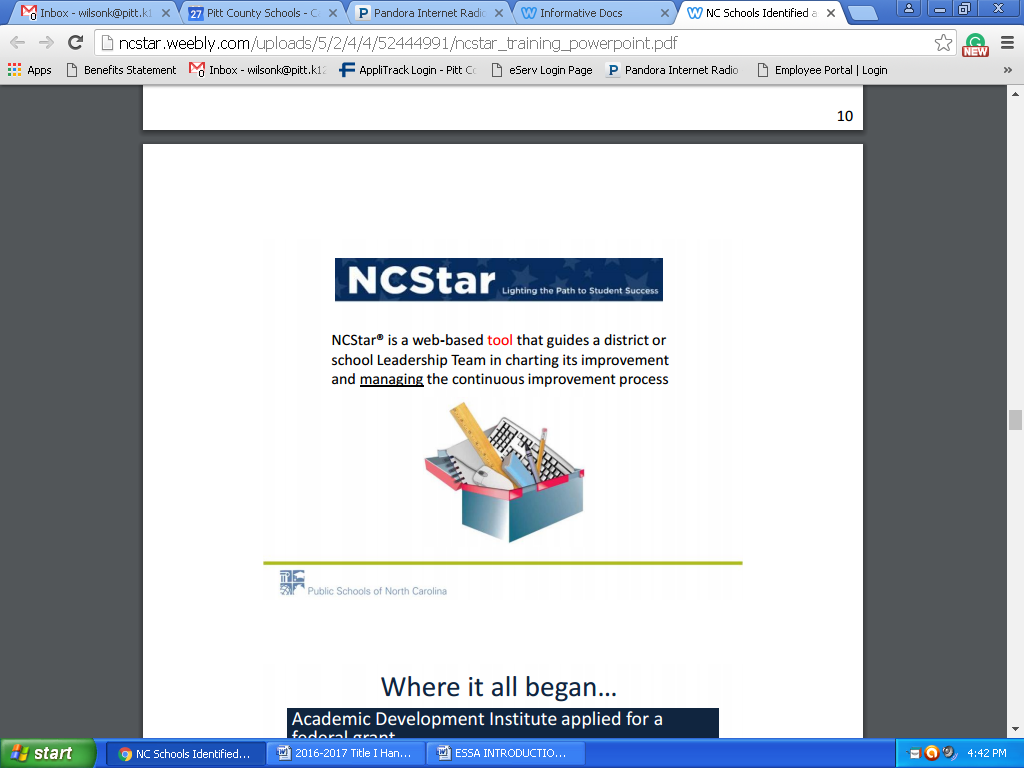
2023-2024 Identification List

|  |  |  |
| --- | --- | --- |
| **School Name** | **Cohort** | **Qualifying Subgroups for TSI-AT**  **EDS = Economically Disadvantaged Students**  **ELS = English Learners**  **SWD = Students with Disabilities** |
| AG Cox Middle | SWD-2 | SWD |
| Ayden Middle | SWD-2 | SWD |
| CM Eppes Middle | SWD-2 | SWD |
| Creekside Elementary | SWD-2 | SWD |
| EB Aycock Middle | SWD-2 | SWD |
| Farmville Middle | SWD-2 | SWD |
| Grifton | SWD-1 | SWD |
| HB Sugg Elementary | SWD-1 | SWD |
| Lakeforest Elementary | SWD-2 | SWD |
| Pactolus | SWD-2 | SWD |
| WH Robinson Elementary | SWD-1 | SWD |
| Sam D Bundy Elementary | SWD-2 | SWD |
| Wellcome Middle | SWD-2 | SWD |

**Targeted Support and Improvement Schools (TSI)**

Consistently Underperforming Subgroups - 2023-2024 Identification List

|  |  |
| --- | --- |
| **School Name** | **Qualifying Subgroups for TSI-AT**  **EDS = Economically Disadvantaged Students**  **ELS = English Learners**  **SWD = Students with Disabilities** |
| AG Cox Middle | SWD |
| Ayden Elementary | SWD |
| Ayden Middle | SWD |
| Ayden-Grifton High School | SWD |
| CM Eppes Middle | EDS,SWD |
| Creekside Elementary | SWD |
| Chicod | SWD |
| Eastern Elementary | SWD |
| EB Aycock Middle | SWD |
| Farmville Central | SWD |
| Farmville Middle | SWD |
| Grifton | SWD |
| HB Sugg Elementary | SWD |
| Hope Middle | SWD |
| Lakeforest Elementary | SWD |
| Pactolus | SWD |
| Ridgewood Elementary | SWD |
| WH Robinson Elementary | SWD |
| Sam D Bundy Elementary | SWD |
| Wellcome Middle | SWD |
| Wintergreen Intermediate | SWD |
| Wintergreen Primary | SWD |

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NCSTAR

* Title I Schools will use NCSTAR to monitor the School Improvement Planning for their school. Two meetings should be held each month to discuss the school indicators.
* Meeting minutes must be recorded in NCSTAR.
* All Low Performing Schools will complete the Comprehensive Progress Report in the Fall and Spring in NCSTAR
* ATSI schools must have action steps, in goals A4.01 and D1.02, aligned with improving their subgroup area of identification & discuss their progress toward goals and action steps each month during their monthly SIT meetings. This discussion must be captured in the SIT meeting minutes.
* Action steps should list specific strategies they will utilize to improve student achievement for their identified subgroup.
* ATSI schools are required to complete a Comprehensive Needs Assessment Resource/Fiscal Addendum and the Comprehensive Needs Assessment in NCSTAR.
* All ATSI schools are required to develop a school specific ATSI plan that is focused on your identified under-performing subgroup.
* Title I Schools will upload a copy in the PCS Data Dashboard

**Title I Guidelines/ Guidance**



**Guidelines for Use of Title I Funds**

Title I schools must ensure that funds support efforts to improve performance of all students with particular attention to students who are failing, or at risk of failing to meet at minimum, the NC academic proficiency standards on state academic assessments.

1. Funds may be used to **supplement, not supplant**, other state and local resources for improving the instructional program.
2. All expenditures should be reflected in the School Improvement Plan (SIP) **and** on the Title I Prioritized School Plan, and should have a strong likelihood of impacting the instructional program in the current year. Inappropriate expenditures may require alternative funding sources.

Planning budgets are developed in the spring proceeding the implementation year based on the planning allocation provided to each school. School planning budgets are incorporated into the district application, and submitted to the NC Department of Public Instruction for review and approval. Once approved, adjustments to the budget must be approved by the local School Board and DPI.

Funds allocated during a fiscal year are to be:

1. Expended during the same time period, and with the exception of school improvement funds
2. Do not carry-over at the school level to the next year.
3. Funds from one year’s allocation may not be used to pay for activities occurring in another fiscal year.

**Recommended Expenditures:**

* Instructional Staffing
* Additional classroom teachers
* Resource teachers in core areas
* Extended time programs (before/after school, Saturday, summer) for lowest performing students and related expenses (i.e. tutor salaries, transportation)
* Pre-kindergarten program (salaries, materials, parent involvement, professional development)
* Instructional materials/supplies
* Instructional technology
* Parenting education activities and supplies
* High quality professional development activities and materials

**Plan ahead and always adhere to Finance Department policies and procedures as outlined by Pitt County Schools for all Title I funded expenditures.**

**Please Note**

All Title I schools are required to complete the following documents:

1. Comprehensive Needs Assessment

2. Prioritized Plan

3. School Improvement Plan - NCSTAR

4. Title I Budget Allocation Worksheet

5. Principal Attestation Form

6. Parent Engagement Worksheet

7. Parent Engagement Plan

8. Parent Engagement Policy

9. Statement of Assurance

10. Title I Information Checklist

11. Semi-Annual Form

12. Title I School Parent-Student-School Compact (Brochure)

13. Title I Website

**Disposition of Items**

If an item is stolen, broken, or lost you will need to complete a Disposition Form (located on the Federal Programs website).

Do not discard item(s), until you receive clearance from the Federal Programs Office.

**Field Trip Guidance**

Field trips where specific costs have an academically aligned purpose and are authorized in the programmatic guidelines of the LEA **MAY** be allowed. Field trips that are considered entertainment are not allowed. If the educational field trip is identified as allowable by the federal program guidelines, the justification must be identified in the school improvement plan. The school must maintain appropriate documentation that the educational field trip is reasonable, necessary, and allowable under Title I guidelines. Field trips that are not included in the school budget and school improvement plan PRIOR to the event is unallowable and will result in questioned costs that must be repaid with local/state funds.

**Examples of Potentially Allowable Educational Field Trips**

Examples of appropriate educational field trips that could be allowed if documented within the school improvement plan include:

* Curricular academic activities focused on math, science, and technology, such as service learning, internships, academic competitions (robotics, math, quiz bowl), or science and technology fairs, laboratory and field investigation instruction, used to improve students’ understanding of science objectives.
* Trips to a river, archaeological site, or nature preserve that might include contracting with local science centers, museums, zoos, and horticultural centers for visits and programs.
* Trips to the local library to increase access to high-interest reading materials
* Visits to colleges and universities to encourage interest in the pursuit of higher education

**Unallowable Costs Related to Field Trips**

* Field trips for social, entertainment, or recreational purposes
* Field trips as “rewards” for either behavior or academics
* Field trips that supplant and do not supplement local or state expenditures or activities
* Field trips that are not part of a teacher’s lesson plan or that do not meet the instructional objectives of the federal grant program
* Field trips that are not reasonable in cost or are not necessary to accomplish the objectives of the federal grant program
* Field trips that are not properly documented (as described in the School Improvement Plan)
* Field trips to entertainment or recreational locations that have legitimate educational programs when more than 25% of the time at the location is used for entertainment or recreation of field trip participants

**Meals**

* Meals cannot be paid for with Federal funds

**Substitutes**

* Substitutes for classrooms of teachers who are supervising/chaperoning field trips is allowable IF determined to be reasonable and necessary by the LEA and school/district funds allow from the federal grant program.

**Required Documentation**

* Pre-trip Activities (for example if you are taking students on a college visit you may have activities such as an internet scavenger hunt related to the college or have students to produce a college brochure about the college you will visit.)
* During the Trip: You should have sign-in sheets indicating the names of students and adults that attended the trip, and students should be documenting their experience. Students can take pictures, create questions they want answered on the trip, keep a journal; these are all examples of how students can document their trip.
* Post Trip Activity: You will need to have a follow-up activity when you return. For example, students could create a poster or brochure, take a quiz, or create another type of presentation.
* **You MUST receive PRIOR APPROVAL before you make any reservations. We will NOT reimburse any trips that are taken without prior approval.**

**Transportation**

Title I will pay for transportation when it is used for after school tutoring services. If a yellow bus is used for services, you will need to create a trip in Travel Tracker for each month that you will be providing transportation for after school tutoring. You would select “Field Trip” as your type of Trip and your funding source will be “Federal Programs”. (You can create multiple trips at one time if this is easier for you – many of you did this with EGSSA). I have to approve your trip before it will let you enter the mileage.

At the end of each month, you will enter your mileage into Travel Tracker. I will print your invoice and submit directly to finance for payment. It does not go through your school bookkeeper at all. Please submit your mileage by the 5th of the next month!!

You must notify me, in writing, who is driving your bus for afterschool tutoring! They will clock in and out on the bus using the Code 05 – Bus X. (This is the code that is used for all afterschool activities like sports, EGSSA, etc.). Please make sure that your payroll person also knows who is driving so their pay gets charged to the correct budget code!

If you have an approved field trip, you would also create the trip in Travel Tracker and you would select Federal Programs as your Funding Source. Please remember that all Field Trips require **Prior Approval** before you can book them! Failure to obtain prior approval for a field trip will result in the trip not being paid for by Federal Programs!

**Work Verification**

**Reminders:**

* You will review and sign a semi-annual certification of employees paid from Title I funds in January and July of each year.
* If a staff member who works in your school and at no other school is paid partially from Title I funds and partially from a state or local fund source, you may still certify that this person works 100% in your school wide program.
* If a staff member works only part-time at your school and at no other school, you may certify that this person works 100% in your school wide program.
* Any people who are paid with Federal Funds will be included on your semi-annual certification form. (This will include people who are paid with your school Title I funds as well as people who are paid with district set-aside funds.)

**Title I Budget Information & Allowability**



**Title I Budget**

**A. Personnel** – As you revise your budget, think about the following:

(See Title I SalaryAllocations)

* Things to remember when hiring a teacher with Title I funds:
  + You must have filled **all** your state-funded positions
  + Title I positions are hired as Class size reduction positions (they are supplemental to what you are given by the state)
  + If you are salary swapping – the teacher that you put in your Title I plan must be a core classroom teacher. (they cannot be a Music, Art, PE, nor can they be an Exceptional Children’s Teacher)
  + You cannot hire an MCT with Title I funds – that is supplanting b/c this position has previously been paid for using both state and local dollars in the past.
  + In your allocation, worksheet you must set aside $1,500 for sub costs for each teacher that you hire using Title I funds.
* For the 2025-2026 school year, you will need to use the following on your allocation worksheet:
  + BT1 Salary - $44,500
    - 8.5% supplement
    - Insurance - $8,200
    - Total Cost = $72,246.74
  + BT2 Salary - $45,300
    - 8.5% supplement
    - Insurance - $8,200
    - Total Cost = $73,398.14
  + BT3 Salary - $46,100
    - 8.5% supplement
    - Insurance - $8,200
    - Total Cost = $74,549.54
  + BT4 Salary - $46,900
    - 8.5% supplement
    - Insurance - $8,200
    - Total Cost = $75,700.94
* Things to remember when hiring a teacher assistant with Title I funds:
  + You must have filled all of your allotted teacher assistant positions before you can hire a teacher assistant with Title I funds.
  + Before you can post a position, you must have it approved by Federal Programs.
  + When you get ready to create your requisition, you must list me as the first approver. (Failure to do so will result in Federal Programs NOT paying for the position.)
* For the 2025-2026 school year, you will need to use the following on your allocation worksheet:
  + Teacher Assistant Salary (7.5 hours) - $26,400
    - Insurance - $8200
    - Total Cost = $43,219

**B. Instructional Supplies, Materials, Software, Technology, etc.**

* Materials purchased with Title I funds must be directly linked to instruction, student achievement, and the school’s needs assessment/school improvement plan and prioritized plan.
* By the end of December, 50% of the school’s Title I funds that are not related to personnel should be spent or encumbered. (If you have only spent or encumbered 40% of your funds, then the remaining 10% reverts back to the district).
* By the end of February, 75% of the school’s Title I funds that are not related to personnel should be spent or encumbered. (If you have only spent or encumbered 60% of your funds, then the remaining 15% revert back to the district)
* **All purchase orders for materials must be in the Federal Programs Office by March 25, 2026 at 5:00 pm. Title I (050) funds will not be available after this date. (This is the Wednesday after spring break week, so please plan accordingly. There will NOT be an extension provided.)**
* Funds will be monitored by the Federal Programs Director monthly. (Your bookkeeper should also be monitoring your funds. I strongly encourage you and your bookkeeper to create a shared spreadsheet to help monitor your funds.)
* Remember, this year’s funds MUST be used for this year’s students.
* The last day to submit requests for NEW software programs or for any type of technology will be Friday, December 11, 2025. This will allow us to process the PO before Christmas break. We will not order any new software programs nor technology after the Christmas break…NO EXCEPTIONS.
* For all software purchases, you will be required to complete a Return on Investment Spreadsheet at the end of the school year. This will track both usage and performance data. If we cannot demonstrate that purchased programs are increasing student achievement, then we will NOT continue to purchase them year after year using Title I Funds, just because you have always done so.
* Any and all software purchases must directly have an impact on student growth and achievement to be purchased with Title I funds
* Please check Technology’s main website to ensure they are security compliant before you submit a purchase order for a software program.

**C. Use of Title I funds**

* Title I funds should be used to **supplement** other funding sources, not to provide district-adopted textbooks, teacher editions, or basic items that are found in classrooms as part of a new classroom equipment and supply setup.
* **Avoid** **using Title I funds for the following:**
  + Copier payment
  + Teacher wish-list items
  + Basic teacher classroom supplies such as staples, paperclips, pens, tape, etc. should be purchased with state instructional funds
  + Memberships in organizations
  + Payment for professional development activities not identified in Prioritized Plan, Needs Assessment, or School Improvement Plan or included as part of a district initiative
  + Phone payment (unless for Parent Involvement or at-risk activities)
  + Postage (Not to pay for school’s basic operational postage; can pay postage for at-risk student activities or designated Parent Involvement plan activities)
* You may use Title I funds to purchase the following items if needed for your students and/or classrooms (please remember that requests must meet the condition of being reasonable):
  + Pencils
  + Chart paper
  + Dry erase markers (within reason)
  + Binders
  + Notebook paper
  + Composition books
  + Folders
* Reminder: Items purchased with Title I funds should be for the targeted grade levels: K-5, K-8 or 6-8.
* If we receive a purchase order that is questionable, we will return the PO to you with a purple cover sheet and ask for additional clarification or information before we approve your purchase
* Schools may purchase a maximum of 25 cases of paper per year. (This includes white paper, colored paper, and cardstock). Please remember that one of the ways that this resource can and should be used is for communication with families.

**D. Budget Revisions**

* All Title I Budgets must remain in Excel. Do NOT amend, save, update, or put your Title I budgets in Google sheets. When you do, alters the formulas and the settings. Federal Programs maintains ALL budgets in EXCEL ONLY!
* If you modify your budget in goggle sheets and then download it back into an excel file and send it to our office, we will send it back to you with a new blank Excel file and require you to start over.
* Please remember that anytime you update your Title I plan you will need to do the following:
  + Change the Date in the top right corner to reflect the date of your revision.
  + Put your initials in the “Plan revised by” column in the upper right hand corner
  + Send a copy of your revised budget to Mrs. Cox and Dr. Cecil
* Move money forms and Budget Plan changes will ONLY be accepted twice a year; once in December and once in February. Please plan accordingly.

Title I Allowable and Non-Allowable Cost Reference Guide Examples

|  |  |  |
| --- | --- | --- |
| CATEGORY OF ACTIVITY | ALLOWABLE | NON-ALLOWABLE |
| Student Incentives | * Have clearly established school award criteria in place * Are reasonable and necessary to carry out Title I program * Do not exceed 1% of school’s Title I allocation for the school year * Are supplemental in nature * Are awarded for academic progress in core subjects, attendance, and/or behavior * Non-monetary rewards of nominal value * Books * Instructional supplies/materials   **Items should be linked to Instructional Strategies and Activities.** | * Gifts or items that appear to be gifts * Souvenirs and memorabilia or promotional items * Cash awards * Gift cards * Door prizes * Food * Clothing * Incentives used as an incentive to participate in a program |
| Parent Engagement | * Parent Engagement coordinators and liaisons * Assistance and training for parents * Parent literacy and education * Assistance for parents to work with their children * Parent volunteers in classrooms * Training for school staff to increase collaboration with parents * Interpreters for parent engagement events * Childcare for parent engagement events | * Gifts or items that appear to be gifts * Souvenirs and memorabilia or promotional items * Cash awards * Gift cards * Door prizes   You cannot charge for any parent engagement events! |
| Homeless Students | * Items of clothing, especially those necessary to meet a school's dress code * Clothing and shoes necessary for participation in physical education classes | * Rent or temporary lodgings * Class ring * Cost of drivers’ test fees * Extra-curricular activity fees |

Title I Allowable and Non-Allowable Cost Reference Guide Examples

|  |  |  |
| --- | --- | --- |
| CATEGORY OF ACTIVITY | ALLOWABLE | NON-ALLOWABLE |
| Homeless Students Cont. | * Student fees that are necessary to participate in the general education program * Personal school supplies such as backpacks and notebooks * The acquisition of birth certificates * Immunizations * Medical and dental services * Eyeglasses and hearing aids * Counseling services related to homeless issues that are impeding learning * Outreach services * Extended learning time (before and after school, Saturday, summer) * Tutoring services, especially in shelters or other locations where homeless students are residing * Parental Involvement * Fees for AP (for student’s ineligible for the waiver) and IB testing * Fees for SAT/ACT testing (for student’s ineligible for the waiver * GED testing |  |

Title I Allowable and Non-Allowable Cost Reference Guide Examples

|  |  |  |
| --- | --- | --- |
| Staff Salaries | * Hiring additional teachers to reduce class size * Hiring additional teachers to serve as reading/math interventionists * Substitute pay for these teachers when absent * Supplemental instructional, curriculum, and data coaches * Supplemental guidance counselors can be hired to provide supplemental guidance services * Supplemental paraprofessionals to support instruction | * Using Title I funds to pay for teacher, guidance counselor, or paraprofessional whose salary would normally be paid for with state or local funds |
| Instructional/Professional/ Support Staff | * Title I Teacher * Academic/Instructional Coaches * Tutoring * Social-Emotional Support Personnel * Family and Community Engagement Coordinator or Liaison * Instructional Assistants * Interpreters and/or Translators | * Entire salary unless the individual’s entire responsibility is Title I, Part A * Time and work in non-Title I schools or with non-Title I students * Principal or Assistant Principal salaries |
| Employer Provided Benefits | * Social security * Local Retirement system * Hospitalization insurance * Worker’s Compensation insurance | * Voluntary contribution accounts (ex. 401K) * If the provided benefits do not match the PSU’s policy for benefits system-wide * If a salary object code is not attached under the same site code |

Title I Allowable and Non-Allowable Cost Reference Guide Examples

|  |  |  |
| --- | --- | --- |
| CATEGORY OF ACTIVITY | ALLOWABLE | NON-ALLOWABLE |
| Professional Development | * Conferences including registration, room, food, travel * Consultants * Stipends and/or substitute pay for educators attending professional development activities * Professional development supplies and materials | * Professional development outside of education * Professional development for which the District is using General funds to pay costs for Non-Title I schools |
| Substitute Teachers | * Funds used to pay substitutes for Title I funded staff at the school level that is budgeted for in the school’s plan * Funds to pay substitutes to allow certified teachers in Title I schools to attend professional development as provided for in the school plan | * Using Title I funds to pay for substitute teachers not provided for in the approved school plan * Using Title I funds to pay for substitute teachers instead of using other funds given to the schools to pay for substitutes (Title I funds should be supplemental) |
| Technology | * Computer hardware to support student instruction, such as laptops, Smart boards, mobile computer laptops * Computer software to support student instruction * Technology supplies such as flash drives, paper, ink | * Hardware or software for which the district is using state or local funds to pay for in non-Title I schools * Technology that is not tied to an allowable activity, program or intervention |

Title I Allowable and Non-Allowable Cost Reference Guide Examples

|  |  |  |
| --- | --- | --- |
| CATEGORY OF ACTIVITY | ALLOWABLE | NON-ALLOWABLE |
| Instruction | * Funds used to increase the participation of low –achieving students in advance coursework * Summer school classes for low-achieving students * Before, after, and/or Saturday school tutoring * Development and use of formative and interim assessments to tract progress of low-achieving students | * Instructional costs for which the District is using General funds to pay costs for non-Title I schools * Field trips which have no clear ties to classroom instruction |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Title I Funding** | | | | | | | | | | | | | | | | |
|  | Instructional Supplies & Materials | Contracted Services | Services | Smartboards | Instructional Software | Capitalized Computer-  Non Equipment | Parent Involvement | Teachers | Assistants | Tutors (After school/During) | Substitute Pay | Professional Development | Bus Driver Salary | Transportation |
| Fund 050 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Purchasing Guidelines & Reimbursements**



### Title I Purchasing Guidelines

In accordance to the ESEA Waiver formerly known as NCLB Act of 2001 (sec. 101), Title I funds are provided to improve the academic achievement of disadvantaged students.

**A. Prior Approvals/Purchase Orders**

* Your bookkeeper should be included on every purchase that is made with Federal Funds!
* All prior approvals and purchase orders for Title I funds (050) must come **FIRST** to the Federal Programs Office.
* A Request to Use Federal Funds Form must accompany all PO’s. (Your PO will be returned to you if this is not included.)
* **Please note, if you spend funds without prior approval you will not be reimbursed!!**
* Purchase Orders or any other forms being submitted to Federal Program with whiteout WILL NOT be accepted.
* When filling out a purchase order or forms, please use blue or black ink.
* If a purchase order needs to be processed faster, please hand deliver the purchase order to the Federal Programs Office.
* The courier runs at Moye on Tuesday and Thursday afternoons only!
* Purchase Orders should include the following information:
  + Name and address of school, or business to which payment is due. (Please note that if you do not include the vendor’s address, the PO will be returned to you. The ONLY exception is if your vendor is Amazon.)
  + Name, address, and phone number for your school (this must be filled it or the PO will be returned to you) – fax number is not necessary.
  + Budget Code (Fund.Purpose.Program.Object.Location.User1)
    - Fund Code: Federal is always 3
    - For most of your purchases the purpose code will be 5330, unless it is afterschool or summer and they are 5350 (if you are unsure of the purpose code, please ask)
    - Program Code: Title I is always 050
    - Object Code: Can be found on your budget allocation worksheet or on DPI chart of accounts
    - User Code 1: For your school this is always 001
    - Sample Budget Code: (Paper): 3.5330.050.411.xxx.001
  + Principal signature on PO (It will be returned if not signed by the principal)
  + Applicable quotes attached (All purchases must have 2 quotes, purchases above $10,000 must have 3 quotes) – The quote you have selected MUST be signed by the Principal.
  + All quotes must be current (usually within the last 30 days)
  + If an item is Sole Source, you must complete and send in the Sole Source Affirmation with your Purchase Order. (Please note that sole source means that an item cannot be purchased from any other vendor.)
  + Please do not use staples! Paper clip your quotes and your request to Use Federal Funds Form to your Purchase Orders.

\*All purchases must come through the Federal Programs Office. Do NOT purchase items with your school funds and expect to be reimbursed.\*

**B. Request to Use Federal Funds Form Reminders**

* Must be submitted prior to submitting your purchase order. (They can be emailed to Mrs. Whitaker ([washins@pitt.k12.nc.us](mailto:washins@pitt.k12.nc.us)) or myself.). Forms will be emailed back to you and should be attached to your PO when submitted.
* All sections need to filled out completely. You must explain how all purchases are related to your needs assessment and/or prioritized plan.
  + Always remember that the purpose of Title I is to support low-achieving students, especially those in high-poverty schools. It provides financial assistance to schools to help them improve educational opportunities for educationally deprived children. Funding should be used to address achievement gaps an ensure all children meet state standards in core academic subjects.
* You only need to complete the workshop section when you are requesting to attend PD. (This section does not need to be completed for Parent Engagement Events)
* You only need to complete the technology section when you are requesting technology.

C. Amazon Purchases

* When purchasing from Amazon, you must use the PCS Amazon account (not a personal account) and submit your cart. You will put a note in the comments that it is being paid for by Title I – you should list the budget code in the comments.
* Do not place Amazon orders with school funds and ask for reimbursement. All Title I Orders must be placed through the Federal Programs Office.
* Once you have submitted your cart, print a copy of your cart, attach it to a PO (with your 2nd quote and your request to use federal funds form) and send to the Federal Programs Office.
* If your cart expires before the PO reaches Summer Foster, you will receive an email and all you will have to do is click the link and it will add your entire order back to the cart. (If there are any items in your order that are not allowable, I will send you an email and I will let Summer know. These individual items can then be removed from your cart without you having to create an entirely new order and submit a new PO.)
* If your school places an Amazon order without following the correct procedure and purchases items that are not allowable under Title I guidelines, we will NOT reimburse your school for those items. It is imperative that you follow the procedures that have been established.

D. Other General Reminders

* Gift cards cannot be purchased with Federal funds.
* You cannot use federal funds to purchase door prizes.
* Make sure you keep the goldenrod copy before sending your PO to Federal Programs.
* Do Notput a vendor # on the PO – once obligated the computer assigns the vendor number.
* Be sure to sub-total the PO and fill in the appropriate box.
* Make sure the “Vendor” is whom we are to write the check.
* Please be sure your bookkeeper has a copy of what you send to our office.
* Do not wait until the last minute to submit purchase orders.
* You must include tax on **ALL** purchases.
* You must include the cost of shipping. If a company offers free shipping, please be sure you note that on the purchase order.
* Do NOT send your original receipts – things can and have gotten lost in the courier & you need a copy for your school audits.
* Do not send original checks – things can and have gotten lost in the courier & you need a copy for your school audits.
* Always make a copy of everything you send…just in case!

**E. Workshop Specific Reminders**

* All requests must be directly related to your needs assessment and prioritized plan
* If you have a group traveling by plane, you will need to complete the flight form with all required information when you submit the Estimates of Travel
* All requests must be necessary, reasonable, and allowable.
* Please remember that workshops are NOT mini-vacations that are taken at the expense of the Federal Government. The expectation is that when people attend a workshop that they come back to your school and provide turn-around training.

**Please plan in Advance!!!!**

**Purchase Order Submission Process**

Submit the purchase order and all required components to the Federal Programs Office.

The Federal Programs Director will review the Purchase order and all the information sent.

If the purchase order has all required information and has been approved, it will be sent to Dr. Roach for her approval.

If the purchase order is missing any of the required components or is not approved it will be returned to the school with a purple sheet.

The school will correct any errors and resubmit the purchase order to federal programs and the process will start over.

Dr. Roach will review the PO. If not approved it will be sent back to Federal Programs and then back to the school with a reason for denial.

Dr. Roach will review the PO. If approved it will be sent to finance.

The Finance Department enters the information into AS400 and assigns a PO number. The pink and blue copies are sent back to the school.

Once the items are received at the school, the bookkeeper will complete the information at the bottom of the pink/blue copies of the PO (invoice date, invoice number, and amount). Sign the “received by” line and attach a copy of the invoice to the pink copy. You will send the pink copy (with the invoice- should be signed by the principal) to Summer Foster at the Central Office. (This does NOT come back to the Federal Programs Office) You will keep the blue copy and a copy of the invoice for your records. (Be sure your Title I contact has a copy of this information.)

Please note that this can be a lengthy process, especially if either myself or Dr. Roach is out of the office. You need to ensure that you are planning ahead!! Do not wait until a week before you need items to order them!

### Reimbursements

### A. Workshop Reimbursement

* All expense reimbursement forms must be completed electronically.
* We no longer require receipts for meal reimbursement. On the reimbursement form, you will list the per diem amount from the chart below. (Please note that if an employee chooses to spend over the per diem amount, they will only be reimbursed the amount listed below.)
* Current rates are as follows:

|  |  |  |
| --- | --- | --- |
| Meal | In-State Maximum | Out of State Maximum |
| Breakfast | $10.60 | $10.60 |
| Lunch | $14.00 | $14.0 |
| Dinner | $24.40 | $27.70 |

* All reimbursement requests must be submitted with **14 days** of your return from the trip.
* The current mileage reimbursement rate is $0.70 per mile
* When requesting a reimbursement, you must include all of the following:
  + Copy of your Estimate of Travel Form (You should include the signed copy that was returned to your school from the Central Office)
  + The most recent Employee Reimbursement Form (Located on the Finance section of the PCS Website)
  + Itemized and signed receipts – Only needed for parking, hotels, luggage fee, etc. (Do not need receipts for meals)
  + Copy of the Official Conference Agenda
  + Copy of Mapquest, Google Maps, etc. (if requesting mileage)
  + Copy of signed Hotel Bill (if requesting reimbursement)

If your conference provides lunch, you cannot be reimbursed for the meal if you choose to eat something different for lunch.

\*\*Please tape your receipts to a sheet of paper (if not full sized). Always keep your original receipt and send a copy. Paperclip your materials together before submitting. Do NOT use staples.\*\*

**B. Parent Reimbursement Reminders**

* When submitting receipts for reimbursement please remember the following:
  + You cannot have any items on the receipt that are not directly related to the event you are requesting reimbursement for.
  + Receipts must be signed.
  + Whoever picks up the supplies/materials/food, etc. for the workshop needs to sign the receipt.
  + To be reimbursed for Title I Workshops, at least 5 parents (who are non- PCS employees) need to be in attendance and on the sign-in sheet (Use the Sign-In Sheet in the Forms section.)
  + The only non-food items that you should request reimbursement for are items that must be purchased in the store. (Ex: cups, napkins, plates) If you are purchasing non-food items online such as books, dice, playing cards, stem materials, etc. you must complete a purchase order in advance and use Federal Funds to buy the items! Do NOT use your school funds to purchase and then request a reimbursement.
* Reimbursement requests need to be submitted within the same month as the event, unless you are waiting for a credit card statement to arrive!

**C. Required Items for Parent Engagement Reimbursement**

* When requesting reimbursement for items for parent events, remember you must attach the following to your Purchase Order:
  + Copy of your signed Request to Use Federal Funds form
  + Copy of the parent invitation for your event (In all majority native languages at your school)
  + Copy of the agenda from your event
  + Sample of educational material provided to parents (This can be a copy of a presentation, sample of a game, reading passage, tips for studying at home, sample of practice activities, etc.)
  + Copy of the check where someone was reimbursed or where the business/credit card was paid
  + Copy of signed receipts
  + Copy of parent sign-in sheet (please tally the number of attendees)
  + Purchase order made out to your school, signed by the principal, and sign the “received by” line on the purchase order and date it
  + Reimbursement is $4.50 per person for any food items
  + Be sure that on your PO, you have a subtotal for food (459) and a subtotal for supplies (411)
  + If you have purchased from more than one place for the same event (Ex: Walmart, Sam’s Club, and Pizza Hut) they can all go on the same reimbursement request.

**Do not send original receipts or checks to our office. These should stay on file at your school. A copy should be sent to u**



**Workshop/Conference Reimbursement Checklist** 

Please use the following checklist as a guide **prior** to submitting paperwork for reimbursement.

**To Be Submitted Prior to the Workshop/Conference**

* Request to Use Federal Funds form for the Conference or Workshop **–** *Please submit this first and get approval BEFORE doing any of the following! Once you have approval THEN:*
* Estimate of Travel for each person – This must be completed for EACH person that is attending the workshop or conference. You must fill it out completely! Please be sure to include costs for substitutes! It is your responsibility to check to see if there will be parking fees at a hotel or airport. If you do not include something on the Estimate of Travel it is NOT going to be reimbursed. *(If you are using multiple funding sources, ALL items should still be listed on 1 estimate of travel form. Just indicate which items are being covered by which funding source.)*
* Purchase Order for Registration (Must be signed by the Principal)
  + If a Conference Requests a PO #, you will need to print a copy of your cart and attach to the PO, then once you receive the pink & blue copies back you can complete your registration. (Only Summer Foster can assign a PO number and she cannot do that until she has the PO with all required signatures.)
  + If the conference will let you register with a PO, without a PO #, then print the invoice and attach it to your PO. Please sign the “received by” line on the PO so Summer Foster can send a check for your Registration. Please be sure you sign the invoice.
* Purchase Order for Hotel if applicable (Must be signed by the Principal)
  + If at all possible go ahead and reserve your rooms. Print the hotel confirmations, sign them, and attach to a purchase order. Sign the “received by” line and date so Summer Foster can send a check for your rooms.
  + If you are not able to book your rooms, you will need to complete a Request to Use Credit Card Form. You will Need to Send this, along with your PO. (Please go ahead and sign the “received by” line so that once we book your rooms, we can go ahead and have Summer Foster send the check to the hotel.)
* Request to Use Credit Card (if you need Airfare) – Must be signed by the Principal
  + Print out the cart for the flight you would like to take (we will do our best to get your preferred flight – please remember – *necessary, reasonable, and allowable*)
  + Complete the Flight Information Spreadsheet (See Forms)

**\*Upon Return\***

* Complete your Expense Reimbursement Form electronically (the most current form is always available on the Finance page on the PCS website) – We will NOT accept handwritten forms.
* Use the per diem amount listed on the form for meals
* Attach the following to your Expense Reimbursement Form:
  + The Signed/Approved Copy of your Estimate of Travel
  + Copy of your Conference Agenda
  + If Requesting Mileage – A printout from Mapquest, Google Maps, or some other type of driving directions showing mileage. (We do not need the images, only the directions)
  + If Requesting Parking – A signed copy of your Parking Receipt
  + If Requesting Rideshare – A signed copy of your Rideshare Receipt (Please note we cannot reimburse Tips)
* If for any reason, you have to pay for hotel or airfare you will need a signed copy of the receipt.

REMINDERS:

* If your receipt is not a full-size sheet of paper, please tape the receipt to a full-size sheet of paper.
* Please paperclip all documents together – do NOT use staples.
* If a meal is provided as part of your conference fee, we will not reimburse that meal
* We will only reimburse up to the per diem, if you spend more than the per diem amount that is at your expense.

\*\*To be reimbursed for breakfast, you must leave home before 6:00 am

\*\*To be reimbursed for dinner you must arrive home after 8:00 pm

**ALL REIMBURSEMENTS MUST BE SUBMITTED WITHIN 14 DAYS FROM THE RETURN DATE OF YOUR WORKSHOP OR PD!**

**Substitutes**

**and**

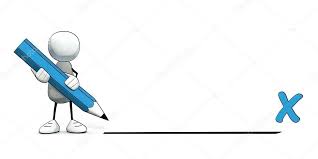
**Leave Forms**



**Substitutes & Leave Form Guidelines**

* If you are using Federal Funds to pay for a substitute, you must complete a Request to Use Federal Funds form and attach it to the leave form(s).
* Leave forms should be submitted 5-7 days prior to the absence.
* If a leave form does not support the goals in your plan and is denied, you will be responsible for paying for the substitute.
* Leave forms that are submitted AFTER the date of the absence will not be paid for by Title I. You MUST submit all leave forms in ADVANCE.
* All leave forms should be coded with the appropriate budget code. It will normally be 3.5330.050.313.xxx.00100 (the xxx is your school code)
* All leave forms must be signed by the principal.
* If a Teacher who is paid with Title I funds is out on sick leave, a copy of his/her leave form, MUST be sent to the Federal Programs Office!
* Federal Programs will not reimburse schools for substitutes if you do not follow the correct procedures nor will we approve leave forms for professional development AFTER the date of the event has occurred.
  + We need to be sure we are being Proactive and Planning in advance.

**Contracts, Notice to Pay and Timesheets**



Title I Contracts

* Contracts are due to the Federal Programs office by the 5th of each month. Contracts received late may cause a delay in payment.

FYI: Please make sure before the employee starts working in your building the proper paperwork has been completed and HR has cleared them to work in your building. If you allow a person to begin working before they are approved by HR, then I cannot pay them with Federal Funds!

* Please complete a contract in Applitrack for Non-Employees or PCS Employees who are being contracted for additional duties.
* Contracted employees will need to maintain an electronic timesheet to document all hours worked.
* Contracts are to be signed by the principal or other designee (must be actual signature; stamped or copied signatures are not acceptable).
  + Please note that “other designee” may be an Assistant Principal if the Principal is out or if an AP is running and after school program. These are the only two people that may sign Title I Timesheets and Notice to Pay Agreements.
* Contracts are to be signed and dated prior to the first day of contracted service.
* Contracts need to include the following information:
  + Dates of service (may span a period of time (ex: Sept. 2025 – May 2026)
  + Title of job/duty (ex: Math and Reading Remediation Teacher)
  + Name of School where being employed
  + Rate of Pay (Certified $25 – maximum, Classified $15 – maximum) – if this changes I will let you know and update in this handbook.
  + Hours per day, days per week, or maximum number of hours/days per week. (ex: up to 20 hours per week or 3 days per week not to exceed 15 hours per week)
  + Contract MUST state they will follow the PCS Student Calendar
  + Contract must include that employee will take a 30 minute lunch break if they work more than 4 hours per day
  + Contract must contain a “may not exceed over the course of the contract” amount.
  + Please note that employees may NOT work outside of their contracted hours and cannot exceed their number of contracted days/hours per week.
  + Sample contracts are located on page 60.
* Object code 311-must have a valid, written contract to use this code for “Outside Contractors.” Object code 311 is for non-PCS employees/companies.

* When contracting an outside consultant, please use the Non-Employee Contract and include the original agreement.
* If contracts are returned due to errors or missing information, please resubmit in Applitrack with the necessary information. Check for signatures and budget codes

**Contract Reminders**

* Complete paperwork at least 2 weeks prior to the date you want the employee to work.
* All timesheets are electronic; paper time sheets are no longer accepted. Be sure you are using the one that calculates your Rate of Pay.

* There should be a written plan as to how students are selected for remediation and should involve the use of data! A data spreadsheet must be maintained as well as an attendance spreadsheet. – This will be used to determine Return on Investment!
* Contracted employees CAN NOT come back or stay over to make up time; employee needs to adhere to the original contract.
* If you extended the employees hours, you MUST complete a REVISED contract. Please write “Revised Contract” on the updated contract
* When an employee is contracted for remediation, the employee **ONLY** works on student days and when they are with students!
* You cannot contract remediation teachers for planning time.
* If you complete a contract for someone and then they change their mind or no longer want the position, please notify Federal Programs and HR that the person has decided they will no longer be working/fulfilling their contract. You should ALWAYS include the employee on this email.

**Sample Contracts**

During School Remediation

Sally Sue will serve as a Math Remediation Teacher for Happy School from September 11, 2025 - May 31, 2026.  She will work from 8:15 am - 2:15 pm Monday – Friday: not to exceed 27.5 hours per week. She will take a 30-minute lunch break each day that she works four or more hours. She will follow the Happy School Student Calendar. Sally Sue will be paid $25 per hour, not to exceed $22,000 over the course of the contract period. Budget Code 3.5330.050.143.xxx.001

After School Remediation

Johnny Apple will provide after school math tutoring at Merry Middle from 3:30 - 4:30 Tuesday-Thursday at a rate of $25 per hour.  Tutoring will begin on Oct. 1, 2023 and end on May 30, 2024. He will not exceed 3 hours per week or $2,400 over the course of the contract period. He will follow the Merry Middle Student Calendar. Attendance records will be kept to document student participation in tutoring. Budget Code 3.5350.050.198.xxx.001

**After School Tutoring/Timesheet Reminders**

* A certified staff member cannot be paid to tutor after school until after the end of their “regular” workday.
* A classified staff member cannot be paid to tutor after school until after the end of their “regular” workday. Since they are hourly employees, you must attach a copy of their “regular” timesheet. Their afterschool time must begin at least 1 minute after their “regular” time ends.
  + Ex: Regular day ends at 2:32 – after school pay cannot start until 2:33
* You must maintain attendance records for students participating in after school tutoring.
* You must also develop a plan for selecting students to participate in after school tutoring and track their data on the Remediation Data Sheet.
* We do not pay teachers to stay after school to “plan” for tutoring.
* Teachers may only work when they are working directly with students; they cannot work on days that students are not being served.

Notice to Pay Checklist

* Copy of timesheet signed by employee and supervisor (electronic signatures are not acceptable)
* Copy of contract
* If employee works in another hourly position, you must also upload a copy of their “regular job” timesheet.
* Timesheets must have the budget code written on them.
* You must complete all sections of the Notice to Pay Form before you submit (including employee ID or SSN)
* Timesheets can only be submitted for one month at a time. (You cannot submit time from 2 different months on the same timesheet or notice to pay agreement)
* Notice to Pay Agreements should be submitted by the 5th of each month, but no later than the 10th of the month.
* If you have multiple contracted employees, please ensure that you have some method of tracking/documenting that you have submitted Notice to Pay agreements.

Finance Codes & Budgeting Information



**Budgeting Codes**

**Fund.Purpose.Program.Object.Location.User**

**Fund Codes**

1 – State Public School Fund

2 – Local Current Expense Fund

**3 – Federal Grant Fund**

4 – Capital Outlay Fund

5 – Multiple Enterprise Fund

6 – Trust and Agency Funds

7 – Reserved for LEA or Charter Use

8 – Other Specific Revenue Fund

9 – Capital Assets

\*\*\*All Title I Funds are Fund Code #3\*\*\*

**Purpose Codes**

- 5000 Instructional Services

* 5330 – Remedial & Supplemental Services
* 5350 – After school & Summer

- 6000 System-Wide Support Services

* 6550 - Transportation

- 7000 Ancillary Services

- 8000 Non-Programmed Charges

- 9000 Capital Outlay

\*\*\* Most Title I Funds are used in the 5000 purpose code\*\*\*

**Program Codes**

Title I is 050

**Object Codes**

Are the result of a specific expenditure, directly part or related to the purpose and the next set of digits after the purpose code. There are seven major object categories in the chart of accounts:

- 100 Salaries

- 200 Employer Provided Benefits

- 300 Purchased Services

- 400 Supplies and Materials

- 500 Capital Outlay

- 600 Reserved for Future Use

- 700 Transfers

The most common object codes that you will use in Title I are:

* 121 – Teacher
* 142 – Teacher Assistant
* 143 – Tutor within the School Day (This is their primary job)
* 144 - Interpreter
* 171 – Driver
* 191 – Curriculum Development Pay (Outside of regular school hours)
* 192 – Additional Responsibility Stipend
* 198 – Tutorial Pay (Outside of regular school hours)
* 311 – Contracted Services (Outside Consultant –ex. Don Martlett)
* 312 – Workshop (Professional Development)
* 313 – Contracted Services (Substitutes)
* 333 – Field Trips
* 411 – Supplies and Materials (Technology CANNOT be purchased from this)
* 418 – Computer Supplies and Software
* 459 – Other Food Purchases (Parent Engagement ONLY)
* 461 – Non-Capitalized Furniture & Equipment (ex: Projectors, smart panels, document cameras, etc. – This is used when each individual item is less than $5,000.
* 462 – Non-Capitalized Computer Equipment – This code is used when each individual item is less than $5,000.
* 541 – Capitalized Equipment – This code is used when each individual item is more than $5,000.
* 542 – Capitalized Computer Equipment – This code is used when each individual item is more than $5,00.

**Finance Reminders**

* If sending an invoice for direct payment, that is, for reimbursement, hotel, registrations, etc., be sure to sign and date the PO at “Received By”. The PO will be returned to you if not signed and dated.
* Please keep in mind that the Federal Bookkeeper has to request the money from the state which takes at least 5 business days.
  + Finance requests Federal cash on Monday for PO’s for the previous week.
  + Cash can ONLY be requested on Mondays. If a PO is not received until Monday, it will be the next week before cash can be requested.
* When sending invoices, reimbursements, bills, or anything to be paid from Title 1, please be aware that it will not be paid until the money to cover the expenditure can be deposited into the State Treasury Bank Account. When money is deposited, it must be spent within 3 days. There can be no excess money in the Federal account after 3 days. Whenthe bills are received, the money will be requested and the checks will not be written until the money is deposited. So, remember this when sending in workshop registrations and hotel reservations.
* We are NOT allowed to just “keep” Federal money in our local account. To ensure that everything is paid, you should submit all workshop, travel, and hotel requests at least 60 days in advance just in case there is a problem.
* Also, just as a reminder, we do have credit limits on our district credit cards!
* All Requests to Use Credit Cards MUST be sent to the Federal Programs Office first, when you are trying to use Federal Funds.
* If you are unsure as to what budget code to use, please ask.

**Parent & Family Engagement**



**Parent & Family Engagement Activities**

**ESSA describes the parents’ right to be involved in Title I and requires that, “…programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.”**

1. Federal law mandates that Title I Schools include parents in the school improvement process and on the school improvement team.
2. State guidelines recommend that at least two non-Pitt County School employees serve as parent representatives on the School Improvement Team.

**Each summer, the school will:**

1. Submit a copy of the revised **Parent Policy** and **School Title I Brochure**. Incorporate parent recommendations and annual evaluation results.
2. Each school must designate a School Contact (staff member) to serve as liaison between the school and the Federal Programs Office
3. Each school must designate at least one parent representative to serve on the District Parent Involvement Policy and LEA Improvement Plan subcommittees.
4. Parents are asked to annually evaluate the parental involvement program at each school.

**Parent Engagement Allocation:**

School systems must reserve at least one percent of their Title I allocation for parental engagement activities, with 95% of the reserved funds passed to Title I schools. As a result, each school receives a parent engagement allocation based on the number of students in poverty. These funds are to be used to support parent engagement related activities with a purpose of improving student achievement as described in your prioritized plan.

1. Parents must be involved in planning and budget development processes.
2. Funds not used in the allocated year, will be added to the parent involvement allocation for the following year, from the regular school allocation.

\*Funds may be budgeted to cover expenses of parents participating in workshops

promoting parental engagement. Remember that food costs may not exceed $4.50 per person.

**Parent and Family Engagement Policy**

Parent and family engagement (PFE) can substantially impact student success and academic achievement when implemented with highly impactful plans tied to comprehensive school improvement efforts. Building capacity and engaging parents and families as partners in their children's education are cornerstones of the Every Student Succeeds Act (ESSA). When parents are provided opportunities to be engaged partners at home and school, children benefit and are more likely to experience success.

The information in this section has been modified and abbreviated from the Elementary and Secondary Education Act of 1965 [As Amended Through P.L. 115–224, Enacted July 31, 2018], specifically, 1116(a-h) Parent Family and Engagement (PFE) Policy and the Parents Right-To-Know 1112(e)(1-4). The PFE policy includes intentional efforts by the schools to “build capacity for involvement,” ensuring the effective engagement of parents and family members– resulting in a partnership among the school, parents, and the community to improve student academic achievement. This section also includes convening an annual Title I meeting, and the School-Parent Compact as part of the PFE Policy. Public School Units (PSUs) should refer to the entire regulation for comprehensive guidance and additional information.

Each public school unit (PSU) that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy. The policy shall be incorporated into the PSU’s plan developed under ESSA Section 1112, establishing expectations and objectives for meaningful PFE while describing PSU activities.

Each School-level PFE Policy must adhere to the following:

* Shall be developed jointly with, agreed upon with, and distributed to parents and family members of the Title I school.
* The school-level PFE Policy shall describe the means for carrying out the requirements of subsections 1116 (c) through 1116 (f).
* The school-level PFE Policy shall be made available to the local community, updated periodically, and provided in an understandable format and language.
* May amend an existing school or LEA PFE policy that applies to all parents and families.
* Submit parent comments on the LEA Title I pan if the plan needs to be more satisfactory to parents of the Title I school. The LEA must submit such comments when the LEA plan is submitted to the state.

**Annual Title I Meeting**

Each school that receives Title I, part A funds is required to hold an Annual Title I Meeting based on the following criteria:

* Convene an annual meeting at a convenient time (offer a flexible number of meetings) to which all parents and family members shall be invited and encouraged to attend.
  + At the meeting, inform parents and family members about the purpose of Title I and fund-related requirements and their right to involvement.
  + The school may provide transportation, childcare, or home visits as such services relate to parental involvement.
* Involve parents in planning and reviewing PFE activities, the policy, and developing Title I schoolwide plan.
* Provide the following information to parents and family members:
* description and explanation of the curriculum in use at the school,
* the different forms of academic assessment used to measure student progress,
* information and achievement levels of the challenging state academic standards, and,
* if parents request, provide opportunities for regular meetings to formulate suggestions and decisions relating to their children’s education, and respond to any such suggestions as soon as practicably possible.

**School-Parent Compact**

As a component of the school-level parent and family engagement policy developed under ESSA Section 1116(b), each school served under Title I shall jointly develop with parents a school-parent compact. The compact outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards.

The following shall be followed in regards to the creation of the school-parent compact (PCS will use the Title I School Brochure to meet this Requirement):

* As part of the shared responsibilities for high student academic achievement and a component of the school-level PFE policy, Title I schools shall jointly develop with parents and family members for all children a School-Parent Compact that outlines how these stakeholders, the entire school staff, and students will share the responsibility for improved student academic achievement, building and developing a partnership to help children achieve the State’s high standards**.**
* The school’s responsibility includes providing a high-quality curriculum and instruction in a supportive and effective learning environment for children to meet State standards.
* The shared responsibilities of the school, parents, and family members include parents and family members volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
* The shared responsibilities of the school, parents, and family members address the importance of communication between teachers, parents, and family members on an ongoing basis through, at a minimum—
  + The school shall facilitate parent-teacher conferences, at least annually, in elementary schools, during which the compact must be discussed.
  + The school shall provide frequent reports to parents on their children’s progress.
  + The school shall facilitate reasonable parent and family member access to staff and opportunities to participate or observe in their child’s class.
  + The school shall ensure regular two-way, meaningful communication between family members and staff in a language that family members can understand.

**\*The School Title I Brochure will serve as the School-Parent Compact.**

**Building Capacity for Involvement**

Title I Schools will ensure the effective involvement of parents and family members. They will support a partnership among the school involved, parents, family members, and the community to improve student academic achievement. Each school and LEA shall:

* assist parents and family members in understanding academic standards, state

and local assessments, requirements of Title I, and how to monitor a child's

progress and work with educators,

* provide training and material to parents to help them work with their children to improve their academic achievement, such as literacy training and using

technology,

* train and educate teachers, other teaching personnel, principals, and school

leaders, with the assistance of parents as partners in effective PFE practices, and

* coordinate PFE strategies with other programs to the extent feasible and

appropriate while ensuring information related to school and parent programs, meetings, and other activities, is in an understandable format and language.

Each school and LEA may:

* involve parents in the development of training for teachers, principals, and other educators,
* provide literacy training to parents and family members using Title I funds if the LEA has exhausted all other funding,
* pay reasonable expenses for transportation and childcare to increase participation,
* may train parents and family members to enhance the involvement of other

parents and family members,

* arrange school meetings at a variety of times or conduct in-home conferences,
* adopt and implement model approaches to improve PFE and increase

involvement,

* establish an LEA-wide parent advisory council to advise on all matters related to PFE and involvement,
* develop roles for community-based organizations and businesses in PFE activities, and,
* provide other reasonable support for PFE and involvement activities, as requested.

**Accessibility**

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

**Parents Right-To-Know**

At the beginning of each school year, and not later than 30 days after the beginning of the school year per 1112(e)(3), each public school unit (PSU) receiving such funds shall inform the parents and family members that the parents and family members may request information specific to the content in1112(e)(1-4), and the PSU will provide a response in a timely manner. The PSU shall inform and provide updates, interpretations, and responses to inquiries specific to the content in1112(a)(1-4), including, at a minimum, the following:

**QUALIFICATIONS AND LICENSING CRITERIA OF TEACHERS**:  
Information regarding the professional qualifications of the classroom teachers, *specifically, whether the student’s teacher*–

* has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
* is teaching under emergency or another provisional status through which State qualification or licensing criteria have been waived (note, residency status meets the requirement in NC); and
* is teaching in the field of discipline of the teacher’s certification;
* whether the child is provided services by paraprofessionals and, if so, their qualifications.

Also, in 1112(e)(1), each parent and family member shall be informed and provided with the following:

* information on the level of achievement and academic growth of the student on each of the State academic assessments required under this part; and
* timely notice if their child has been assigned or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

**TESTING TRANSPARENCY**

Shall include information regarding any State or local educational agency policy regarding student participation in any assessments mandated by section 1111(b)(2) and by the State or local educational agency, which shall include a policy, procedure, or parental right to opt the child out of such assessment, where applicable. In addition, each PSU shall make widely available through public means (including by posting in a clear and easily accessible manner on the local educational agency’s website and, where practicable, on the website of each school served by the local educational agency) for each grade served by the local educational agency, information on each assessment required by the State to comply with section 1111, other assessments required by the State, and where such information is available and feasible to report, assessments required districtwide by the local educational agency, including—

* the subject matter assessed;
* the purpose for which the assessment is designed and used;
* the source of the requirement for the assessment; and
* where such information is available—
  + the amount of time students will spend taking the assessment and the schedule for the assessment; and
  + the time and format for disseminating results.

**LANGUAGE INSTRUCTION: ENGLISH LEARNER IDENTIFICATION AND SERVICES**

* the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program;
* the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement.
* the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
* how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
* how such a program will specifically help their child learn English and meet academic achievement standards for grade promotion and graduation;
* the specific exit requirements for the program, including the expected rate of transition into classrooms that are not tailored for English learners and the expected rate of graduation from high school; if funds under this part are used for children in high schools;
* in the case of a child with a disability, how such a program meets the objectives of the individualized education program of the child, as described in section 614(d) of the Individuals with Disabilities Education Act; and
* information pertaining to parental rights that include written guidance
  + detailing the right that parents have to have their child immediately removed from such program upon their request;
  + detailing the options that parents have to decline to enroll their child in such program or choose other programs/instruction, if available; and
  + assist parents and family members in selecting various programs and instruction methods (if more than 1 program or method is offered)

SPECIAL RULE APPLICABLE DURING THE SCHOOL YEAR

* For those children who have not been identified at the beginning of the school year but are identified as English learners during such school year, the PSU shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction program consistent with subparagraph (A).

PARENT and FAMILY MEMBER PARTICIPATION  
Each PSU shall implement an effective means of outreach to parents of English learners to inform the parents regarding how the parents can—

* be involved in the education of their children; and
* be active participants in assisting their children to—
* attain English proficiency;
* achieve at high levels within a well-rounded education; and
* meet challenging State academic standards expected of all students.

REGULAR MEETINGS  
Implementing an effective means of outreach to parents and family members shall include holding and sending notice of opportunities for regular meetings (for the purpose of formulating and responding to recommendations from parents of students assisted under this part or title III).

BASIS FOR ADMISSION OR EXCLUSION  
A student shall not be admitted to or excluded from any federally assisted education program based on a surname or language-minority status.

**NOTICE AND FORMAT –**

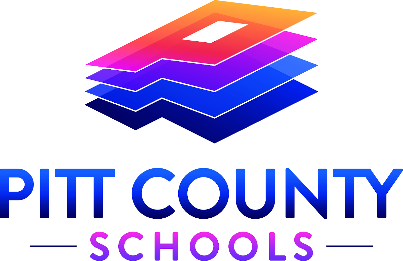
The notice and information provided to parents under this subsection shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.

**\*\* IF AT ANY POINT DURING THE SCHOOL YEAR, A CLASS IS TAUGHT FOR FOUR (4) OR MORE CONSECUTIVE WEEKS BY A TEACHER WHO DOES NOT MEET APPLICABLE STATE CERTIFICATION OR LICENSURE REQUIREMENTS PER DESIGNATED GRADE LEVEL/SUBJECT/CONTENT AREA; A LETTER MUST BE SENT HOME WITH EVERY STUDENT IN THAT CLASS AND POSTED ON THE WEBSITE NOTIFYING PARENTS OF THIS CHANGE.**

**A COPY OF THIS LETTER MUST BE UPLOADED INTO YOUR SCHOOL’S PCS DISTRICT DASHBOARD.**

**Forms & Sample Documents**





**Title I Prioritized Plan Template**

School Name School Year

1. Stakeholder Planning Team – ESEA Sec. 1114(b)(2)
   1. List the stakeholders who developed, and will help implement and evaluate, the school-wide Program.

|  |  |  |
| --- | --- | --- |
| **Stakeholder Title** | **Stakeholder Name** | **Stakeholder Signature** |
| Principal |  |  |
| Assistant Principal |  |  |
| Faculty Member |  |  |
| Faculty Member |  |  |
| Faculty Member |  |  |
| Faculty Member |  |  |
| Faculty Member |  |  |
| Parent, non-school employee |  |  |
| Paraprofessional |  |  |
|  |  |  |

1. Prioritize the school’s top needs as evidenced by the Comprehensive Needs Assessment & your school data:

|  |  |
| --- | --- |
| Priority 1: |  |
| Priority 2: |  |
| Priority 3: |  |

1. Identify at least one evidence-based strategy that will be implemented to address your 3 prioritized needs:

|  |  |
| --- | --- |
|  | Strategy/Strategies |
| Priority 1: |  |
| Priority 2: |  |
| Priority 3: |  |

1. Identify the funding sources that will be used to implement your 3 prioritized needs:

|  |  |  |  |
| --- | --- | --- | --- |
| Strategy | Funding Stream | Approximate Amt. | Additional Resources Needed |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |



**CSI/ATSI - Comprehensive Needs Assessment Resource/Fiscal Addendum Only**

**DIRECTIONS:** *Ensuring that an organization’s plan for federal designation (Comprehensive Support and Improvement - CSI / Additional Targeted Support and Improvement - ATSI) best serves the needs of children who are failing, or at risk of failing, to meet the State academic standards is required by the Public Schools of North Carolina as a part of the Comprehensive Continuous Improvement Plan. Each school must select one of the following options for completing the Needs Assessment:*

|  |  |
| --- | --- |
| ***School Name:*** |  |
| ***School District:*** |  |
| ***District Code (three digit):*** |  |
| ***School Year:*** | Choose an Option |
| ***What is your CSI school's federal designation?*** | Choose an Option: |
| ***What is your ATSI school's federal designation?*** | Choose an Option: |
| ***NCStar Guest Access Username:*** |  |
| ***NCStar Guest Access Password:*** |  |
| ***\*\*\*Resource Allocation for CSI/ATSI Schools\*\*\*:***  *Based on the data analysis and current needs listed above, how will the school plan to align and allocate resource(s) (money, time, human resources, instruction/training) within each school's instructional priorities?* | |

|  |  |  |  |
| --- | --- | --- | --- |
| **2025 - 26 Title 1 (050) Allocation Summary** | | | |
| *\*Calculations enter themselves based on your allocation worksheet\** | | | |
| **School:** | **Merry Middle** | | |
|  | **2025-26 Allocation** | | $198,000.00 |
|  | **2025-26 Parent Engagement Allocation** | | $4,675.09 |
|  |  |  |  |
|  | **Available Funds** | | **$202,675.09** |
|  |  |  |  |
|  | **Special Instructional 5330** | | **$164,221.11** |
|  |  | **Classroom Teacher** | $69,697.66 |
|  |  | **Interpreter or Translator** | $0.00 |
|  |  | **Classified Employee** | $0.00 |
|  |  | **Remediation Teacher** | $54,901.50 |
|  |  | **Additional Responsibility** | $0.00 |
|  |  | **Substitute Teachers** | $1,614.75 |
|  |  | **Contracted Services** | $7,500.00 |
|  |  | **Instructional Supplies** | $12,865.60 |
|  |  | **Non-Capitalized Computer Equipment** | $7,041.60 |
|  |  | **Non-Capitalized Instructional Equipment** | $0.00 |
|  |  | **Capitalized Equipment** | $0.00 |
|  |  | **Computer Software** | $4,800.00 |
|  |  | **Professional Development** | $5,800.00 |
|  | **After School & Saturday 5350** | | **$14,591.50** |
|  |  | **PCS Employee Tutorial Pay** | $14,591.50 |
|  |  | **PCS Employee Contract Pay** | $0.00 |
|  |  | **Instructional Supplies** | $0.00 |
|  |  | **Bus Transportation Drivers** | $0.00 |
|  |  | **Transportation Expense** | $0.00 |
|  | **Summer School 5350** | | **$19,101.60** |
|  |  | **PCS Employee Contract Pay** | $0.00 |
|  |  | **Additional Responsibility** | $19,101.60 |
|  |  | **Instructional Supplies** | $0.00 |
|  |  | **Transportation Expense** | $0.00 |
|  | **Parent Engagement 5880** | | **$4,760.88** |
|  |  | **Supplies Expense** | $1,760.88 |
|  |  | **Computer Software** | $0.00 |
|  |  | **Food Expense** | $3,000.00 |
|  | **Total Allocated Expenditures** | | **$202,675.09** |
|  | **Remaining Unallocated Funds** | | **$0.00** |

**MOVE MONEY FORM**

**Pitt County Schools Federal Funds**

**School Year \_\_\_\_\_\_**

Authorization to move current budget allocations

Please transfer from: Please transfer to:

Account Amount Account Amount

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ $\_\_\_\_\_\_\_\_\_\_\_

Total transfer from $\_\_\_\_\_\_\_\_\_\_ Total transfer to $\_\_\_\_\_\_\_\_\_\_\_

**Total “Transfer from” must equal Total “Transfer to”**

**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***

School \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Authorized By\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s Signature

Director\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*Consider this an automatic process unless you hear from the Central Office\***

**\*Move Money Forms may only be submitted in December and February\***

**PCS Request to Use Federal Funds Form**

School Name:  Request Date:

Explain the purpose and rationale behind this purchase request - how does this relate to your Prioritized Plan; how will it ensure all students (especially those most at risk of failing) meet challenging state academic standards, how will this supplement current instructional practices:

What school improvement goal does this purchase address?

What district strategic plan goal does this purchase address?

Brief description of items to be purchased:

Vendor:

Budget Code:

Estimated Cost of Request:

|  |
| --- |
| Staff Workshop Related:  Yes   No (If no, you do not complete this section)  Workshop Date: Registration Deadline:  Name of Workshop:  Names of Staff Members Attending:  \*Include a copy of the Estimate of Travel Expense Form\* |
| Technology Related: Yes   No (If no, you do not complete this section)  Quantity being purchased: Price per unit: |

Key Questions

1. Is it necessary?  Yes No
2. Is it reasonable?  Yes No
3. Is it allowable?  Yes  No

Principal Signature:       \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_              Date: \_\_\_\_\_\_\_\_\_\_\_\_

*May be electronic*

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

For Federal Programs Use:

\_\_\_\_\_ Approved \_\_\_\_\_ Not Approved

Federal Programs Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_

\*\*This form should be submitted and approved PRIOR to purchasing any items or booking any travel.\*\*

Each of the underlined sections MUST be completed!

**Sole Source Verification**

The items in the attached purchase order are only available from the vendor listed below.

Vendor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal’s Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**PURCHASE ORDER REVIEW**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**From: Dr. Shannon Cecil**

**Director of Federal Programs**

The attached Purchase Order is being returned to you due to the following:

\_\_\_\_\_\_Incorrect budget code

\_\_\_\_\_\_Missing Budget code

\_\_\_\_\_\_Missing Principal Signature

\_\_\_\_\_\_Missing Request to Use Federal Funds Form

\_\_\_\_\_\_Missing Required Documentation

\_\_\_\_\_\_No 2nd Quote for totals under $10,000 (or 3rd quote if over $10,000)

\_\_\_\_\_\_No Sole Source Verification Letter

\_\_\_\_\_\_Not approved by Director of Curriculum of Instruction

\_\_\_\_\_\_P.O. contains items that are non-allowable

\_\_\_\_\_\_ P.O. does not support school goals

\_\_\_\_\_\_ P.O. items/vendor are not on budget allocation worksheet or plan – Revise

worksheet & resubmit

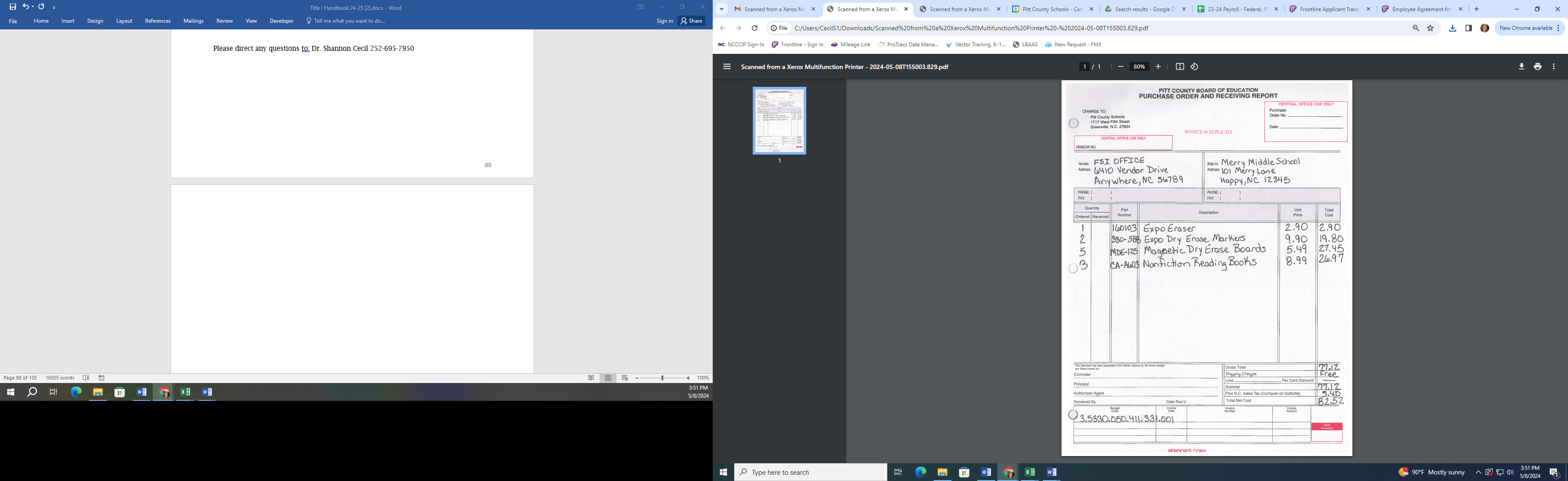
\_\_\_\_\_\_P.O. items/vendor are NOT in your allocation worksheet or plan – Revise

allocation worksheet or plan & resubmit

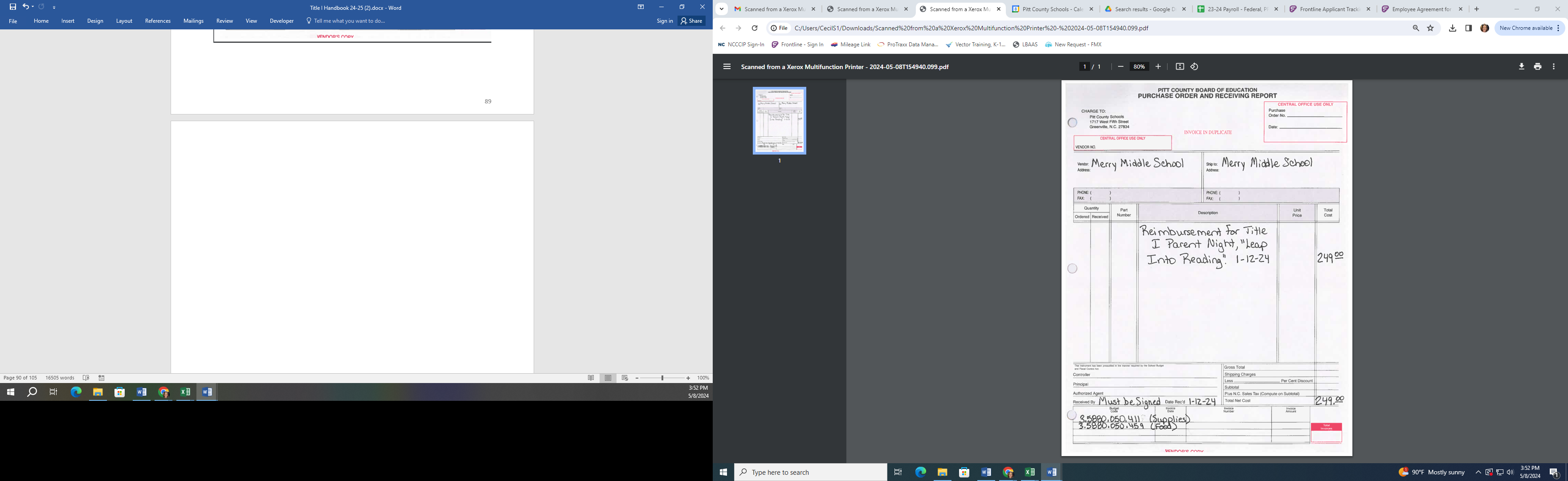
\_\_\_\_\_\_Quote not signed by Principal

\_\_\_\_\_\_ Other:

Please direct any questions to: Shanell Whitaker or Dr. Shannon Cecil



You may put “See Attached” and attach a printout of the items you are ordering. You do not have to write out all the items!!!



Must be signed by the Principal.

**Pitt County Schools**

**Estimate of Travel Expenditures Form**

**1. Employee Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2. Meeting:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3. Location:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4. Date of Travel:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5. Estimated Travel Expenditures:**

**Registration: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Meals (State Rate): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*Room (incl tax): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_** Nights at $\_\_\_\_\_\_\_\_\_\_per night

**Transportation/ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Mileage:**

**Air Fare:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Substitute Cost:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Other Expense:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Total:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Budget From Which Travel is to Be Paid:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*If room rate exceeds allowable state per diem rate, please explain in detail reason why.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6. *Travel Approval – This is a true and accurate estimate of expenses to be incurred in the service of Pitt County Board of Education.***

**Employee Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Authorizing Signature(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*Superintendent Sig. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*Superintendent Signature is required if:**

**1. Estimated Total Travel Expense if $1,000 or more.**

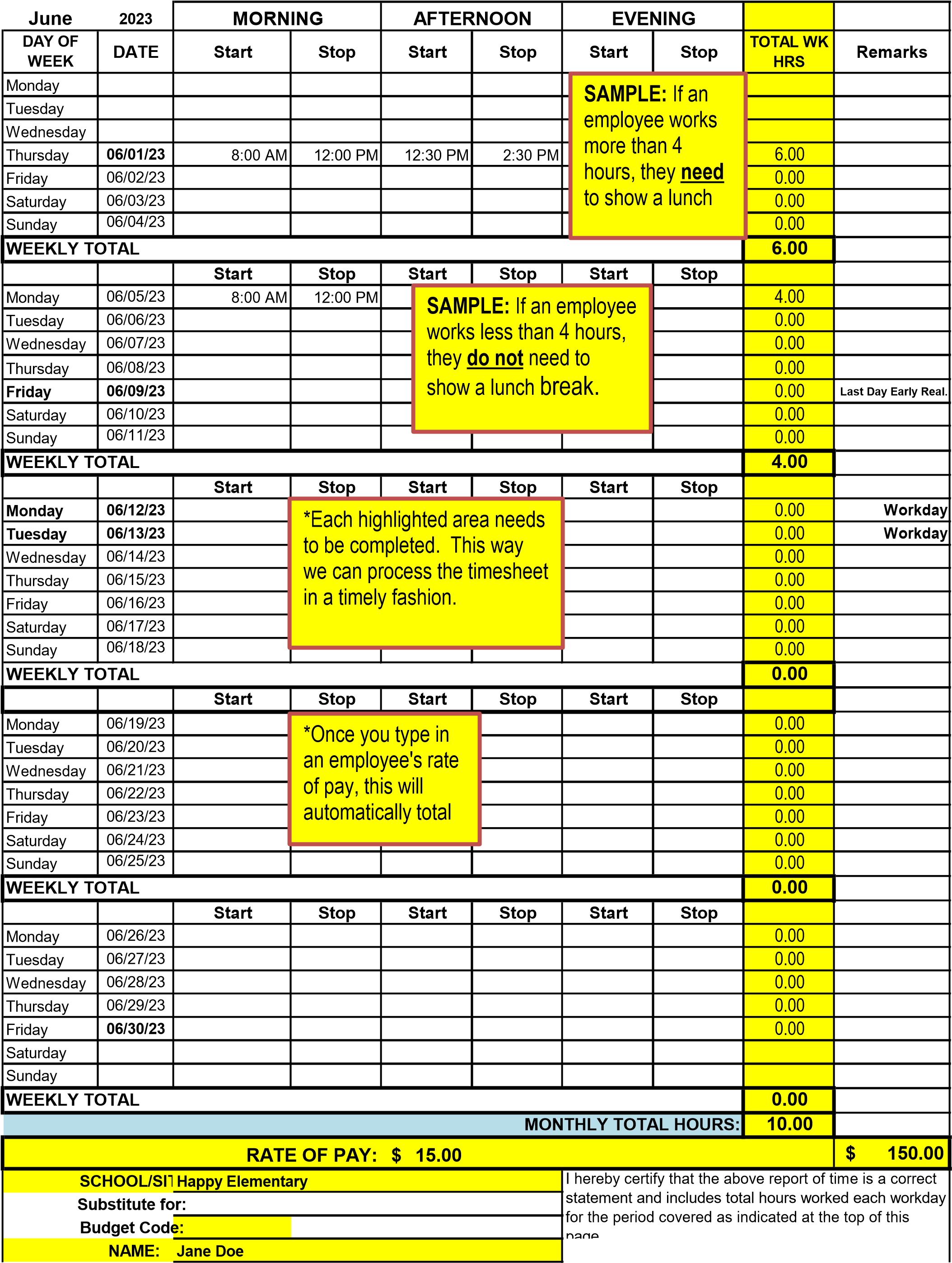
**2. Superintendent is the immediate supervisor of the employee requesting**

**out of county travel.**

**Airline Travel Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Name (As it appears on License) | Date of Birth  (Month/Day/Year) | Issuing State for Driver’s License | Phone # | Email Address |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| INSTRUCTIONS: Meals are reimbursed only at the per diem rate. Meal receipts are not required. Other reimbursable expenses should be supported by a receipt. A copy of the agenda is required for conferences, meetings, or similar events. Obtain all required signatures before submitting to finance. Keep a copy of this document and all suppporting documentation for your records. | | | | | | | | | | |
|
|  |  |  |  |  |  |  |  |  |  |  |
| Payee's Legal Name | |  | | | | | Position |  | | |
| Payee's Payroll ID# | |  | | Work Site |  | | | | | |
| Payee's Home Address | |  | | | | | | | | |
| Location of Event | |  | | | | | Event Dates |  | | |
| Event Name, Purpose, and Other Information | |  | | | | | | | | |
|
|  |  |  |  |  |  |  |  |  |  |  |
| **Date** | **Meals** | | | **Room** | **Transportation** | | | **Air Fare** | **Other Expenses** | **Total Each Day** |
|
|  | **Breakfast** | **Lunch** | **Dinner** | **Per Night** | **Personal Vehicle Miles** | **IRS Mileage Rate** | **Total Daily Mileage Due** | **Receipts Required** | **\* SEE BELOW** |
|
| **In State Per Diem** | **$ 10.60** | **$ 14.00** | **$24.40** | **$ 94.10** |
| **Out of State Per Diem** | **$ 10.60** | **$ 14.00** | **$ 27.70** | **$ 111.10** |
|  |  |  |  |  |  | 0.70 | $ - |  |  | $ - |
|  |  |  |  |  |  | 0.70 | $ - |  |  | $ - |
|  |  |  |  |  |  | 0.70 | $ - |  |  | $ - |
|  |  |  |  |  |  | 0.70 | $ - |  |  | $ - |
|  |  |  |  |  |  |  |  |  |  |  |
| \*Explanation of Other Expenses: | | |  |  |  |  |  |  |  |  |
|  | | | | | | | | | | |
| Payee's Signature | |  |  |  |  |  | **Total Reimbursement** | | | **$ -** |
| Supervisor's Signature | |  |  |  |  |  |  |  |  |  |
| Budget Manager's Signature | |  |  |  |  | Budget Code | |  | | |
| Superintendent's Signature | |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| THIS IS A TRUE AND ACCURATE STATEMENT OF EXPENSES INCURRED IN THE SERVICE OF THE PITT COUNTY BOARD OF EDUCATION. | | | | | | | | | | |
|  |  |  |  |  |  |  |  | *REVISED: 7.1.2025* | | |



|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **2025-2026 Staff Worksheet** | | | **School Name:** | |  |  |
|  |  |  |  |  |  |  |
|  | Name of Staff Member | Role \* | Employment Term (Regular Instructional Day, Afterschool, Summer) | % Employed or Contract Hours Per Week | % Paid by Title I | Tutor? Yes/No |
| 1 |  |  |  |  |  |  |
| 2 |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |
| 6 |  |  |  |  |  |  |
| 7 |  |  |  |  |  |  |
| 8 |  |  |  |  |  |  |
| 9 |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| \* If you select "Other" Please explain below | | |  |  |  |  |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2025 - 26 Service Model Worksheet** | | | | | | | | |  |  |  | **School Name** | | |  |  |  |
| **Service Model** |  | **Month You Plan To Start** | **Criteria Sheet Used** | **Regular Classroom Teacher Information** | | **Other Position Information** | | **Grades Served** | | | | | |  | **Middle School** | | |
|  | **Mark with and X** | | | | | |
| **Teacher's Name** | **Days per Week** | **Mins per Day** | **Days per Week** | **Mins per Day** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **Classroom Reduction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Classroom Reduction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Push In Class Reading** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Push In Class Math** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Push In Class Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pull Out Reading/Lit Groups** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pull Out Math** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pull Out Science** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Scheduled Elective Reading** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Scheduled Elective Math** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MTSS Interventions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IRP Interventions** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **After School Reading** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **After School Math** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Saturday School** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Summer School Reading** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Summer School Math** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Transition Classroom** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Semi-Annual Blanket Certification (Sample)**

**Pre-K Teachers**

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I hereby certify that the employees listed below, who are paid from Title 1 and other funds (Title 1, NCPK, and EC) spent their time & effort on Pre-K activities for the period of August 1, 20XX through December 31, 20XX.**

**Names of Staff Paid with Blended Funds Teacher**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Supervisor Signature Date**

**Upload Original Hand-Signed form into the PCS Data Dashboard.**

**\*\*Do Not Fax\***

**School-wide Schools (Sample)**

**Semi-Annual Blanket Certification**

**Federal PRC 050 Title 1**

**School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**I hereby certify that the employees listed below, who are paid from Title 1 funds, spent 100%\* of their time & effort on Title 1 School-wide activities for the period of August 1, 20XX through December 31, 20XX.**

\*Do NOT change or cross out 100%!

### Names of Staff Paid with Title 1 Funds Teacher or TA?

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Supervisor Signature Date**

**Upload an Original Signed Copy in your PCS Title I Data Dashboard.**

**\*\*Do Not Fax\*\***

|  |
| --- |
| **School Name: Year:** |

**NCLB Parental Family Engagement Policy Requirements**

**& School Parental Involvement Plan Worksheet**

|  |
| --- |
| **Section 1118 of the ESEA Waiver formally replacing No Child Left Behind Act (NCLB) requires the involvement of parents of participating children in the planning and implementation of District and School Title I projects. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.** |

* Each school must offer a minimum of 4 parent activities/meetings.

**\*Schools must have 5 or more parents (who are NOT PCS employees) attending in order to be reimbursed.**

* Using the descriptions below, create your school’s Parental Involvement Policy.
* Distribute the Parental Involvement Policy to all faculty and staff at the start of the year (Student/Staff Handbook);
* Distribute the Parental Involvement Policy to all parents at the start of the year;
* Distribute the Parental Involvement Policy to parents of newly enrolled students during the year; and
* Copies of your Parental Involvement Policy must be available in the front office and on your school website (flyers, brochure, etc).
* Parent Engagement Plan must include, in detail, how you will meet each policy requirement by completing the Parent Engagement Plan Matrix. (Attached)
* As documentation is collected and completed, add documentation to Title I website folders.
* Review Statement of Assurance with completed signatures for each school.

**A. List the names and roles (teachers, administrators, parents, etc.) of persons involved in developing your school’s Parental Involvement Policy (you may add more lines if needed). – A parent is a REQUIRED member of this team.**

|  |  |
| --- | --- |
| **Name** | **Role** |
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**B. Please complete the attached matrix about Parent Engagement at your school. Remember to include parents and staff**

**When completing this plan.**

**Parent Family Engagement Plan**

**School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*Section 1118C – Documentation may include invitations, meeting agendas, sign-in sheets, minutes, calendars, etc.**

**\*Each school jointly develop with, agree and distribute to parents, a written parental involvement policy must specify how the school address each of the following required components:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirements** | **Date(s)** | **Events/Activities** | **Documentation** |
| * Annual Meeting at a convenient time, to inform parents of their school participation in Title I and explain the requirements of the Title I program |  |  |  |
| * Explain how parents are involved in supporting Parent Involvement Policy and Comprehensive School Plans |  |  |  |
| * School’s responsibility to provide high-quality curriculum in a supportive and effective learning environment. How do you inform parents about the PCS School-Parent Compact |  |  |  |
| **Requirements** | **Date(s)** | **Events/Activities** | **Documentation** |
| * Communication between teacher and parents on an on-going basis about child’s achievement, progress reports or opportunities to volunteer. Explain your school process. |  |  |  |
| * Parent engagement training that support parents in helping their child at home   \* List parent workshops |  |  |  |
| * Information related to school and parent programs,   How does the school present information to parents in a language that they understand? Provide full opportunities for participation of parent with English proficiency and parents with disabilities |  |  |  |
| * **Parent Communication:**   Explain how the schools enhance the home-school relationship and keeping them informed about school activities. Educate teachers and other staff how to work with parents |  |  |  |

**Your School Name**

**Title I**

**Parent Family Engagement Policy**



Section 1118 of the ESSA Waiver formally replacing ESEA requires the involvement of parents of participating children in the planning and implementation of District and School Title I projects. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

**This meeting is to inform parent about their rights under the law and to provide them with information that will allow them to be fully active in their child’s education.**

**To involve parents in the policy process we will:**

* Encourage all parents to attend the (insert name of meeting where you discuss the Title I program), held at the beginning of the year, to learn about School’s Name participation in Title I, the requirements of the Title I program, and your rights as parents to be involved.
* Hold Title I Parent Involvement meetings at different times and on different days, and may provide transportation, child care, or home visits to accommodate the scheduling needs of our parents.
* Involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of School’s Name Title I programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the schoolwide program plan (if applicable).
* Provide parents with timely information about Title I programs, a description and explanation of the curriculum in use at School Name, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
* Upon request, provide parents with opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to suggestions as soon as possible.
* If School’s Name schoolwide program plan (if applicable) is not satisfactory to the parents, we are required to submit any parent comments on the plan to Pitt County Schools Federal Programs Office.

**To share responsibilities for high student academic achievement we will:**

* Develop with parents, a school-parent compact brochure that outlines how parents, school staff, and students will share responsibility for improved student academic achievement.
* Help parents create a supportive and effective learning environment at home by providing information on the importance of attendance, homework completion and the positive use of extracurricular time; limiting time spent watching television and playing video games; and volunteering in their child’s classroom and participating in decisions relating to the education of their children.
* Address the importance of communication between teachers and parents through parent-teacher conferences, progress reports, and provide reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observe classroom activities.
* Parent Meetings will be held throughout the year, which gives parents a chance to be actively involved in their child’s education.

**To build capacity for involvement we will:**

* Ensure effective involvement of parents and support partnerships among the School Name, our parents, and our community to improve student academic achievement.
* Aid parents in understanding topics such as the State’s academic content standards, State and Local assessments, the requirements of Title I, how to monitor your child’s progress and how to work with educators to improve the achievement of your children.
* Provide parents with materials and training, such as literacy materials and technology training, to help them work with their children to improve their achievement, and to foster parental involvement.
* Educate teachers and school staff about the value of the contributions of parents; how to reach out to, communicate with, and work with parents as equal partners; implement and coordinate parent programs; and build ties between the parents, the school, and the community.
* Coordinate and integrate Title I parent programs and activities with other programs, and conduct activities and provide resources that encourage and support parents in more fully participating in the education of their children.
* Ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and to the extent practicable, in a language the parents can understand.
* Provide other reasonable support for parental involvement activities as requested.
* Request feedback from parents regarding times of day and days of the week that work best for meetings and events at the school.

**To be accessible to all parents we will:**

* Provide full opportunities for the participation of parents with limited English proficiency and parents of migratory children by providing interpreting services as much as possible.
* Provide full opportunities for participation for parents with disabilities by ensuring that our facilities are equipped to meet their needs.
* Provide information related to Pitt County Schools, School Name, all plans, meeting notices, report cards, and other accountability information in a format, and to the extent practicable, in a language that parents understand.

**Your School Name Title I Program Description:**

Your School Name operates a school-wide Title I program; as such, all students receive Title I services regardless of financial status. A group consisting of administration, teachers, support staff, and parents developed School’s Nameplan. Our Title I program is based upon the information in our yearly needs assessment, which is completed prior to the start of each new school year.

Our Title I program will be implemented in accordance with the guidance provided by the Federal government. This includes providing the policy, to all students and their families in our school. Copies of our plan will be made available tell how you will make the plan & policy available. (Examples might include in our school office, in our school handbook, published on our school website, on our social media page).

**Creating an Effective and Jointly Developed School-Parent Compact (Brochure)**

|  |  |
| --- | --- |
| **Prioritize**  page15image1342544816 | **Determine student achievement goals for the compact.**   * Decide which school improvement goals students, parents, and teachers can work on collaboratively. * Revise identified school improvement goals so that language is family- friendly. * Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation).   *\*Consider creating a School-Parent Compact for each grade level for the greatest impact.* |
| **Jointly Develop**   |  |  | | --- | --- | |  |  | | page15image1342907568 |  | | **Collaborate with Teachers**   * Utilize data to determine what skills students need to strengthen. * Draft activities/strategies parents can use at home to strengthen these skills. * Draft corresponding activities/ strategies teachers can use to help parents be successful. * Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation).   **Collaborate with Parents & Families**   * Share the school improvement goals the compact will reinforce using family- friendly language. * Describe the draft activities/strategies parents can use at home to strengthen skills necessary to achieve the goals. * Model the activities. Explain how the strategies support student learning. * Describe the corresponding activities/ strategies teachers can use to help parents be successful. * Ask for input and feedback. Record responses. * Ask parents and families what other activities/ strategies may be helpful. * Record responses. * Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation).   **Collaborate with Students**   * Share the school improvement goals that the compact will reinforce using student-friendly language. * Describe the draft activities/ strategies that teachers and parents can use to support student learning. * Collect student input and feedback by asking the following: *What can you do this year to make sure you learn \_\_\_\_? Where do you need help? What do you need to practice?*   *How can your teacher help you?*  *How can your family help you?*   * Document these efforts (agendas, sign-in sheets indicating affiliation and position of participants, minutes, presentation). |
| **Publish**   |  |  | | --- | --- | | page16image1343114736 |  | |  |  | |  |  | | **Finalize revision to the compact.**   * Utilize teacher, parent, and student input/ feedback to finalize the compact. * Include activities that correspond with each other for the compact's teacher, parent, and student sections. * Include activities that are directly tied to school improvement goals. * Ensure that language is family-friendly. * Ensure that the compact is accessible in a language and format understandable to all parents, including parents and family members with limited English proficiency, disabilities, and/or parents of migrant children. * Document these efforts. |
| **Distribute**   |  |  | | --- | --- | |  |  | | page16image1055690784 |  | |  |  | | **Share the published compact with all families of students in Title I schools.**   * Review the completed compact with teachers, parents, and students. * Explain the compact, where it comes from, and who decided its contents. * Discuss how the compact relates to student progress during parent-teacher conferences. * Obtain signatures and dates from teachers, parents, and students. * Publish the compact using a variety of methods and platforms. * Document these efforts. |
| **Utilize**   |  |  | | --- | --- | |  |  | |  |  | | page16image1055813088 |  | | **Use the compact as a learning tool.**   * Track the success of the activities/ strategies included in the compact. * Continue conversations with teachers, families, and students about the effectiveness of the activities/ strategies in the compact. * Ensure the compact is posted and highly visible in the school/ classroom. * Reference the compact throughout the school year (conferences, lessons, newsletters, meetings, etc.). * Document these efforts. |

**School-Parent Compact Checklist**

Each Title I school must jointly develop a school-parent compact with the parents and family members as a component of its written parental involvement policy. A school-parent compact is a written agreement between the school, parents, and family members to undertake shared responsibility for improved student academic achievement.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Requirement** | **Y or N** | **Documentation/Evidence of Practice** |
| 1. | **1116(d)**: Was the school-parent compact jointly developed with parents, families, and the school staff for the current school year?  • *ensure an invitation to parents/families to attend the meeting and an effective agenda/meeting template* |  | ☐ Invitation to attend the meeting ☐ Meeting agenda ☐ Sign-in sheets ☐ Minutes that capture activities and decisions  ☐ Supporting materials/accessible format  ☐ Other: |
| 2. | **1116(b)(1), 1116(f)**: Has the school-parent compact been distributed to all parents and family members in a timely and accessible fashion?  • *the effectiveness of the compact is evaluated on an annual basis* |  | ☐ How was the compact distributed to all in a timely and accessible fashion? Explain: |
| 3. | 1116(d): Does the school-parent compact outline how parents and families, school staff, and students shared responsibility for improved student academic achievement? |  | ☐ Highlight in the compact or explain – where it addresses parents, families, and school staff sharing responsibility for improved academic achievement: |
| 4. | **1116(d)**: Does the school-parent compact outline how parents, families, and school staff build and develop partnerships to help children achieve the State's high standards? |  | ☐ Highlight in the compact or explain – where it addresses how parents, families, and school staff build and develop partnerships to help children achieve the State's high standards: |
| 5. | **1116(d)(1)** - Does the compact describes the school's responsibility to provide a high- quality curriculum and instruction in a supportive and effective learning environment that enables children to meet the State's academic achievement standards? |  | ☐ Highlight in the compact or explain – where it addresses 1.) high-quality curriculum and instruction and 2.) a supportive and effective learning environment: |
| 6. | **1116(d)(1)** - Does the compact describe how parents and family members will be responsible for supporting their child's learning, including volunteering in the classroom, participating in decision-making, and using extracurricular time? |  | ☐ Highlight in the compact or explain – ways in which parents will be responsible for supporting their child’s learning:  ☐ volunteering in the classroom  ☐ using extracurricular time ☐ participating in decision-making  ☐ other: |
|  | **Requirement** | **Y or N** | **Documentation/Evidence of Practice** |
| 7. | **1116(d)(2)(D):** Does the compact address how the school ensures regular two-way, meaningful communication between parents, family members, and school staff?  • *ensure such communication occurs in a language and format that parents and family members can access and understand.* |  | ☐ Highlight in the compact or explain – where it addresses meaningful communication:  ☐ In what languages was the compact provided:  ☐ List communication methods: |
| 8. | **1116 (d)(2)(A)** - Does the school ensure annual parent-teacher conferences in elementary schools during which the compact is discussed as it relates to a child's achievement?  • *Ensure teachers are supported and prepared to discuss or review the compact during the parent-teacher conferences.* |  | ☐ Sign-in sheets ☐ Agenda where compact is addressed ☐ Were parents and family members notified about the parent-teacher conference and the compact part of the event? How? Explain: |
| 9. | **1116 (d)(2)(B)** - Does the school provide frequent reports to families on their child's progress? • *Address the types of reports that are*  *provided, methods for distributing and receiving, and frequency or timetable.* |  | ☐ Highlight in the compact or explain what types of reports are provided to parents about their child’s progress? Explain:  ☐ How are the reports given to parents? (*mailed, telephone system, emails, home visits, take-home folders, face-to-face, platform, other*):  ☐ The frequency of when the reports are provided has been included (*every six weeks, two times a semester, quarterly, other*) |

**Additional Practices**:

* Students understand the purpose and content of the compact and give input as appropriate.
* The compact reflects a collaborative school community with partnerships and shared decision-making.
* As appropriate, the compact is integrated with positive supports and a Multi-Tiered System of Support.

**Pitt County Schools**

**Title I Parent Meeting Sign-In Sheet**

**Name/Topic of Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date of Meeting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |
| --- | --- |
| **Student’s Name** | **Parent/Guardian’s Name** |
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Other Members (Teachers, Support Staff, Administration, etc.)

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 8. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 10. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Submitted by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NC DPI OFP SAMPLE LETTER: PARENTS RIGHT-TO-KNOW**

**\*Place Letter on School Letterhead\*\***

To: All Parents  
From: [*Name of School*]  
Date: Date  
Re: Parents Right-to-Know Letter and Notification

As a parent of a student at [*school name*] and part of our beginning of each school year notification, you have the right to know about the (1) professional qualifications and licensing criteria of the teachers who instruct your child, (2) information regarding student participation in mandatory State or local testing and affiliated policies, (3) language instruction and English learner identification protocols and services, and our assurance, that such information will occur in an understandable language and accessible format. This is a requirement for all public school units (PSUs) that receive Title I funds and allows you to request such information and receive a response in a timely manner. Below are additional details about the Parents Right-To Know information.

(1) Professional Qualifications and Licensing Criteria of Teachers

a. [*School name* / Pitt County Schools] informs parents that they have the right to request

information regarding the professional qualifications of their student’s classroom teachers, and our response will occur in a timely manner, including the following information and whether the student’s teacher—

* 1. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction,
  2. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived, and
  3. is teaching in the field of discipline of the certification of the teacher.

b. Whether the child is provided services by paraprofessionals and, if so, their

qualifications.

c. Information on the level of achievement and academic growth of the student, if

applicable and available, on each of the State academic assessments required; and

d. Timely notice that your child has been taught for 4 or more consecutive weeks by a

teacher who does not meet applicable State certification or licensure requirements at the assigned grade level and subject area.

(2) Testing Transparency and Information, Student Participation in Mandatory State or Local

Testing, and Affiliated Policies

a. Parents may request and receive a response in a timely manner, information regarding

any State or local school policy regarding student participation in any assessments mandated and affiliated procedures, or parental right to opt the child out of such assessment, where applicable.

b. [*School name* / Pitt County Schools] shall make widely available through public means

and notice, including by posting in a clear and accessible manner on our website each grade served with information on each assessment as required by the State and locally, to comply where such information is available and feasible to report, including—

* 1. the subject matter assessed,
  2. the purpose for which the assessment is designed and used,
  3. the source of the requirement for the assessment, and
  4. where such information is available—

1. the amount of time students will spend taking the assessment and the

schedule for the assessment; and

2. the time and format for disseminating results.

(3) Language Instruction and English Learner Identification Protocols and Services

a. Not later than 30 days after the beginning of the school year, [School name /Pitt County

Schools] will inform parents of an English learner identified for participation in such a program with the following information—

* 1. the reasons for the identification of their child as an English learner and in need of placement in a language instruction educational program,
  2. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement,
  3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction,
  4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child,
  5. how such a program will specifically help their child learn English and meet academic achievement standards for grade promotion and graduation,
  6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for English learners and the expected rate of graduation from high school,
  7. in the case of a child with a disability, how such programs and services meet the objectives of the individualized education program of the child, and
  8. information pertaining to parental rights that includes written guidance
     1. detailing the right that parents have to have their child immediately removed from such program upon their request,
     2. detailing the options that parents have to decline to enroll their child in such a program or to choose another program or method of instruction, if available, and,
     3. assist parents in selecting various programs and methods of instruction if more than 1 program/method is offered.

b. Special Rule During the School Year—For those children identified as English

learners during the current school year, [School name /Pitt County Schools] shall notify the children’s parents during the first 2 weeks of the child being placed in a language instruction educational program.

c. Parent Participation—[School name /Pitt County Schools] shall implement an

effective means of outreach to parents of English learners to inform such parents—

i. how they can be involved in the education of their children; and

ii. be active participants in assisting their children to—

1. attain English proficiency,

2. achieve high levels within a well-rounded education; and meet the

challenging State academic standards expected of all students.

iii. [School name /Pitt County Schools] is committed to implementing an

effective means of outreach to parents, which includes holding and sending notice of opportunities for regular meetings to formulate and respond to recommendations from parents of English Learners.

Please contact [*school contact name*] at [*phone number and email*] with requests or questions or more information. Thank you.

Signature/Title

**NC DPI OFP SAMPLE LETTER: PARENTS RIGHT-TO-KNOW**

**Teacher Not Meeting Professional Qualifications and Licensing Criteria**

**School Logo**

Date:  
TO: Parents/Family Members/Guardians  
FROM:  
RE: QUALIFICATIONS AND LICENSING OF TEACHERS

In accordance with the Every Student Succeeds Act (ESSA) and in addition to our beginning of the year comprehensive Parents Right-To-Know notification, each parent and family member shall be provided timely notice if their child has been assigned or has been taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements per their designated grade level/subject/content area.

This notice is to inform you that the teacher(s) below has been assigned as your child’s teacher or has taught your child for four or more consecutive weeks while not meeting applicable qualifications or licensure requirements at the grade level/subject/content area per their assignment:

|  |  |  |  |
| --- | --- | --- | --- |
| Name of Teacher | Does Not Satisfy ESSA Requirement | Assigned Grade Level(s) | Subject/Content Area |
| Justin Example | x | 4th grade | Math, English Language Arts |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*(add content as applicable)*

Although your child’s teacher currently does not have the required teaching license and qualifications, we provide/believe *(insert information here/add applicable content)*

In addition, there is a plan in place to...... (*i.e., support the teacher's performance, ensure that your child receives quality instruction, etc.).*

If you have any related questions, please contact me at your convenience at (*school phone number)* or *(principal’s email)*.

Sincerely,

Name

Title

Signature

**Pitt County Schools**

**Sample parent engagement evaluation**

**2025 - 20256**

****

**Dear Parent/Guardian,**

We are always trying to improve our partnership with parents. Please help us by completing this form and return the completed form to your child's teacher. Thank you for your assistance.

1. How did you receive information about programs at your child’s school?
2. Did you observe/visit your child during the year in his/her classes? \_\_\_\_\_Yes \_\_\_\_\_No
3. What grade is your child in? \_\_\_\_\_\_\_\_\_\_\_
4. Did you attend any meetings or parent sessions at your child’s school? (ex: Title I Night, Math Night, Reading Night, STEM Night, etc.) \_\_\_\_\_Yes \_\_\_\_\_No
5. What is the best time for meetings to be held so you are able to attend?
6. If you attended any meetings, did you find them helpful? \_\_\_\_\_Yes \_\_\_\_\_No
7. Have you been contacted by your child’s teacher this year? \_\_\_\_\_Yes \_\_\_\_\_No
8. What methods of communication have been most effective? (ex: phone, email, flyers sent home, etc)
9. Were you asked to review and provide input into your school’s Parent/Student/School compact? \_\_\_\_\_Yes \_\_\_\_\_No
10. Was the information you received in a language you could understand? \_\_\_\_\_Yes \_\_\_\_\_No

LOOKING AHEAD

What topic(s) would you like to have discussed at a future parent meeting?

How can we improve our programs for next year?

Thank you again for your assistance in completing this form and returning it to your child’s teacher.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2025-2026 End-of-Year Website Audit** | | | | |
| School Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Audited by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
|  |  |  |  |  |
| **Area to be Monitored** | **Website Folder** | **Documentation** | **Due Date** | **Completed** |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | August Required Meeting (other than SIT) | 9/15/25 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | September Required Meeting (other than SIT) | 10/15/25 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | October Required Meeting (other than SIT) | 11/15/25 |  |
| Procedures, Guidelines, and Budget Codes | LEA-Schoolwide Information | Samples of Signed County-Parent Compacts | 11/15/25 |  |
| Procedures, Guidelines, and Budget Codes | LEA-Schoolwide Information | Samples of Signed School Parent Compacts (Brochures) | 11/15/25 |  |
| Assessment and/or School Improvement | LEA-Schoolwide Information | Current School Report Card | 11/15/25 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | November Required Meeting (other than SIT) | 12/15/25 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | December Required Meeting (other than SIT) | 12/20/25 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | January Required Meeting (other than SIT) | 2/15/26 |  |
| Procedures, Guidelines, and Budget Codes | LEA-Schoolwide Information | Transition Plan (Pre-K to K, 5 to 6, 8 to 9) | 2/28/26 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | February Required Meeting (other than SIT) | 3/15/26 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | March Required Meeting (other than SIT) | 4/15/26 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | April Required Meeting (other than SIT) | 5/15/26 |  |
| Procedures, Guidelines, and Budget Codes | LEA-Schoolwide Information | PCS Climate Survey Results | 5/15/26 |  |
| Procedures, Guidelines, and Budget Codes | LEA -Schoolwide Information | May Required Meeting (other than SIT) | 5/31/26 |  |
| Fiscal Requirements | LEA-Schoolwide Information | Copy of Title I Inventory | 5/31/26 |  |
|  |  |  |  |  |
| Parent Engagement | Parent Engagement | Parent Event #1 - Evidence of Title I Annual Meeting - Agenda | 10/31/25 |  |
| Parent Engagement | Parent Engagement | Parent Event #1 - Invitation | 10/31/25 |  |
| Parent Engagement | Parent Engagement | Parent Event #1 - Minutes/Presentation | 10/31/25 |  |
| Parent Engagement | Parent Engagement | Parent Event #1 - Sign-in Sheets | 10/31/25 |  |
| Parent Engagement | Parent Engagement | List of Parent Engagement Activities | 10/31/25 |  |
| Parent Engagement | Parent Engagement | Evidence of Parent-Teacher Conferences (invitations, sign-in sheets, etc) - Fall Samples | 12/20/25 |  |
| Parent Engagement | Parent Engagement | Evidence of Parent Communication in alternate languages - Fall Samples | 12/20/25 |  |
| Parent Engagement | Parent Engagement | Evidence of Parent Communication in English - Fall Samples | 12/20/25 |  |
| Parent Engagement | Parent Engagement | Parent Contact Procedures or samples of parent contact log. - Fall Samples | 12/20/25 |  |
| Parent Engagement | Parent Engagement | Parent Event #2 - Agenda | 12/20/25 |  |
| Parent Engagement | Parent Engagement | Parent Event #2 - Invitation | 12/20/25 |  |
| Parent Engagement | Parent Engagement | Parent Event #2 - Minutes/Presentation | 12/20/25 |  |
| Parent Engagement | Parent Engagement | Parent Event #2 - Sign-in Sheets | 12/20/25 |  |
| Parent Engagement | Parent Engagement | PTA Parent Roster or Parent Advisory Roster | 2/28/26 |  |
| Parent Engagement | Parent Engagement | Parent Engagement Event #3 - Agenda | 3/15/26 |  |
| Parent Engagement | Parent Engagement | Parent Engagement Event #3 - Invitation | 3/15/26 |  |
| Parent Engagement | Parent Engagement | Parent Engagement Event #3 - Minutes/Presenation | 3/15/26 |  |
| Parent Engagement | Parent Engagement | Parent Engagement Event #3 - Sign-in Sheets | 3/15/26 |  |
| Parent Engagement | Parent Engagement | Evidence of Parent-Teacher Conferences (invitations, sign-in sheets, etc) - Spring Samples | 5/15/26 |  |
| Parent Engagement | Parent Engagement | Parent Engagement Event #4 - Agenda | 5/25/26 |  |
| Parent Engagement | Parent Engagement | Parent Engagement Event #4 - Invitation | 5/25/26 |  |
| Parent Engagement | Parent Engagement | Parent Engagement Event #4 - Minutes/Presentation | 5/25/26 |  |
| Parent Engagement | Parent Engagement | Parent Engagement Event #4 - Sign-in Sheets | 5/25/26 |  |
| Parent Engagement | Parent Engagement | Evidence of Parent Communication in alternate languages - Spring Samples | 5/15/26 |  |
| Parent Engagement | Parent Engagement | Evidence of Parent Communication in English - Spring Samples | 5/15/26 |  |
| Parent Engagement | Parent Engagement | Parent Contact Procedures or samples of parent contact log. - Spring Samples | 5/15/26 |  |
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| Professional Development | Professional Development | List and dates of School-Level Professional Development Activities | 12/20/25 |  |
| Professional Development | Professional Development | Professional Development Agendas, Hand-outs, Artifacts, Websites, etc. - Fall Samples | 12/20/25 |  |
| Professional Development | Professional Development | Professional Development Agendas, Hand-outs, Artifacts, Websites, etc. - Spring Samples | 5/15/26 |  |
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| Procedures, Guidelines, and Budget Codes | School Improvement | August Required SIT meeting | 9/15/25 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | September Required SIT meeting | 10/15/25 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | List of SIT Members and Title | 10/15/25 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | October Required SIT meeting | 11/15/25 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | November Required SIT meeting | 12/15/25 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | December Required SIT meeting | 12/20/25 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | January Required SIT meeting | 2/15/26 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | February Required SIT Meeting | 3/15/26 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | March Required SIT Meeting | 4/15/26 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | April Required SIT Meeting | 5/15/26 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | May Required SIT Meeting | 5/30/26 |  |
| Procedures, Guidelines, and Budget Codes | School Improvement | June Required SIT Meeting | 6/12/26 |  |
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| Qualifications for Teachers & Paraprofessionals | Staff Information | September PLT minutes (samples) | 10/15/25 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | October PLT minutes (samples) | 11/15/25 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | November PLT minutes (samples) | 12/15/25 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | Title I Teacher Schedules with Names | 11/30/25 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | Title I Staff Worksheet | 11/15/25 |  |
| Procedures, Guidelines, and Budget Codes | Staff Information | Copies of Title I Employee Contracts - Fall Samples | 12/6/25 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | December PLT minutes (samples) | 12/20/25 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | January PLT minutes (samples) | 2/15/26 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | February PLT minutes (samples) | 3/15/26 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | March PLT minutes (samples) | 4/15/26 |  |
| Procedures, Guidelines, and Budget Codes | Staff Information | Copies of Title I Employee Contracts - Spring Samples | 5/15/26 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | April PLT minutes (samples) | 5/15/26 |  |
| Procedures, Guidelines, and Budget Codes | Staff Information | Title I Service Model Worksheet | 5/15/26 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | Title I Staff Worksheet | 5/15/26 |  |
| Qualifications for Teachers & Paraprofessionals | Staff Information | May PLT minutes (samples) | 5/30/26 |  |
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| Fiscal Requirements | Title I Budget | Title I School Allocation & Budget Worksheet | 10/31/25 |  |
| Procedures, Guidelines, and Budget Codes | Title I Budget | Copies of Parent Engagement Purchase Orders - Fall Samples | 12/20/25 |  |
| Procedures, Guidelines, and Budget Codes | Title I Budget | Copies of Non-Parent Engagement Purchase Orders - Fall Samples | 12/20/25 |  |
| Fiscal Requirements | Title I Budget | Meeting minutes detailing a mid-year review of your school’s remaining Title I budget and planned expenditures. (Minutes should indicate the presence of a parent at this meeting) | 2/28/26 |  |
| Procedures, Guidelines, and Budget Codes | Title I Budget | Copies of Parent Engagement Purchase Orders - Spring Samples | 4/30/26 |  |
| Procedures, Guidelines, and Budget Codes | Title I Budget | Copies of Non-Parent Engagement Purchase Orders - Spring Samples | 4/30/26 |  |
| Procedures, Guidelines, and Budget Codes | Title I Budget | Meeting minutes from your pre-planning session for the 2025-2026 school year. | 5/15/26 |  |