

Chattooga County Schools



Written Policies and Procedures Handbook For Federal Programs

Revised July, 2019

Title I, Part A—Disadvantaged Children
Title I, Part C—Migrant Education Program
Title I, Part D—Neglected and Delinquent
Title II, Part A—Teacher and Leader Quality
Title III and English to Speakers of Other Languages—ESOL
Title IV—Student Support and Academic Enrichment
Title V, Part B—Rural and Low Income
IDEA—Individuals with Disabilities Education Act

Henceforth in this handbook, the terms “Federal Programs” refer to the following programs:

Title I, Part A—Disadvantaged Children

Title I, Part C—Migrant Education Program

Title I, Part D—Neglected and Delinquent

Title II, Part A—Teacher and Leader Quality

Title III and English to Speakers of Other Languages (ESOL)

Title IV—Student Support and Academic Enrichment

Title V, Part B—Rural and Low Income

IDEA—Individuals with Disabilities Education Act

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Purpose of this Handbook

The purpose of this standard operations procedures handbook is to provide a step-by-step, systematic approach to managing the rules and guidelines of federal programs to ensure consistent compliance in Chattooga County School System (CCSS). The information provided may be used by staff to ensure that federal programs are being implemented accurately and effectively.

The step-by-step approach contained in this handbook will promote uniformity in operations as Federal Program staff seeks to carry out official duties and responsibilities. The Georgia Department of Education (GaDOE) provides Local Educational Agencies (LEAs) extensive guidance on the over-arching requirements for federal programs via the on-site monitoring document used to ensure that LEAs are meeting all statutory requirements of federal programs. These specific requirements from the GaDOE document were used to create this handbook. Step-by-step procedures, local and state Board policies, and checklists are all included in this guide.

It is hoped that this guide will be useful to staff as they strive to comply with all federal programs statutory requirements

LEA Monitoring of Schools and Programs
Chattooga County School System Federal Monitoring Process

Cycle of Monitoring for Federal Programs

Cycle for Monitoring Schools

All schools in the Chattooga County School System are monitored each year to ensure that improvement plans are well written and executed and that items budgeted are directly related to items contained in school improvement plans. In addition, each Title I school is monitored to ensure that accurate records are maintained for all equipment purchased with Title funds. The yearly monitoring includes an assessment of the following Title programs: Title I, Part A (Disadvantaged Students), Title I, Part C (Migrant Education Program), Title II, Part A (Teacher and Leader Quality), Title III and English to Speakers of Other Languages (ESOL), Title IV (Student Support and Academic Enrichment), IDEA (Individuals with Disabilities Education Act) and Title IX, Part C (McKinney-Vento Education for Homeless). Checklists are used to ensure that required documentation is received from each school within the Chattooga County School district in between on-site visits.

Timeline for Monitoring of Schools

- May-July-Provide Summer Workshop for Principals of all Schools following GCEL and the Federal Programs state training in June to provide updates on any new guidelines and to provide guidance for “new” Title I principals;
- Sessions will include representation from the following programs to provide training and support: Title I, Part A (Disadvantaged Students), Title I, Part C (Migrant Education Program), Title II, Part A (Teacher and Leader Quality), Title III and English to Speakers of Other Languages (ESOL), IDEA (Individuals with Disabilities Education Act), Title IV (Student Support and Academic Enrichment) and Title X, Part C (McKinney-Vento Education for Homeless).

May – July

Central Office

- Meeting with building administrators to review updated/revised rules and regulations of Federal Programs after GCEL Conference and to prepare for school improvement plan revisions and budgeting.
- Meeting with building administrators to review updated/revised rules and regulations of Federal Programs after the Federal Programs Conference in June.
- Review system *Ethics, Fraud, Waste, Abuse and Corruption Procedures and Complaint Procedures*
- Meet with Homeless Liaison to determine homeless allotment
- Migrant Educational Program, SIS and Occupational Survey Updates
- Develop and submit budget
- Plan, Prepare *Title I Parent Packet* which includes:
 - Parent Compact
 - Parent Involvement Plan for District and School
 - Information for locating the SW/SI Plans for the District and School
 - Parents Right to Know Letter
 - School/District Status Letters
- Verify data on *Eligible Attendance Area Spreadsheet* completed November the previous year
- Submit CLIP
- Submit revised Equity Plan (June)
- Complete District Needs Assessment
- Monthly Time and Efforts sheets signed and turned in.

Schools

Title I / Title IIA

- Complete detailed evaluation of previous years school improvement plan to determine success of previous year’s Title I Schoolwide Program

- Complete Comprehensive Needs Assessment from current school and testing data
 - Update School Data Profile/ Charts with new data and conduct initial data analysis
- Review and revise School Improvement Plan using Comprehensive Needs Assessment data with Leadership / Better Seeker Team. Parent Participation is expected. Save the Sign-in Sheets and Detailed Agenda showing their participation and place in the Plans Notebook.
- Complete Schoolwide Plan Checklist
- Update *Parent Involvement Plan* using *Parent Involvement Survey* results. Include parents on planning committee. Sign-in Sheets and Agenda will be kept at District Office
- Complete Parent Involvement Checklist
- Update School/Home Compact
- Complete Compact Checklist
- DRAFT School Improvement Plan due to the Central Office.
- DRAFT Schoolwide Budget due to the Central Office.
- Parent Involvement Plan due to the Central Office for printing.
- School Parent Compact due to the Central Office for printing
- Title I Parent Packet will be sent to the printer and delivered to your school.
- Submit names of federally paid employees

August

Central Office

- Monthly Time and Efforts Sheets signed and turned in.
- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates

Title IV:

- When Chattooga County School District receives Title IV funds, the Title IV funds will be transferred into Title I funds and will be monitored according to Federal Programs Monitoring guidelines.

Schools

Title I / Title IIA

- DRAFTS of *School Improvement Plan* and approved *Parent Involvement Plans* are shared with Staff during Pre-planning. Staff comments are reviewed and considered.
- Train all staff on the information included in the *2015 Systemic Family Engagement: A Comprehensive Guide to Implementing an Effective Parental Involvement Program*
- Send Parent Involvement Plan and Compact home with ALL students. School Improvement Plans should be available for all parents and members of the community to review.
- *School Improvement Plan, Parent Involvement Plan and School/Parent Compact* due to Central Office.
- Final version of School Improvement Plan will be placed on School Website.
- HiQ Letters sent to parents if Non-HiQ teacher is teaching their child
- Plans developed for each Non-HiQ teacher.
- Principals Attestation – (*HiQ Statement*) Signed and submitted.
- A Budget Statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Hold Parent Involvement activities and meetings according to plan. Save sign-in sheets and agendas and place in the MONITORING Notebook. Use Mid-year Review Checklist
- Hold Professional Learning activities according to plan. Save sign-in sheets and Agendas and place in MONITORING Notebook.
- Annual Title I Meeting window begins and extends until October 31st
- Annual Homeless Survey completed
- Notify parents of Parent Resource Room
- Communicate with Neglected Facility and provide support and technical assistance

Title III:

- ESOL teachers review Home Language Surveys and screen students for whom a language other than English is indicated
- Parent notification of services sent to parents
- ESOL teachers schedule meetings in order to notify parents of eligibility for services
- Within first two weeks of school, input from classroom teachers regarding ELL-M students and documentation of monitoring forms.
- ESOL teachers notify ESOL Coordinator regarding any changes/additions to ESOL roster
- ALL Parent Waivers must be approved by ESOL Coordinator
- ESOL teachers attend training on Instructional and Testing Accommodations
- ESOL teachers attend training on Data Entry for EL students.
- ESOL teachers complete Can-Do Descriptors for all ELL and ELL-M1 students; copies provided to classroom/content area teachers
- ESOL teachers meet with classroom/content area teachers to (1) present ESOL PowerPoint, and (2) to determine and document appropriate Instructional and Testing Accommodations, present ESOL Strategies for Instruction; copies provided to (1)classroom teacher(s), (2)school's testing coordinator, (3) ESOL Coordinator
- Document meetings with parents
- Instructional and Testing Accommodations and Test Participation documents to be completed by ESOL classroom teachers for all ELL and ELL-M Students

IDEA:

- Student accommodations to regular education teachers and signed off. Monthly Reports.

September

Central Office

- A Budget Statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Monthly Time and Effort Sheets signed and turned in.
- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance
- Complete Private School Worksheet
- Verify addresses of students
- Send out Private School letters

Schools

Title I / Title IIA

- Hold Annual Title I Meeting with parents before October 31st. Save sign-in sheets and detailed agenda)
- Notify parents of the existence of the Parent Resource Room.
- Review Budget Statement listed expenditures for accuracy and review your progress in spending.
- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas and place in Monitoring Notebook.
- Hold Professional Learning activities according to plan. Save sign-in sheets and Agendas and place in MONITORING Notebook.
- School Council Training

Title III

- Roster updates provided to ESOL Coordinator
- Document meetings with parents

IDEA:

- Lead teacher meetings and monthly reports

October

Central Office

- A Budget Statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Monthly Time and Effort Sheets signed and turned in.
- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA

- Budget Statement review listed expenditures for accuracy and review your progress in spending.
- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas and place in MONITORING Notebook
- Hold Professional Learning activities according to plan. Save sign-in sheets and Agendas and place in MONITORING Notebook.

Title III

- Roster updates provided to ESOL Coordinator
- Monitor progress of ELL-Ms at 9 weeks grading period
- Document meetings with parents

IDEA:

- Lead teacher meetings and monthly reports

November

Central Office

- Hold first meeting with interested Private Schools
- Monthly Time and Effort sheets signed and turned in.
- A Budget Statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Complete Neglected Survey
- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA

- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas and place in MONITORING Notebook.
- Hold Professional Learning activities according to plan. Save sign-in sheets and Agendas and place in Monitoring Notebook.
- Parent Engagement Month

Title III

- Roster updates provided to ESOL Coordinator
- Document meetings with parents

IDEA:

- Lead teacher meetings and monthly reports

December

Central Office

- A Budget Statement will be sent to you at the end of the month. Review listed expenditures for accuracy and review your progress in spending.
- Complete Comparability Report
- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates

- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA

- MONITORING Notebooks due to Central Office
- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas and place in Monitoring Notebook.
- Hold Professional Learning activities according to plan. Save sign-in sheets and Agendas and place in MONITORING Notebook.

Title III

- ACCESS for ELLs Training
- Roster updates provided to ESOL Coordinator
- Monitor progress of ELL-Ms at 2nd 9 weeks period
- Document meetings with parents

IDEA:

- Lead teacher meetings and monthly reports

January

Central Office

- Hold Mid-Year Reviews with each Title I school administrator
 - Discuss checklist and documentation that has been sent in
 - Identify items that need more information provided
 - Discuss implementation of plan and identify any areas where support is needed
 - Discuss preliminary budget and possible effects with administration
- Completion of Periodic Certification form #1
- A Budget Statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Monthly Time and Effort Sheets signed and turned in.
- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA

- School Improvement Mid-year Review – discuss progress with the strategies included in your School Improvement Plan and budget, student data update and monitoring of Title I documents and corrections that are needed. Questions will be answered.
- Periodic Certification # 1 for all fully funded 100% Title I and Title II staff due to the Central Office
- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas.
- Hold Professional Learning activities according to plan. Save sign-in sheets and agendas.

Title III

- ACCESS Testing
- Roster updates provided to ESOL Coordinator
- Document meetings with parents

IDEA:

- Lead teacher meetings and monthly reports

February

Central Office

- A budget statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Title IIA Survey to all stakeholders (principals, teachers, paraprofessionals and parents.
- Begin meeting/planning for Title II Needs Assessment and Prioritization of Need
- Monthly Time and Effort Sheets signed and turned in.
- Meet with Homeless Liaison concerning Homeless Program and needs

- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA

- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas.
- Hold Professional Learning activities according to plan. Save sign-in sheets and agendas.

Title III

- ACCESS Testing
- KSU ESOL Conference (projected date)
 - Elementary-ESOL & Classroom Teachers
 - Secondary-ESOL & content area teachers
 - School Administrators
- Roster updates provided to ESOL Coordinator
- Monitor progress of ELL-Ms
- Document meetings with parents

IDEA:

- Lead teacher meetings and monthly reports

March

Central Office

- Self-monitoring or visit from DOE
- A Budget Statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Title II Survey
- Begin meeting/planning for Title II Needs Assessment and Prioritization of Need
- Monthly Time and Effort Sheets signed and turned in.
- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA

- SPENDING DEADLINE/ ENCUMBRANCE PLAN. All materials should be purchased according to Budget Plan. The only expenditures that will be allowed after this time will be for professional development stipends/subs, tutoring, Parent Involvement food purchases and contracted services.
- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas.
- Hold Professional Learning activities according to plan. Save sign-in sheets and agendas.

Title III

- FTE count-ESOL teachers will work with school personnel to input this data
- Roster updates provided to ESOL Coordinator
- Monitor progress of EL-Ms
- Document meetings with parents

IDEA:

- Lead teacher meetings and monthly reports

April

Central Office

- Parent Survey made available to parents/community
- Parent Letter sent to schools for distribution to parents about the availability of the survey
- Update Title I Handbook
- A Budget Statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.

- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA

- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas.
- Hold Professional Learning activities according to plan. Save sign-in sheets and agendas.

Title III

- Roster updates provided to ESOL Coordinator
- Monitor progress of ELL-Ms
- Document meetings with parents

IDEA:

- Lead teacher meetings and monthly reports

May

Central Office

- Annual Title I Workshop and Materials Distribution
 - Distribute Monitoring Notebooks for collection of Federal Program compliance documents
 - Schoolwide checklist and expectations
 - SW Plan from previous year
 - Principal's Attestation
 - Budget for upcoming year
 - Information about purchasing, personnel
 - Parent Involvement Survey Results distributed
 - Revised Title I Handbook
 - Training PPT
- Begin CLIP revisions
- Begin revision of District PI Plan
- A Budget Statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Monthly Time and Effort Sheets signed and turned in.
- Meet with Homeless Liaison concerning Homeless Program and needs
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA

- SPRING Notebook turned in.
 - Physical Inventory completed. Inventory form dated and signed by the principal.
 - Parent Involvement Report Card listing all Parent Involvement activities completed, meeting the Six Required Components to Build Parent Capacity.
 - Parent Activity Evaluations that have been collected throughout the year at parent activities are included.
 - School Council documentation – lists of School Council members, agendas, sign-ins and minutes from 4 School council Meetings are sent to Central Office for documentation.
- School Improvement Planning Training of staff to complete data analysis, goal setting, plan revision and budget preparation.
- Hold Parent Involvement activities and meeting according to plan. Save sign-in sheets and agendas.
- Hold Professional Learning activities according to plan. Save sign-in sheets and agendas.
- On-site inventory completed at each school and CO, form signed and dated by principal/director, and turned in with SPRING Notebook.
- Parent Activity Report Card completed by each school and turned in with SPRING Notebook.
- Parent evaluations of parent activities are turned in with SPRING Notebook

- SPRING Notebook is due to the CO.

Title III

- ACCESS test results reviewed, eligibility determined.
- ESOL teachers meet with EL parents to discuss ACCESS scores, eligibility or exit
- ELL and ELL-M student folders updated with ACCESS and other test results
- Roster updates provided to ESOL Coordinator
- Exit meeting with ESOL Coordinator
- ESOL teachers meet with ESOL Coordinator on exit criteria and records maintenance
- Update roster to include Milestones Scores, or EOCT or GHSGT ELA score; retention information
- Meet with ESOL Coordinator to deliver ESOL folders for rising 5th and 8th graders

IDEA:

- All original files uploaded to GOIEP and forwarded to Special Education Department

Central Office

- Schools meet with Leadership teams and parents to revise their Parent Involvement Plan and their Schoolwide Plan
- Attend annual Federal Programs Conference in Atlanta=
- Complete Homeless Survey
- Meet with Homeless Liaison concerning Homeless Program and needs
- A budget statement sent to each school at the end of the month. Review listed expenditures for accuracy and review progress in spending.
- Monthly Time and Effort Sheets signed and turned in.
- Migrant Educational Program, SIS and Occupational Survey Updates
- Communicate with Neglected Facility and provide support and technical assistance

Schools

Title I / Title IIA/ Title III

- School Improvement Planning and Budget Workshop for Administrators
- Federal Programs Conference in Atlanta
- Periodic Certification # 2 for all fully funded 100% Title I and Title IIA staff due to the CO

Ongoing Throughout Entire School Year

- Review plans and budgets to ensure funds are spent according to plan
- Review Title I Payroll expenditures
- Reconcile Federal Program accounts with school finance software monthly
- Participate in GaDOE Federal Program webinars, regional meetings and trainings
- Update system and school websites with Federal Program information
- Add qualifying purchased items to inventory as ordered/received
- Monitoring of Homeless, Neglected, and Migrant programs
- Ongoing review of school improvement data and plans in conjunction with other Central Office staff.

Method of Monitoring ESSA Requirements

The Georgia Department of Education requires that CCSS monitors the implementation of federal programs and the expenditure of all funds associated with the program. The specific requirements are as follows:

Federal Programs Staff will conduct self-monitoring of its schools and programs sufficient to ensure compliance with Title Program requirements, including Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Title V, Part B, IDEA, Title IV, and the McKinney Vento Act.

Federal Programs Staff will undergo training from GaDOE and other sources to maintain proficiency in program compliance requirements.

Federal Programs Staff will provide technical assistance to local schools.

Federal Programs Staff self-monitoring will include monitoring all program expenditures to verify that all program expenditures comply with program requirements.

Federal Programs Staff will maintain all documentation the LEA may need for future auditing/monitoring according to the LEA Monitoring Form, which is issued annually by GaDOE.

In years when the LEA does not receive an on-site visit, Federal Programs Staff will complete the Self-Assessment Checklist and submit it to the GaDOE.

The LEA will undergo monitoring by GaDOE on a four year cycle. District Program Staff will participate in training and technical assistance updates as provided by GaDOE prior to monitoring visit.

After the on-site monitoring visit, the LEA will receive a comprehensive monitoring report which will contain recommendations, findings, and required actions that together provide an analysis of the implementation of the LEA's federal programs. If a Corrective Action Plan is required, the LEA Program Director/Coordinator will respond in a timely manner with a Corrective Action Plan which must be approved by GaDOE. Implementation of the Corrective Action Plan will be monitored by the appropriate Title Program Education Program Specialist.

Monitoring is an essential component of ensuring that all facets of the federal programs are being implemented as prescribed by ESSA. It is a process of systematically providing technical assistance and collecting data in order to provide information that can guide program implementation.

CCSS federal programs makes use of monitoring as a means of regular observation and recording of activities taking place in Title I schools. Critical to this process is the feedback provided to schools that can assist in improving student academic achievement. District monitoring addresses the following:

- Ensuring that all federal program activities are carried out in accordance to federal compliance guidelines
- Equipment use and monitoring
- Attainment of academic achievement and school improvement goals
- Compliance with budgetary guidelines

The ESSA requires the State Educational Agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds. Georgia's monitoring process consists of four major components:

- Monitoring of Expenditures – LEAs must submit for approval an annual budget through the Consolidated Application process. Federal Program Specialists review each application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. Once budgets are approved, Federal Program Specialists track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for federal funds.
- Single Audit – LEAs with single audit findings are flagged for technical assistance (see procedures on audit resolution).
- On-site Monitoring – An SEA on-site Cross-Functional Monitoring Team visits a LEA to apply the criteria included in the *LEA Monitoring Form*.
- Self-Monitoring Checklist – LEAs not receiving an on-site visit complete the Self-Assessment Checklist and submit it to the GaDOE.

The following procedures are followed for the on-site monitoring visit:

- Selection of LEAs to be Monitored

- LEAs are monitored on a four year cycle. Approximately one-fourth of the LEAs are monitored each year.
- LEAs were initially randomly selected from each of Georgia's ten service areas.
- LEAs with audit or monitoring findings requiring a return of monies, or receiving a high number of complaints from parents and other stakeholders are monitored within the year of the LEA audit or monitoring report and the written complaint. For example, if an LEA is audited in FY15 for FY14 and the Division receives the report of findings in FY16 before the end of the monitoring cycle, the LEA would be included in the list of LEAs chosen to receive an on-site monitoring visit. In addition, on-site monitoring outside of the scheduled cycle may be arranged as needed if an LEA evidences serious or chronic compliance problems.
- Federal Program Specialists must follow the Division protocol when conducting an on-site monitoring of an LEA. A copy of all documentation is maintained with the SEA.

Communication, Technical Assistance and Monitoring of Schools

Monitoring of schools is a critical component of ensuring that compliance is taking place at each school. Two meetings are held with school administrators. The first is in May or early June, after the GCEL Conference and before school improvement plans are revised. The second is during the summer and after the Annual Federal Program Conference in June. During these meetings, the district Federal Programs Staff convenes a meeting of all principals. School Bookkeepers and Assistant Principals for each of the Schools are also invited and encouraged to attend the meetings. Principals receive training on policies and procedures and guidance for operating a Title program, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title I, Parent Involvement, Title II, Part A (Teacher and Leader Quality), Title III and English to Speakers of Other Languages (ESOL), Title IV (Student Support and Academic Enrichment), Title V, Part B (Rural and Low Income), IDEA (Individuals with Disabilities Education Act) and Title X, Part C (McKinney-Vento Education for Homeless), as well as updates and changes to each program.

At the workshops, Principals are given detailed information of expectations and copies of program guidance. Specific training is provided in all facets of Federal programs. The Federal Programs Handbook is given out and discussed in detail by the Federal Programs Director. This handbook includes timelines and information on budget forms, time logs, periodic certifications, paraprofessionals, contracted services, inventory information, schoolwide/ targeted assistance implementation, parental involvement, fraud policy, professional learning responsibilities and qualifications of federal program employees, the monitoring process, supplement vs. supplant, allowable expenditures, purchasing procedures and other areas of Federal Programs as needed. The meetings also include discussions on the chart of accounts, the budgeting process, and the correlation of the budget and Title I Schoolwide Plan. Schools submit budgets and required documentation to the appropriate federal program director/coordinator for review and approval. The budgets are maintained by the director/coordinator electronically and ultimately entered into the GADOE Consolidated Application for approval. The budgets are referenced when invoices, timesheets, requisitions, and professional learning forms are submitted to the program director/coordinator for approval.

Principal Workshops will include but are not limited to the following topics:

- Budgets
- Purchase Orders
- Compliance Issues
- Parental Involvement
- School wide/Targeted Assistance
- Monitoring
- Multiple Criteria Selection/ Models/ Tutoring
- Academic Achievement
- Teacher/ Paraprofessional Scheduling and Responsibilities'
- Ethics/ Fraud/ Compliance

- McKinney-Vento
- Inventory
- Programmatic and Financial
- Complaint Procedures
- HiQ Information
- Parent Notifications
- Professional Development
- Title III/ESOL

Principals also receive budget worksheets for their local Title I/Schoolwide budgets. The worksheets include all appropriate function and object codes to which allowable expenditures are coded. They also receive a detailed Chart of Accounts listing examples of items that fit into each object code to aid in the budgeting process. Instructions for completing the budget as well as the required expenditures are discussed. Schools then submit their budgets and required documentation to the Federal Programs Staff, who maintains the documents at the Central Office. Summary of the steps is as follows:

- Each school works in June to update their Schoolwide Plan or Targeted Assistance Plan and their Parent Involvement Plan based on current achievement data, survey information and parent input.
- They base their budgets for their Parent Involvement and Schoolwide/Targeted Programs on the strategies included in their plans as determined by their comprehensive needs assessment.
- After their DRAFT plans are completed, they are turned in to the Central Office in the summer. Their plans and budget are reviewed to ensure their budget is following their plan.
- After the ConAp is approved, the Federal Programs Administrative Assistant enters each school budget into an Excel workbook.
- The budget is given to the finance department software.
- Each requisition sent in by the school is checked against their plan by referring back to the budget plan each school turned in.
- The Plans are also reviewed for content, based on the Checklists.
- FINAL copies of their plans are turned in to the Central Office in August/September and are filed at the Central Office.

Monitoring Process/Procedures:

Monitoring Federal Programs at the Local School Level

The Federal Programs Administrators/Directors participate in administrator meetings at the beginning of each school year. The purpose of these meetings is to review Federal Program requirements and provide technical assistance in regards to Federal Program processes, procedures, documentation, fiscal procedures and additional Federal Program requirements. CLIP information is reviewed at this time as well.

GaDOE guidance regarding the Federal Programs is shared with the schools. Areas include: Program Requirements, Professional Learning Requirements, the monitoring process, supplement vs. supplant, allowable expenditures, time and effort, and other Federal Program requirements. This information is also provided electronically to all schools.

Monitoring Federal Programs at the District Level

The Title II Coordinator participates in district level meetings with the Human Resources Department and Title II Secretary at the beginning of each school year. The purpose of these meetings is to review Title II requirements and provide technical assistance in regards to Title II processes, procedures, documentation, and additional Title II program requirements.

Meetings are held throughout the school year with the Title II Coordinator, HR Department and the Title II Secretary to ensure Title II documentation is being collected, as well as to share new information gained through guidance meetings and webinars.

Meetings

The Title II Coordinator and members of the School Improvement and Assessment Department meet each quarter to provide technical assistance and professional learning to support the Title II program.

Primary topics covered at meetings to support Title II include:

- Providing Professional Learning Support to teachers and paraprofessionals
- Providing and planning for high impact professional learning opportunities
- Coaching and mentoring staff
- Utilization of Protocols
- Providing effective feedback
- Effective Leadership Skills
- Title II Program Monitoring and Documentation

Communication with Schools

Communication with principals and other school personnel occur through principal meetings, formal and informal individual meetings, emails, or by phone. Communication is two-way and schools call if they have questions or concerns about Title II requirements and vice versa.

Technical Assistance & Monitoring

Technical Assistance

Technical Assistance is offered at all times through e-mail and phone communication, as well as school visits, to assist schools in analyzing data to identify priorities in instruction, professional learning, and effective budgeting. In addition to the following technical assistance provisions, principals, assistant principals, bookkeepers, and any other Federal Programs personnel call or e-mail with questions for guidance.

- Spring administrative meeting is held to remind principals of end of the year information and to provide preliminary information related to the upcoming budget year.
- In the summer, prior to the beginning of the school year, another meeting is held that reviews the purpose of all federal programs, as well as expectations and procedures related to allowable use of funds.
- School Annual Title I Meetings
- *Systemic Family Engagement: A Comprehensive Guide to Implementing an Effective Parental Involvement Program* will be reviewed with each Title I school who will train their faculty and staff in order to build parental capacity
- Formal meetings held by the Central Office (Title I, Title IIA, Principals, Parents)
- Formal meetings held by the school
- Informal meetings and conversations held before, during or after other administrative/principal, and other meetings held by the Central Office
- Parent involvement meetings/workshops/activities

- Phone calls to and from school personnel
- E-mails to and from school personnel
- Federal Programs Timeline
- Checklists
- Federal Programs monitoring notebooks listing required documents and due dates
- Mid-Year Review Conferences with administrators
- Samples of required documents
- Face-to-Face Consultations with N&D Administrators
- One-on-One Technical Assistance with Title I School Administrators/Bookkeepers

Technical Assistance is conducted on a regular basis by the Federal Programs Administrators/Directors through the following means:

- District Meetings with District Office Staff
- Principals' Meetings
- Federal Programs Guidance Documents
- Formal and Informal Meetings at school sites
- Informal meetings and conversations
- Stakeholder involvement meetings
- Emails and phone calls
- School Visits
- Planning Sessions
- Professional Development Sessions
- Budget Reviews
- Documentation Collection
- Title II and Professional Learning Surveys
- Documentation Folders
- Timelines and Checklists Federal Programs Monitoring

Onsite Monitoring Procedures

Monitoring of Schools is a critical component of ensuring that compliance is taking place at each school. All Title I schools are subjected to on-going monitoring by the Director of Federal Programs throughout the school year. During the first two months of school, the Federal Programs Administrators/Directors convene a meeting of all Chattooga County School System principals. Principals receive training and/or information on policies and procedures and guidance for operating Federal Programs, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III and English to Speakers of Other Languages (ESOL), Title IV (Student Support and Academic Enrichment), IDEA (Individuals with Disabilities Education Act) and Title X, Part C (McKinney-Vento Education for Homeless).

Principals are given detailed information on expectations and copies of program guidance. Specific training is provided in all facets of Federal Programs. Information is provided to principals related to timelines, budget forms, inventory information, school implementation, parental involvement, and other areas of Federal Programs as appropriate. Monthly Principal Meetings are also held with principals. Specific budget information and other pertinent information are given out at these meetings. Phone calls and emails are a daily occurrence between the Federal Programs district staff and Chattooga County Schools staff.

Formal and informal meetings as well as phone calls and e-mails provide technical assistance and monitoring feedback. A Federal Programs Timeline is distributed at the Principals' workshops that outlines the federal required documents with the necessary due dates. E-mail reminders are sent for item due dates. If/when schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an e-mail is sent describing the issue and how to correct it.

In addition to meeting with principals, the Federal Programs director meets with the Parental Involvement Coordinators on a weekly basis. These meetings are an opportunity to discuss Title I in detail and also an opportunity to discuss upcoming events/trainings/parent involvement activities for each school within the Chattooga County School System.

Phone calls and emails are a daily occurrence between Federal Program Staff and school staff. In addition to communication with principals, Federal Program Staff also meet with Bookkeepers during the year to offer guidance and support. These meetings are an opportunity to discuss Federal Programs in detail and also an opportunity to discuss content specific information.

All Federal Programs services are supplemental. This process is monitored through on-going technical assistance, site visits, and through the budget process.

The Federal Programs Staff conduct on-site monitoring of all schools at least once each year for compliance. Feedback is provided to the principals via checklists and descriptive information. In addition, emails, and phone conversations take place throughout the year as a means of providing on-going monitoring and communication with each school.

Collection of Documentation from District Staff

Documents for monitoring are collected from the district staff by the Federal Programs Administrators/Directors. Departments are provided guidance for all items to collect throughout the school year. Samples and forms are provided by the Federal Programs Administrators/Directors. All documentation is reviewed by the Federal Programs Administrators/Directors to determine if all documentation is satisfactory, or if new, additional, or corrected items need to be submitted. District staff is notified if corrections need to be made through phone calls, emails, or an in-office visit. Formal and informal meetings as well as phone calls and emails provide technical assistance and monitoring feedback.

Collection of Documentation from Schools

Documents for monitoring are also collected from the schools as needed by the Federal Programs Department. The schools are required to maintain copies of original documents at their school. Schools are provided checklists of all items to collect throughout the school year. The Title I principals verify all information is correct using the *Mid-Year Review Checklist* and *End-of-Year Review Checklist*.

- Schoolwide Plans are due prior to October 1. Principals are notified if corrections are needed.
- Inventory spot-checks are performed twice per year.
- Meeting agendas, sign-in sheets and other stakeholder documentation is turned in to the Central Office and filed with the Federal Programs Directors/Administrators.
- Formal and informal meetings, as well as phone calls and emails provide technical assistance to schools throughout the year.

Mid-Year Review

After the initial, beginning of the year meetings with the Principals and Assistant Principals, in which all program components are discussed and the *Mid-year Review Checklist* is reviewed, the Federal Programs Department collects and reviews each of the Schoolwide Plans, Parent Involvement Plans, and School-Parent Compacts. The Checklist for each of these documents is used by the local school level, as well as the district level in the review process. As we monitor the schools' documentation, we make notes of needed revisions or missing documents on the *Mid-year Review Checklist*. A copy of the reviewed checklist is returned to the principals, during the Mid-Year Review Conference. Comments and suggestions made by the Title I Department are communicated to the school, and changes are made as appropriate. Once missing items are collected, the checklist is signed by the principal. The Mid-Year Review is also used to determine their progress with their plan, their goals and their budget.

Monitoring of School Improvement Plans

School Improvement Plans (SIP) includes data which drives student achievement and are monitored by Federal Programs Director during the year. Based on continuous data analysis, principals and leadership teams make changes to the school improvement plans.

Feedback on the schoolwide/targeted assistance plans are sent to each principal via in-person visit, phone call, or email.

Schoolwide plans that fail to meet the requirements of the Schoolwide Program Checklist may be rejected until revisions are completed. If the Title I director requests revisions, the Title I Schoolwide plan will be rejected and returned to the principal. Suggestions and recommendations will be made. Appropriate school personnel will make changes, as suggested by the Title I director, and return the completed Schoolwide Plan to the Title I Director by a new deadline.

Monitoring of Neglected & Delinquent Facilities

There are currently no facilities for Neglected and Delinquent students in Chattooga County.

Monitoring of Private Schools

The Federal Programs Staff monitors participating private schools. Invitations for private schools to consult for participation in federal programs the following calendar year are sent in the fall, usually September, via certified mail. A meeting is held in October to present information about the programs available to students in private schools. Currently Chattooga County School System is not serving any private schools.

Data Review

CCSS utilizes data team meetings by subject area and grade bands to conduct data analysis. Data is provided to schools through the use of SLDS and CCRPI results. Each summer, through administrative meetings and data retreats, school and district personnel analyze student progress and begin to formulate action plans to address critical needs that the data reveals. Annual school data profiles are created and placed in data rooms at each school, Success Team office, and district office.

The data is reviewed with parents and community stakeholders who offer suggestions and approval of the CLIP Implementation Plans and Descriptors. The CLIP describes goals, timelines, and strategies to be implemented. Teachers also have access to current and historical data through SLDS.

Focus Walk data, consisting of classroom observation data, and student interviews, are collected, disaggregated and reviewed with the principal and the school staff. This data is used to provide feedback to schools as they review their school improvement plan and continually work to improve instruction and student achievement.

Identification of At-Risk Schools and Data Analysis

Schools meet and analyze data with the intent of improving instruction. They evaluate the previous year's successes/failures, analyze current data and determine strategies, plans and Budget needs to support their revised plans. Principals discuss this information with all staff to ensure that they fully understand the data presented. Principals demonstrate to the Federal Programs Administrators/Directors that they fully understand the needs of their school by identifying the root cause of the problems that keep the school from achieving academically. This information is discussed in detail in the updated schoolwide plans each year at the Mid-Year Review meeting.

The district office also completes a data analysis of all district and school data, with input from multiple stakeholders, including principals and assistant principals and district office personnel. Data is evaluated as well as the successes/failures of the previous year's activities and goals and expectations are determined for the upcoming year. Through this process the CLIP, Equity Plan, District Parent Involvement Plan, Comprehensive Needs Assessment and Effectiveness Plan are developed. Through this review process, discussions with principals and review of school improvement plans and achievement

data, the district identifies any schools who are struggling or at-risk in certain areas or as a whole and plan additional support, technical assistance and follow-up through on-site visits, walk-throughs, emails and phone calls.

Chattooga County School District will receive notification regarding high risk schools from GADOE. GADOE will review CCRPI scores and will categorize schools as high risk. The LEA will be notified by GADOE in the event any schools are categorized as high risk.

Corrective Actions

Corrective actions are required by the Federal Programs Director/Administrator for accurately completing and maintaining the necessary documentation for implementation of the Federal Programs. The reports and documentation are maintained both at the local school and central office level. Corrective actions are most often discussed during meetings, phone calls, or through emails to ensure understanding and to allow for questions and clarification.

Follow-up / Verification of Implementation of Required Corrective Action Process - (Audit and Monitoring Findings)

Verification of Implementation of Required Corrective Action

Corrective action from a previous monitoring is discussed with principals in order to assist them in understanding the critical need for compliance in all Federal Programs. Professional learning is provided based on needs. In addition, professional learning is used as a preventive measure to ensure that all personnel have clear understanding of all expectations for every facet of the Federal Programs. The Federal Programs Directors/Administrators, along with district level staff, and outside consultants, provide on-going training as a means of ensuring that all school staff is in compliance at all times. Upon completion of onsite visits, school staff documents areas in need of completion and/or correction and provides detailed findings reports to school principals, clearly articulating required corrective action with due dates. If a finding is issued, the Federal Programs Directors/Administrators will assign a due date to reconcile all findings and provide guidance to school staff to ensure findings are resolved by the assigned due date.

Monitoring – On-going monitoring of Federal Programs is performed throughout the year. When changes are needed the school is informed and revisions are completed. If revisions are not acceptable, the revision process continues until revisions are accepted.

Once the Director of Federal Programs receives the monitoring report containing the required corrective actions, the Director of Federal Programs will develop the corrective actions with the assistance of the representatives of the affected programs. Once the corrective actions have been submitted and approved by the GaDOE, the new processes and procedures will be implemented effective immediately. All stakeholders involved in the corrective action will be informed of the finding, the corrective action, and the new processes and procedures to be implemented in order to ensure federal compliance. The Federal Programs staff is responsible for determining that the new processes and procedures are implemented.

When the Federal Programs staff identifies a required corrective action that must be taken at the school/department level, the applicable school/department is notified of the needed corrective action and is required to develop a corrective action that addresses the situation. Once the corrective actions have been submitted and approved by the Federal Programs staff, the school/department is required to implement the corrective action immediately. The Federal Programs staff is responsible for determining that the new processes and procedures are implemented.

Corrective action from previous monitoring is discussed with principals in order to assist them in understanding the critical need for compliance in Federal Programs. Professional learning is provided based on the needs determined by the corrective action. In addition, professional learning is used as a

preventive measure to ensure that all staff has a clear understanding of all expectations of every facet of federal programs.

Audits – Each year upon conclusion of the financial and compliance audit performed by the district's contracted auditing firm, a post audit conference is held by the auditors with the Superintendent and Finance Director. Any issues noted within the audit are discussed. From this point, the Finance Director notifies the applicable staff of any findings/comments noted in the employee's area. Should a corrective action plan be required, the Finance Director will develop such plan, have the superintendent approve and transmit plan to the proper authority. The audit report is presented to the school board at the regular scheduled meeting

Comprehensive LEA Improvement Plan (CLIP)

Section 1112 of the Title I, Part A, Elementary and Secondary Act (ESSA) of 1965 specifies that LEAs may receive funds under ESSA if the LEA has an approved plan on file with GaDOE. The LEA plan is submitted as part of a Consolidated Application under Section 9305 of ESSA. The CLIP has three major components: ESSA/IDEA Plan Descriptors; System Profile; LEA Implementation Plan. The following programs are a part of the CLIP: Title I, Part A – Programs for Disadvantaged Children; Title I, Part C – Education of Migratory Children; Title I, Part D – Programs for Neglected and Delinquent Children; Title II, Part A – Teacher Quality; Title II, Part D – Enhancing Education Through Technology; Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students; Title IV, Part A – Safe and Drug-Free Schools; Title V, Part B – Rural Education Achievement Programs (REAP); Individuals with Disabilities Act (IDEA) – Programs for Exceptional Students; Carl D. Perkins Vocational and Applied Technology Act – Vocational Education Programs; Title X, Part C McKinney-Vento Education of Homeless Children and Youth (EHCY) and State Professional Learning.

All components of the CLIP are required prior to the district receiving funding from state and federal programs.

Comprehensive Needs Assessment

The first comprehensive needs assessment review begins after the release of District/School test data each Spring. The District School Improvement Team reviews the data for all grade levels to determine the areas of improvement and/or decline from the previous year's scores. The strategies implemented the previous year are compared with the scores to decide the success of the implementation. The review of scores and programs helps determine the strategies to be implemented during the upcoming year. The results of the Comprehensive Needs Assessment are used to revise/update the CLIP.

The Three-Year CLIP has three major components:

1. NCLB/IDEA Plan Descriptors
2. System Profile
3. LEA Implementation Plan

CCSS must submit all components of the CLIP in order to receive funding from state and federal programs such as:

Title I, Part A - Programs for Disadvantaged Children
Title I, Part C - Education of Migratory Children
Title I, Part D - Programs for Neglected and Delinquent Children
Title II, Part A – Improving Teacher Quality
Title II, Part D - Enhancing Education Through Technology
Title III, Part A - Language Instruction for Limited English Proficient (LEP) and

Immigrant Students
Title IV, Part A - Safe and Drug-Free Schools
Title V, Part A - Innovative Programs
Title V, Part B - Rural Education Achievement Programs (REAP)
Individuals with Disabilities Education Act (IDEA) - Programs for Exceptional Students
Carl D. Perkins Vocational and Applied Technology Act - Vocational Education Programs
Title X, Part C McKinney-Vento Education of Homeless Children and Youth (EHCY)
State Professional Learning

CCSS must submit plans through the Consolidated Application Web site prior to submitting budgets. A review committee will evaluate each plan for approval. Once the CCSS plan has been approved, CCSS may submit its' budgets.

The Comprehensive LEA Improvement Plan is revised each year by the federal programs managers at the district level as well as by school personnel and parent and community member stakeholders through a series of meetings. The district federal programs managers meet to review the CLIP and plan for the Stakeholder meeting. The Parent and Community Stakeholder group is mailed an invitation to attend a CLIP Review meeting. The meeting is documented through the agenda, sign in sheets, and the PowerPoint presentation. Feedback is sought from the stakeholder group and shared again with the CLIP Committee. School personnel also meet to review the CLIP and provide feedback to the committee. The CLIP Committee meets again to review and revise the previous year's plan to ensure all information is accurate and updated. The CLIP and implementation plan changes are documented through the Consolidated Application. All meetings are documented through agenda's and sign in sheets.

Federal Programs CLIP Procedures

Written procedures identifying what the LEA will implement to assess the effectiveness of each major Federal Programs funded activity will be attached to the Consolidated Application. The procedures include:

1. the prioritized component and equity intervention being addressed
2. the need being addressed,
3. identification of the Federal Program funded activity
4. the data to be collected to measure the effectiveness of the activity
5. the position of the person responsible for collecting the data, and coordinating the review and analysis of the data, and
6. the timeline for collecting data and completing the review and analysis of data.

LEA Procedures

The Federal Programs LEA Procedures are reviewed and revised each year. The Federal Programs Directors/Administrators consult with district office staff and school leaders to ensure that all information is accurate, updated and understood by those affected by the procedures.

Review / Approval Process CLIP

The LEA Comprehensive Improvement Plan (CLIP) is updated annually.

CLIP revisions take place annually using prior year data and needs assessment information. The CLIP serves as the plan detailing coordination of various federal programs, identification of needs and the budgeting for such needs with federal funds. Department Directors, school and system leaders,

as well as community and parent stakeholders are involved in the revision process. The district conducts an annual survey that allows parents to provide input on district policies and procedures. Parent input is examined and considered from these surveys. Documentation includes sign-in sheets, agendas, emails, and returned comment pages. The Federal Programs Director gathers all input and updates the CLIP. The plan is submitted to the Superintendent for final approval and submission.

The CLIP is revised each year through a series of meetings.

- The district CLIP committees, comprised of federal programs director/coordinators, meet in the winter to review the CLIP and plan for revisions.
- Stakeholders are invited to attend a meeting to review all district plans, ask questions and offer suggestions for improvement.
- The process continues with Principal and Assistant Principal Meetings each spring, ensuring that all information is accurate, updated and understood by those affected by the plan. They review and ask questions and then share the document with their schools for further review.
- A cross section of teachers is pulled together at the central office to review the CLIP and offer suggestions.
- The district CLIP committee meets again and uses all feedback received to update and revise the CLIP in order to have it ready for submission when the Consolidated Application opens.
- The CLIP changes are documented through the Consolidated Application, according to the guidelines set forth by the GaDOE.
- All meetings are documented through agenda's and sign in sheets.
- The final revision is made available to stakeholders on the system website.

If the GaDOE request revisions to the CLIP after submission, the district team will reconvene to discuss and make needed changes which will be sent to the superintendent for final approval and submission.

CLIP Schedule/Timeline

To ensure timely submittal to the GaDOE, the following timeline must be followed:

- August - July: District Parent Involvement Plan and CLIP is made available on the district web site.
- August – July: The approved CLIP is available to parents in the office and in the Parent Resource Room at each school.
- May: A system-wide parent meeting is held for final input into the CLIP, Equity Plan and the LEA Parent Involvement Plan.
- May: Final revisions are made to the District Parent Involvement Plan based on feedback obtained from multiple stakeholders.
- July: Final revisions are made to the CLIP based on feedback obtained from multiple stakeholders.
- July-August: The CLIP is uploaded for GaDOE approval.

Resolution for Unapproved CLIP

If the GaDOE requests revisions, the Federal Programs Director retrieves the requested changes from the Audit Trail in the GaDOE portal. The Federal Programs Director then communicates with the appropriate school or district based personnel to ensure that requested changes are submitted to the Federal Programs Director. The Federal Programs Director provides technical assistance as appropriate, makes corrections and/or approves corrections and then resubmits the CLIP. This process is continued until the system's CLIP has been approved by GaDOE.

Pre-K Services

Chattooga County School System does not fund PreK with Federal Funds

Parent Involvement:

Parent Involvement Plan Overview

Chattooga County School System has an on-going commitment to our parents. Parental involvement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Our goal is to ensure that our parents and their children receive extraordinary services and assistance that will lead to improved academic achievement. The district recognizes that parents are an integral part of a child's success in school, starting with the concept of being the child's first teacher. As a conduit for their children's success, the district will assist parents of all socioeconomic levels in the solidifying their ongoing commitment to their child's success.

Plan Review Procedure

The Chattooga County School System Board of Education believes that the public schools belong to the people who create them and that student educational goals should reflect the goals of the community. We affirm and assure the rights of parents to participate in the development of the goals and objectives of the public schools and encourage involvement in all areas of their children's educational experiences.

Parent Notifications & Communications

All parent notifications are sent in an understandable and uniform format and to the extent practicable, in a language the parents can understand.

Parents are provided with information about Title I each year. Title I district and school information is sent home at the beginning of each school year in the school's back to school "Title I Parent Packet". The district's Title I brochures and other communications and plans are also included in this parent information packet for ALL parents in each Title I school. Title I information is also available on the system and school website and in the system's Student Handbook. The following information is provided:

- Georgia's ESSA Flexibility Waiver Status
- School Title I Designation Status
- School Improvement Status of the school
- Parents' Rights to Know

Parents are also informed of their rights to know the qualifications of their children's teacher through the Student Handbook that is sent home with all students at the beginning of the school year in English and Spanish. This notification is also provided in the Title I Parent Packet and in the School Improvement section of the District website. If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified, parents are provided a timely notice. All notices and information must be in a uniform and understandable format, including alternative formats upon request and to the extent practicable, in a language that parents understand. Parents may request and receive information regarding:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches.
- Whether the teacher is teaching under emergency or other provisional status
- The degree level of the teacher
- Whether the student is provided services by paraprofessionals

When parents mark on the enrollment form that they need correspondence in another language, to the extent practical, efforts are made to provide either written support or support through an interpreter. If it is a Title I document or activity, Title I Funds are used to provide the translation or interpretation, following the *Interpreter/Translator Services Procedures* listed below. If it is a document or activity that is not considered Title I allowable, local funds are used to fund the translation or interpreter. Translators are used for meetings as needed. Furthermore, all parent communication is written in a format so that the

content is easily understandable. The district website will automatically allow parents to translate all documents into their native language.

Interpreter /Translator Services Procedures: Chattooga County Schools

Guidance:

According to the Title I portion of the Every Student Succeeds Act of 1965 (ESSA) the following translation/interpretation activities are allowable under Title I.

1. Information regarding achievement
2. Annual state and local education agency report cards
3. Information in the school's Title I plan
4. If the school is identified for "school improvement," information on what this means, the reasons for the identification, what the school district and state are doing to address the problems identified, how parents can become involved to help, and an explanation of the parents' right to transfer their child to another school
5. Information on the availability of supplemental educational services, identified approved providers, and a brief description of the services. For students receiving supplemental educational services, information on their progress
6. Information related to school and parent programs, meetings, and other activities and notification of the district's parental involvement policy
7. Meaningful consultation with parents of Title I participating children on the planning and implementation of parental involvement programs, activities, and procedures

Procedure:

When an interpreter/translator is needed and you intend to use Title I funds for the payment, please follow the procedures below:

- Review the above list to ensure the activity is allowable under Title I law.
- If the person is not a Chattooga County employee:
 - a. They will complete the *Contracted Services Form* located on the CCSS Website and follow the procedures for becoming a vendor with CCSS.
 - b. After services are completed, they will send in an invoice for services. The invoice should provide very specific details of the activities that were completed.
- If the person is an employee of CCSS:
 - a. They will complete the *Contracted Services Form for Employees*.
 - b. The *Title I Interpreter/Translator Time Sheet* will be completed for all activities and will include a detailed description of each activity.
- Completion of the *Contracted Services Form* or the *Contracted Services Form for Employees* provides prior approval of the activity and assurance of allowable activities.

LEA Policy

The LEA Parent Involvement Policy is reviewed and revised annually by the Title I Director, Parent Involvement Coordinators, parents, community, the Chattooga Collaborative, and Stakeholders (teachers, principals, administrators, and other school personnel). The district will hold a meeting for review of the District Parent Involvement Plan at the Central Office or the College & Career Academy. All parents, teachers, administrators, and other school personnel in the district will be invited to the meeting to provide input. A notice will be sent out about the meeting date. Parents will be notified in multiple ways (flyers, text, social media, invitation, website, email, school reminders) of the meeting to gather input from parents and the community to obtain a copy from the school, district, or website and submit input or bring it with them to the meeting before the final revisions are approved. The agenda, sign-in, meeting notes, and suggestions will be collected by the Parent Involvement Coordinator. The required information will be submitted to revise the plan for the next school year. The LEA Parent Involvement Plan checklist will be applied to the district and school plans. Revision dates will be clearly marked on each plan. The Federal Programs Director and the Parent Involvement Coordinator will review plans during the monitoring of

schools and the Mid-Year-Review process. Plans will include activities and workshops that have been identified and requested through the previous year's annual parent involvement survey. School improvement and parent involvement plans are posted on the website and paper copies are available at each school as well as available in each Title I Parent Resource Room.

Other information used to revise the policy includes, feedback provided by the parents at meetings, stakeholder's forums, and by surveys that are conducted annually. These plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. Comments and suggestions from Title I parents, stakeholders and the community and the schools are collected and used when planning parenting programs and district plans.

Involving Stakeholders in Planning, Revision, and Implementation

All stakeholders are invited to review, revise, and comment on the District Parent Involvement Plan and the Comprehensive Improvement Plan (CLIP). The invitation is posted on the District website, and the meeting date including agenda is posted at the BOE. Stakeholders and parents are given the opportunity to comment, provide suggestions, and give feedback through email, group discussions, and meeting evaluations. Feedback is used by the district and Title I schools when planning parenting programs, activities, and training. The final revised District Title I Parent Involvement Plan is made available to stakeholders on the system website, sent home to parents in Title I packets and is made available in school Parent Resource Rooms and included in the student handbook. A meeting agenda and sign-in sheet will be maintained during all meetings related to planning, revisions, and implementation.

The Parent Involvement Coordinator is a member of the Chattooga Collaborative, Inc., *Chattooga County Family Connection* as represented by Chattooga County Schools as partners in education. This commitment allows on-going community support and a model partnership for implementing parent involvement activities and provides resources for parents and families. Collaborative meetings are held monthly and promote school and community involvement to build capacity with the LEA and schools. Valuable input and stakeholder feedback is used in detailing the coordination of various programs and outlines the district and school planning process.

Local School Policies and Procedures

All Title I schools have Parent Involvement Plans. It is the responsibility of the principal in coordination with the Parent Involvement Coordinator to make sure that all plans are reviewed and revised annually.

- The review and revision process occurs in the spring of each year.
- An annual survey is conducted and advertised to be compiled for results in the process of informing the following year's parent involvement plans and activities from responses.
- During this time, the Federal Program Department supports the schools in developing, revising, implementing and coordinating their Parental Involvement plans during principal meetings, school meetings, and professional learning and with planned meeting times.
- School Parent Involvement and Schoolwide/School Improvement Plans are reviewed and revised each year during the planning meetings in June.
- Each school leadership team conducts the summer leadership retreat at which representatives from each grade level, content area, and department, as well as administration and parents develop a plan. School administrators then present the plan to the district Federal Programs Department as the development, overseeing, and adoptions of plans are made.
- All parents are invited to each school for the revision process.
- Each school adds a written evaluation of their previous year's plan to their plan for the upcoming year. In this evaluation each school explains what worked well and what they plan on changing for the upcoming year.
- Evaluations from parent activities during the previous year, survey data, as well as, comments from parents participating in the planning process are used in the revision process.

- All stakeholders are invited to review and comment on the school's Parent Involvement Plan and School/ Parent Compact. The invitation is on the District and school websites and sent home with each student.
- Stakeholder comment is requested on the website and at the meeting.
- After the plan is revised and approved, the Parent Involvement Checklist is completed and signed by the principal.
- Title I personnel read the evaluations as they review each school's Parent Involvement Plan. The Federal Programs Department reviews and rechecks the Parent Involvement Plans with the Checklists, ensuring inclusion of the required information.
- If information is missing, the school is informed of the additional needs, by email, phone call or during each school's Mid-year Monitoring Review.
- After the new material is turned in, the plan is reviewed again.
- The Parent Involvement plan is sent home to all parents in the Title I Packet. The Parent Involvement Plan and the Schoolwide Plan are also available in the office, on the school's website and in the Parent Resource Center of each Title I school. Spanish copies are also available and provided where appropriate.

School - Parent Compact

All Title I schools have parent-school compacts. It is the responsibility of the principal in coordination with the Parent Involvement Coordinator to make sure that all compacts are reviewed and revised annually.

- The compact includes responsibilities for the school, parent, and students.
- The revision date will be clearly marked on each compact.
- Each compact contains three signatures and three dates; student, parent, and school representative.
- Learning compacts should include grade/content specific outcomes.
- Copies of the signed parent compacts are kept on file at the school to be used during parent-teacher conferences. Several copies of the signed compacts are sent to the Title I Department with the Plans Notebook.
- Parents are invited to participate in the review and revision of this document annually. All stakeholders are invited to review and comment on the Parent Compact of each school, along with their Parent Involvement Plan. The invitation is on the District website and is sent home to ALL parents in Title I schools.
- Stakeholder comment is requested on the website and at the meeting.

After reviewing parent input, the Chattooga County School District will send school-parent compact to the school for the leadership committee to revise on the GaDOE template. After that, it will be sent back to Parent Engagement Coordinators for review and will be forwarded to Sandy Camacho for translation.

Distribution of Completed Plans

Chattooga County Schools posts the completed, approved, and adopted plans on each school website located at www.chattooga.k12.ga.us.

Plans include district and school improvement plans, parent involvement plans, Title I schoolwide plans, school compacts, comprehensive LEA improvement plan, parents' right to know, complaint procedures, and policy on ethics, fraud, waste and abuse.

All Title I schools send home "Title I Parent Packets" on color paper at the beginning of school with required communication to parents on parental involvement plans and activities. School calendars, newsletters, and outlined resources for upcoming academic learning events may be included as well for parents.

Annual Spring Parent Involvement Surveys/Evaluations

Process to Collect: An annual survey is conducted each spring. Each school shall review the questions on the survey to ensure its alignment to the purpose of Title I.

Parent Involvement Surveys, which request parent input on the Parent Involvement Program at their school, are made available electronically each spring on the district & school's website.

- Hard copy format is also provided for those without access to a computer and for those preferring a Spanish translation.
- The survey is advertised through parent flyers/newsletters, parent notification, social media, and other ways by school.
- The parent letter also informs parents of the availability of a computer in each school's Parent Resource Room for use in completing the survey.
- Any hard copies that are completed are entered into the website.
- There is a portion of the Parent Activity Evaluation Form where parents provide written suggestions for ways to improve the Parent Involvement program at their school and suggestions for future workshops.
- The results are compiled by district and by school and distributed to each school for use in revising the following year's Parent Involvement Plan for planning parent activities.

Process to Review: The results of the surveys are shared among several groups of stakeholders, including, but not limited to, parents, school, central office employees, and community members, Local School Councils, and those attending Annual Title I meetings. The results of the surveys are used to review and revise parent involvement plans and components.

LEA Technical Assistance to Schools on Parent Involvement Requirements and Best Practices for Family Engagement

The LEA provides technical assistance to schools in the following ways:

- Professional learning sessions during Principal and Parent Involvement Coordinator meetings.
- One-on-one meetings held at each school site between the Title I Parent Involvement Coordinator and school leaders.
- The creation and sharing of a Federal Programs Handbook that is a "Quick Guide" for schools and administrators.
- Technical assistance with planning, organizing, and conducting parent meetings.
- On-going emails and phone calls.
- Guidance and example resources to schools on parental involvement requirements, including guidance on the school parental involvement plan, planning, school-compact and ways to build parent capacity.
- The Parent Involvement Coordinator at the Central Office meets periodically with the Title I Assistant Principals to offer suggestions for parent trainings.
- Title I "Documentation Tubs" with divided sections organized to match the school notebooks for the collection of documentation and housing of additional resources.
- The Parent Involvement Coordinator shares quarterly Parent Engagement Newsletters, Compliance Webinars, and the GaDOE social media blogs, twitter, & Facebook links for up to date resources and information on involving parents.
- Parent Institute & Helping Children Learn Newsletters have been added to each Title I school website for parents and schools to access.

Annual Title I Meeting

Title I Schools are required to hold an annual meeting and submit documentation of the required Title I Annual meeting, including a copy of the sign-in sheet and agenda in their Monitoring Notebook. Schools are required to hold their annual meetings by October 31st of each year. These meetings are separate from Open House meetings and are the responsibility of the principal to arrange meeting times and invite ALL stakeholders to the meeting in their schools. The Parent Involvement Coordinator is responsible for collecting the required evidence from the schools notebooks and Title I Tubs including the agenda, sign-ins, handouts, ppts, minutes, flyers, etc. Schools also submit their method of advertising their meeting (picture of school sign, newsletter announcement, and invitation). Each required action matches the MYR

and checklist and is reviewed by the Title I Parent Involvement Coordinator. Each principal completes the Title I Annual Meeting Assurance Form.

ESSA Brochures and Notifications

ESSA Flexibility Waiver brochures are provided to schools from the district. The brochures describe current flexibility waiver status. Principals revise the brochures to meet their school's status and other personalization and send them home with students at the beginning of school. These are also included in their Title I Parent Packets to ALL parents at the beginning of school. Brochures are distributed to parents and documentation of when and how the brochures are sent to parents is required to be collected by the Federal Programs Department and monitored by the Parent Involvement Coordinator. Each school's flexibility waiver status and CCRPI score is also located on the website. A letter to each parent is included in the Title I Parent Packet from each school discussing the CCRPI score and waiver status each school year.

School Designation Status - Priority Schools

The Chattooga County School System does not have any schools designated as Priority Schools at this time. In the future, if a school does receive this designation, the following procedures will be followed:

A school identified as a Priority School will receive the support of the School Improvement Division of the GaDOE. This support will be through the assignment of a School Improvement Specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. The LEA will sign a three year Memorandum of Agreement with the GaDOE on behalf of Priority Schools. The memorandum of Agreement will outline a set of non-negotiable actions and interventions required of each Priority School aligned with the turnaround principles. The MOA will be developed during the spring of the year before it is to be signed in the fall.

Using the U.S. Department of Education's (US ED) definition and methodology for identification, schools identified as Priority Schools will receive school improvement support and intervention for a period of three years. Schools will be exited from Priority School status when the school no longer meets the definition of a Priority School for three consecutive years and has reduced the number of non-proficient students by 25 percent over a period of three years. High schools identified as Priority Schools based on graduation rate must increase their graduation rate by 8% over a period of three years.

School Designation Status - Focus Schools

The Chattooga County School System does not currently have any schools identified as a Focus School. We do not have any schools designated as Priority, Focus, or Alert Schools. The following procedures will be followed in the future if a school receives this designation:

The GaDOE will work in collaboration with the LEA to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the LEA and the GaDOE will determine the interventions required of each Focus School. LEAs sign a Memorandum of Agreement with the GaDOE on behalf of Focus Schools. The MOA will outline a set of non-negotiable actions and interventions required of each Focus School.

Using the U.S. Department of Education's (US ED) definition and methodology for identification, schools identified as Focus Schools will receive school improvement support and intervention for a period of three years. Schools will be exited from Focus School status when the school no longer meets the definition of a Focus School for three consecutive years and demonstrates that the individual subgroup or subgroups that caused the school to be identified as a Focus School has decreased the number of non-proficient students by 25% over a period of three years. High schools identified as Focus Schools due to subgroup graduation rates must achieve a graduation rate that falls at or above the State subgroup graduation rate average for three consecutive years or show an 8% graduation rate improvement over a period of three years.

Building Parent Capacity

Parent Report Cards are completed by each school in the spring listing the activities provided by the school to build parent capacity in each of the Six Required Areas.

Parent meetings are held throughout the year in order to build the capacity of the parents of Title I students. Agendas (showing the academic activity that occurred), sign in sheets, and documentation from each parent meeting are collected in each school's Monitoring Notebook. Parents are also given the opportunity to complete an Evaluation Form at each parent activity, allowing the school to discover ways to improve their work with parents. If a snack will be provided at the meeting, the school must complete a Pre-Approval form prior to the activity in order to ensure the purchase is allowable according to the Title I guidelines.

Parent involvement workshops and activities are planned for the following year based on information gained during the annual needs assessment process. Materials are also purchased for parent resource centers based on expressed needs. Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective parental involvement and to support a partnership among schools, parents, and the community to improve student academic achievement through the following activities: Annual meetings; Conferences; E-mail communications; Phone calls; Parent workshops and activities; Family nights; Volunteering; Parent advisory meetings; Open Houses; Annual notification of school designation; Newsletters/flyers/brochures; Website information; School Governance meetings; and Board of Education meetings.

It is the responsibility of the principal, along with the Title I Parent Involvement Coordinator's support to provide school personnel and staff the resources and tools to build staff capacity. Including but not limited to the following:

- Shall educate all staff in the value and utility of contributions of parents;
- How to reach out to parents;
- How to communicate with parents;
- How to work with parents as equal partners;
- How to implement & coordinate parent programs;
- How to build ties between parents and the school

The Title I monitoring notebook will show evidence from schools and the Title I Parent Involvement Coordinator will provide resources and technical assistance as noted throughout the Federal Programs Handbook.

Parent Information Resource Center

Parents are informed of their school's resource center through the Title I Parent Packet, newsletters and announcements during the Annual Title I Meeting. Each school notifies parents of the location of the Parent Resource Center and its hours of operation at the beginning of each year through various means of communication. Various informative materials, instructional resources and games are available for check-out in each Title I school. A computer and printer are also available in each school for use by parents.

Schools are required to notify parents of the availability of the resources in the parent resources room, location of the room, and the times it is open. Each Title I school has operating procedures and processes for parents to check-out materials. Trainings and calendars for parent events can be found on each school's website or in the school's office/parent resource room.

Required 1% Set Aside for Parental Involvement

Because our school system receives more than \$500,000 in Title I Funds, the school system sets aside at least 1% of their Title I Allocation for parental involvement. Of the 1%, 100% is distributed among the schools. Parents are offered an opportunity to provide feedback of how the funds can be used during each school's Title I Input Meeting. Stakeholders are asked to submit their suggestions to the school Parent

Involvement Coordinator. The Title I Annual Survey includes a question that asks parents if they were provided an opportunity to provide feedback regarding the funds.

Parental Involvement: Principals have the option of expending the 1% in Parent Involvement funds or submitting them back to the system level. Chattooga County School System invites all parents to participate in the planning of the parent involvement budget. This is conducted during review, revise, and all parental input planning meetings. Parents also give input on workshops needed to build capacity.

Schools Responsibility

It is the responsibility of the Principal, in coordination with the Parent Involvement Coordinator, to make sure that the school's Parent Involvement Plans, learning compacts, school surveys, & Title I Annual Meetings are reviewed and revised annually in accordance with Title I regulations. Guidance is given during Mid-Year-Reviews, Technical Assistance and by email. If procedures are not followed, the Title I Coordinator will hold a meeting with the Principal for the purposes of corrective action which will be documented with agenda, sign in sheet, and written directive for corrective action.

School Improvement

At the current time, the Chattooga County School System does not receive SIG 1003a or 1003g funds. If the system should receive these funds in the future, all policies, procedures, and processes will be addressed.

Intradistrict Transfers

- A parent/guardian can apply to send a student to another school in the Chattooga County School System as long as the selected school is not at/over capacity. Within the available schools, there must be (a) classroom space and/or (b) opportunity for service in any special program needed by the student.
- A parent electing to exercise this choice option must begin the process by (a) reviewing the School System's Student Reassignment and Transfer Guidelines; and, (b) apply for transfer via the Reassignment and Transfer Request Form (*also posted electronically for usage by parents*).
- If a parent elects to exercise this choice option, the following provisions must be understood:
 - The parent assumes all responsibility associated with transportation of the child to/from the selected school.
 - The student who transferred to a selected school may continue until completion of the highest grade at that school.
 - In order to continue a transfer, the student must maintain acceptable grades, discipline and attendance. Additionally, a cooperative/productive relationship between home and school must also be maintained for a transfer to remain valid.
- All applications must be submitted directly to the Title I Director by September 1st of each year.
- All submissions after that date will result in a denial of the request.

Fiduciary Responsibility

The Elementary and Secondary Act of 1965 (ESSA) provides several fiscal requirements that are applicable to Title I, Part A funds. Local educational agencies (LEAs) must maintain the financial effort previously provided with state and local funds to Title I schools. LEAs may not use Title I funds to supplant or replace state or local funds. LEAs must provide services to Title I schools that are comparable to those of non-Title I schools

Maintenance of Effort

GADOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked "met" or "unmet" on the Consolidated Application. The calculation in the GaDOE portal determines which funds should be excluded from the calculation. Documentation for MOE is only required for districts that do not meet the required maintenance of effort. Districts' MOE is completed by the GaDOE. Chattooga County School System met MOE according to the status selected in the Consolidated Application in the GaDOE portal.

Comparability of Services:

Introduction

To ensure that funds made available under Title I, Part A of the Every Student Succeeds Act of 1965 (ESSA) are used to provide services that are in addition to the regular services normally provided by a local educational agency (LEA) for participating children, the LEA must provide services in its Title I schools with state and local funds that are at least comparable to services provided in its non-Title I schools. This requirement is critical to the success of Title I, Part A because it ensures that the federal investment has an impact on the at-risk students the program is designed to serve—something that would not occur if federal dollars replaced state and local resources that would otherwise be made available to these at-risk students. At the school building level, comparability requires an LEA to ensure that each Title I school receives its fair share of resources from state and local funds. In other words, an LEA may not discriminate (either intentionally or unintentionally) against its Title I schools when distributing resources funded from state and local sources simply because these schools receive federal funds.

Requirement

Section 1120A(c) of the Every Student Succeeds Act of 1965 (ESSA) provides that an LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I schools that, as a whole, are at least comparable to the services provided in schools that are not receiving Title I funds. If the LEA serves all of its schools with Title I funds, the LEA must use state and local funds to provide services that, as a whole, are substantially comparable in each Title I school.

The comparability requirement does not apply to an LEA that has only one building for each grade span. A variation of this situation would be where an LEA has only two schools, one of which is a large school and the other is a small school. In this case, the comparability requirement would not apply because the LEA would compare the small school to itself and the large school to itself. An LEA may also exclude schools with 100 or fewer students from its comparability determinations.

Demonstrating comparability is a prerequisite for receiving Title I, Part A funds. Because Title I, Part A allocations are made annually, comparability is an **annual** requirement.

Comparability is achieved through the use of two forms of documentation: the October Nutrition Report which is used to complete the Attendance Area Determination form and the payroll distribution report. The state comparability report provided by the Georgia Department of

Education is used to report the appropriate numbers to GaDOE. The total number of non-federal employees that are to be included per payroll distribution codes are counted and placed in the comparability report also provided by Title I, which automatically calculates comparability. The enrollment numbers and Free and Reduced submitted for comparability are from the October FTE count and the October Free and Reduced Report with the exclusion of prekindergarten enrollment. Using the student/instructional staff ratios to compare the average number of students per instructional staff in each Title I school with the average number of students per instructional staff in non-Title I schools, comparability is achieved when High Poverty Attendance Area Schools averages do not exceed 110 percent of the Low Poverty Attendance Area Schools. Included in the count are instructional teachers and support personnel, instructional paraprofessionals, music, art, and physical education teachers, guidance counselors, speech therapists, media specialists, school social workers and psychologists. No federally funded personnel or Prekindergarten personnel are included in the count; only state and local paid staffs are counted. High Poverty Attendance Area Schools are compared to Low Poverty Attendance Area Schools. Comparability will be determined and established by December 31 of each year.

The LEA Comparability Report will be submitted to the Georgia Department of Education via the Web based Title I, Part A Comparability Application. If the district is not comparable using the online application, the district will submit the Title I Comparability Report spreadsheet with supporting documentation to the Title I Area Specialist

To document comparability, LEAs should use the Title I Comparability Report spreadsheet located under Worksheets on the Title I Web site at: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>

Comparability Report Procedures

1. Request CPI Report 12 and 13 (certified staff and non-certified staff) from Human Resources department after the report has been submitted to GaDOE (usually in October). This is source documentation and must be used for this report. Use the spreadsheet, excluding the unallowable staff to count all staff members at each individual school.
2. Pull Nutrition report from GaDOE website for enrollment and Free and Reduced information for all grade levels PK-12 by school.
3. Count all staff not highlighted and total by school
4. Add certified and classified numbers to achieve school totals
5. Pull the October Nutrition report
6. Complete the termination form using the Nutrition data for Free and Reduced and Enrollment.
7. Do not count pre-K
8. Complete the Comparability Form comparing low and high poverty schools.
9. If schools are determined to be comparable, complete the sign-off on the ConAp.
10. Submit for superintendent’s signature and sign off.
11. Put hard copy in files along with back-up documentation.

Compliance Timeline

The district should collect the necessary data to demonstrate comparability as of the October full-time equivalent (FTE) count day. Request this information from FTE Coordinator around the 1st week in November. It is the October count.	1 st Week in November
Title I Comparability Report form must be submitted annually to GaDOE between December 10 th and 31 st .	December 31 st
If all schools in the district are not comparable as of the October FTE, revise report	No later than Dec 31 st of the current year

Who to Include in Staff Count:

- Teachers
- Other personnel that provide direct instructional services including music, art, and physical education teachers, guidance counselors, speech therapists, media specialists, staff that provide support instruction such as school social workers and psychologists.

Who Not to Include:

- Custodians, cafeteria personnel, school nurses, security personnel, prekindergarten teachers, prekindergarten paraprofessionals, secretaries, cafeteria and custodial workers and non-instructional paraprofessionals.

Cost Principles: Reasonable, Necessary, Allowable and Allocable:

Compliance with Applicable Laws, Regulations, and Guidance:

Compliance with applicable laws, regulations, and guidance is a system requirement and managed in several ways. The Board of Education has policies that reference and are consistent with state and federal laws or regulations. These board policies are required to be followed by all employees and only the board can allow for an exception to the policy.

Reasonable and Necessary Use of Funds

Expenditure of funds must meet the clause of "reasonable and necessary." When considering a purchase with federal funds, ask:

- (a) Do I really need this?
- (b) Do I need to spend these funds to meet the purposes and needs of the program?
- (c) Do I have the capacity to use what I am purchasing?
- (d) Did I pay a fair rate and can I prove it?
- (e) Would I be comfortable defending this purchase?
- (f) Is the proposed cost consistent with the underlying needs of the program?
- (g) Is the cost addressed in the CLIP and in the district/school level plan?

Allowability and Grant / Budget Development

The Chattooga County School System ensures allowability of all expenditures by using an electronic work flow process where the Federal Programs Director, Finance Department and any other program participant monitors for allowability and approves the expenditure prior to it occurring. A cost is allowable if it addresses a need identified in the CLIP and addressed in the district or school level plan. If the cost is not addressed, it is not allowable.

Evidence-based Intervention

To ensure compliance with Federal ESSA regulations, Chattooga County School System gathers required Evidence-based Intervention documentation prior to a purchase which requires such documentation. CCSS uses websites provided by GaDOE to search for programs which have been proven to be effective in their area of expertise. If the program/company in question is not found on the provided websites, a representative (principal, Title I director, Title I Secretary) of CCSS will reach out to the company for a copy of it's' research evidence to determine if the program will be implemented for use. This research evidence will be retained with the related purchase order in order to provide documentation for the purchase.

Title I, Part A; Title II, Part A, Title III

The Federal Programs Director compares the SWP with the approved budget, making sure everything is aligned. For all Federal Programs, the Federal Programs Director or the Title III Coordinator ensures that the expenditures have been prior approved by the GaDOE in the budget as well as addresses an identified need.

Competitive Bids

Board Policy DJE-R(1) states Board of Education approval is required for bids with a value of \$40,000 or more. Formal competitive quotations shall occur for any items, improvements, supplies or equipment with a value greater than or equal to \$15,000 and less than \$40,000.

Lease Purchase Agreement

Governmental accounting standards prohibit making obligations for which funds are not available or making obligations beyond the end of the fiscal year without the approval of the Superintendent or his designee. Obligations beyond the end of the grant period (September 30) are not made using Federal funds.

Conferences

When an expenditure for a conference is requested, The Federal Programs Director ensures the conference costs and included sessions are allowable and reasonable under the guidelines of each federal program, and approved in the budget beforehand. All purchasing procedures and internal controls are followed in assigning conference expenditures to the federal programs involved.

Travel

In order for travel to be reimbursed, the person seeking the reimbursement must have prior approval for the travel. The Chattooga County Schools Professional Learning Request Form must be completed and approved by the Federal Programs Director prior to the travel taking place. Each person seeking this reimbursement must complete the Travel Reimbursement Form after the travel has taken place. This form adheres to the state mandated amounts for meals and gas mileage. The recipient must complete the form with beginning gas mileage and ending gas mileage and cannot exceed the allowable amounts for meals. If the travel is overnight, the recipient must obtain the tax free forms from the county office prior to paying for the hotel/motel and obtain a receipt for the payment. The same forms are required for conferences and must fall within appropriate cost guidelines. The recipient must then return these completed forms along with evidence of the professional learning attended. These forms will be approved/disapproved by the Federal Programs Director and forwarded to the Finance Office for payment.

Travel Regulations/Expense Statement:

MILEAGE

Auditors require that all travel/expense forms be filled out completely. Departure and arrival times must be included, along with the reason for the trip (the title of the class or workshop attended). Reimbursement for transportation expense will be .535 cents per mile for the actual mileage traveled in the performance of official duties. For the normal workweek, the point of departure will be either the employee's residence or headquarters, whichever is nearer to the destination point. During weekends and holidays, employees should use the actual point of departure to calculate travel mileage. Actual odometer readings must be reported. However, any personal mileage must be excluded in determining the mileage for reimbursement.

LODGING

Employees traveling overnight are responsible for obtaining the most reasonable lodging rates. Employees should make reservations in advance, utilize minimum rate accommodations and avoid "deluxe" hotels and motels. Obtain corporate/government rates whenever possible. Hotel/Motel Tax Exempt Forms should be used and can be picked up at the Central Office.

MEALS

The cost of meals normally eaten before departure or after return from travel status is not reimbursable. Generally, lunch is not reimbursable unless the employee is out overnight. Reimbursement will not be allowed for breakfast unless employees depart prior to 6:30 a.m. Generally, employees will not be reimbursed for the evening meal unless they return after 7:30 p.m. Employees will be reimbursed for the evening meal provided the employee was away from home on the work assignment for more than 13 hours. Lunch is not reimbursable except when the meal is an integral part of the conference or a scheduled meeting, the employee is traveling prior to 6:30 a.m. and returns after 7:30 p.m., or the employee is away from home or headquarters on a work assignment for more than 13 hours. Lunch is always reimbursable if the employee leaves before 11:00 a.m. for an overnight trip or returns after 1:00 p.m. from an overnight trip.

Employees traveling overnight may be reimbursed for the actual cost of meals, within the maximum limits established in these travel regulations. Limits are based on the length of day, which an employee is officially on travel status. The following limits apply to meal reimbursements:

Breakfast - \$6.00 Lunch - \$7.00 Dinner - \$15.00 Daily Max. - \$28.00

HIGH COST AREA

Breakfast - \$7.00 Lunch - \$9.00 Dinner - \$20.00 Daily Max. - \$36.00

*High cost areas include Metropolitan Atlanta (Cobb, Dekalb, Fulton and Gwinnett Counties) Augusta (Richmond County) Brunswick (Glynn County) and Savannah (Chatham County).

Each person requesting reimbursement for meals must include the actual cost that was incurred, even if it exceeds the limits. Appropriate adjustments will be made in the central office when figuring actual reimbursement amounts; Taxes and tips are also reimbursable; however, they should be included in the total meal cost and are subject to the authorized limits.

MISCELLANEOUS EXPENSE

Personal calls made while on travel status are not reimbursable. Reimbursement is allowed for an employee for one personal phone call when it is necessary to notify someone that his/her travel schedule has changed.

Expenditures for valet services are personal cost and are not reimbursable.

Receipts are required for all expenses except meals, taxi fares, parking, bridge tolls and porters

Supplies

The Federal Programs Director will ensure that any supplies and/or materials purchased with Federal Programs funds will be necessary and reasonable to carry out the intent of the program.

Supplies are to be charged as a direct cost and all purchasing procedures and internal controls are followed in assigning supply expenditures to the federal programs involved.

Stipends

If an activity is approved by the Federal Programs Director that requires a stipend, each person involved in the activity must complete a Professional Learning Request Form and a time sheet which is signed by the person in charge of the activity. The time sheets must then be approved by the Federal Programs Director. The stipend each individual receives is based on the hourly rate for that individual.

Source Documentation

The Chattooga County School System maintains source documentation for each expenditure charged to a federal program by keeping copies of: the initial purchase request and attachments, the approved purchase order, and the invoice. A copy of the check cut to pay for the expenditure can be retrieved from the business office, if needed. During the approval process, the allowability based upon program guidelines is reviewed and determined as appropriate for each federal program by the Federal Programs Director/Coordinator.

Period of Performance

The Chattooga County School System ensures that federal program obligations and expenditures occur within the proper period of performance by approving all purchases within the grant time period. The Finance Department and Federal Programs Director review and ensure expenditures and drawdowns are within the allowed grant period.

Parent Involvement

Title funds cannot be used to purchase incentives for students, parents or teachers. Food for parent involvement activities must be considered "light refreshments" served at Title I Parent Involvement activities that occur during regular meal times. "Light refreshments" has been defined as donuts, fruit, muffins, juice, coffee, chips, pretzels, popcorn, raw vegetables and dip, nuts, cookies, brownies, punch, soda, and water.

“Light refreshments” does not include pizza, sandwiches, or anything that could be considered any part of a meal. Title funds can only be expended for those events that “build capacity.” This means you can fund a snack for a workshop teaching parents a specific skill, but could not give snacks to parents volunteering.

Any purchases made with Title funds must follow the guidelines for allowable costs. Chattooga County School System Title Programs will follow guidelines as detailed in EDGAR and the Title I Handbook for Georgia. Title I purchases will also adhere to any memos, letters, and/or communication regarding allowable/unallowable purchases. The Federal Programs Director will direct any questionable expense to the Area Program Specialist for further clarification.

Grant and Budget Development

Overview

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The purpose of schoolwide Title I programs is to improve the entire educational program in a school which should result in improving the academic achievement of all students, particularly the lowest achieving students. The goal of such a program is to assist those students to demonstrate proficiency on academic standards. A school is eligible to be a schoolwide program:

- If the local educational agency (LEA) determines that the school serves an eligible attendance area.
- If for the first year of the schoolwide program, the school serves a school attendance area in which not less than 40 percent of the students enrolled in the school are from low income families.
- If the school consults with stakeholders and makes the decision to become schoolwide.

Schoolwide Title I programs must:

- Conduct a comprehensive needs assessment;
- Identify and commit to specific goals and strategies that address those needs;
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the schoolwide program and revise the plan annually or as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Schoolwide programs are **not** required to identify specific students as eligible. They must supplement (enhance) rather than supplant (take the place of) the services participating students would receive if they were not participating in the schoolwide program.

Components of a Schoolwide Program

Each schoolwide program must create a plan to address the nineteen components, ten of which are required, of a schoolwide program listed below:

- Use such program’s resources to help participating children meet the state’s challenging student academic achievement standards expected for all children.
- Use effective methods and instructional strategies that are based on scientifically based research directly tied to the comprehensive needs assessment and academic standards that strengthens the core academic program of that school and that:
 - Provide opportunities for all children in the school to meet or exceed Georgia’s proficient and advanced levels of student performance.
 - Are based upon effective means of raising student achievement.
 - Use effective instructional methods that increase the quality and amount of learning time.
 -
 - Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans.

- Provide instruction by highly qualified teachers.
- Professional development for the staff to enable all children in the school to meet performance standards.
- Implement strategies to increase parental involvement.
- Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
- Measures to include teachers in the decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall instructional program.
- Coordination and integration of federal, state, and local services and programs.
- Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
 - List state and local educational agency programs and other federal programs that will be included.
 - Description of how resources from Title I and other sources will be used.
 - Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
- Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
 - Measures to ensure that a student's difficulties are identified on a timely basis.
 - Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties.
 - Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student and additional assistance available to the student at the school or in the community.
- Description of how individual student assessment results and interpretation will be provided to parents.
- Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
- Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
- Provisions for public reporting of disaggregated data.
- Plan developed during a one year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
- Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, pupil service personnel, parents and students (if secondary).
- Plan available to the LEA, parents, and public.
- Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language. Plan is subject to the school improvement provisions of Section 1116.

In addition, the school providing a schoolwide program must also evaluate its plan by reviewing, on an ongoing basis, the progress of all children. If necessary, the school must adjust its plan to provide additional assistance such as an extended school year, before and after school programs, summer programs, and training for teachers on how to identify students requiring additional assistance and how to implement student achievement standards in the classroom.

All Title I schools within the CCSS are Schoolwide Programs. This allows all children and all parents in these schools an opportunity to have equal access to all related Title I assistance. Schoolwide Plans are updated and verified using a checklist by the Federal Programs Director after the school revises the plan with stakeholder participation. All schools will notify stakeholders in multiple ways of the revision meetings. Parents will receive an invitation letter from each school sharing information about the revision meeting and inviting them to attend. Parents will also be notified of the meeting through school

newsletters and webpage announcements. The revision meetings will be documented with agenda and sign-in sheet.

Revision dates will be clearly marked on each plan. At these meetings, parents and other stakeholders are given an opportunity to provide input on the Schoolwide Title I Plan, Parent/ Student/Teacher Compacts, Parent Involvement Plans, and the Flexible Learning Programs (if needed).

LEA Guidance

Federal Programs Director/Parent Involvement Coordinator provides requests for revisions to principals through email in regards to checklist components, as well as a face to face meeting during the Mid-year Review. Missing items or items in need of revision are returned electronically to the principal and revision notes are made and highlighted in the body of the plan. These items are rechecked when the revised plan is re-submitted. The Federal Programs Staff supports schools in developing, revising, implementing and coordinating school improvement /schoolwide plans and parent involvement plans and compacts through trainings, email and phone calls. The Federal Programs Staff is available to principals with help in finding solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets.

Schoolwide Program Plan Development

School Improvement/Schoolwide Plans are updated each summer for the following school year. Each school leadership team conducts a meeting at which representatives from each grade level, content area, and department, as well as school administration and parents meet to develop a plan. They proceed through a complete review of school data to determine areas of strength and need and determine the prioritized needs of the school. Using these identified needs, the school leadership team decides on instructional strategies, parental involvement initiatives, and professional development activities that will meet the academic needs of the students. Assistance is also provided to schools in their use of school improvement funds to accomplish initiatives in their school improvement and schoolwide plans. It is through this process that the LEA oversees the development of school improvement plans.

Plan Consolidation

The Chattooga County School System has one plan that contains all information needed and required for the improvement of the entire school. The Schoolwide/School Improvement Plan template is connected to the Strategic Plan initiatives of the district and also aligns with the SACS standards.

Consolidation of Funds

The Chattooga County School System does not consolidate federal funds.

Continuation Requirements

- Maintain documentation related to three core components (comprehensive needs assessment, comprehensive school plan approved by the local Board, annual evaluation of program effectiveness.
- Use Title I funds to supplement educational services and not supplant those funds that would, in the absence of Title I funds, be made available from non-Federal sources for the school. Funds that would normally flow to the school from non-Federal sources must continue to be provided to the school.
- Conduct an annual evaluation of the implementation of, and results achieved by, the Schoolwide Plan (SWP). This evaluation must determine whether the SWP was effective in increasing the achievement of students in meeting the CCGPS, particularly those students who had been furthest from achieving the standards.
- Review and revise the plan as necessary based on the results of the evaluation to ensure the continuous improvement in student achievement.
- Make the plan available to LEA, parents, and the general public.

- Federal Programs Director will use the GaDOE Schoolwide program checklist for use by LEA Coordinator and Ga DOE Title I Program Specialists.

All schools are required to have school improvement plans. It is the responsibility of the principal to make sure that all plans are reviewed and revised annually. Plans must include all the components in the Schoolwide and Targeted Assistance program checklist. School plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plan and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways such as: notice of the meeting dates on each school marquee, social media, website, or flyers. The revision date will be clearly marked on each plan.

Schoolwide program checklists are used to verify that the required components are included in each plan, which includes strategies for whole school reform. On-site meetings are held with principals to discuss the current status of their plans in regard to the checklist components. Missing items or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted.

Scheduling Models for Schoolwide Plans

A Title I school may use one or a combination of several instructional delivery models. CCSS uses the pull-in and push-out models widely based on the needs of each individual student.

- **In-Class Model**

An “in-class” delivery model is a Title I project in which the instructional services are provided to participating students in the same classroom setting and at the same time they would receive instructional services if they were not participating in the Title I project. Title I staff work closely with the classroom teacher to provide services which are supplemental and particularly designed to meet participants’ special educational needs. Examples are: small group instruction, guided reading, teacher collaboration, extended learning, before and after school tutoring and summer school.

- **Pull-out Model**

In a Title I pull-out delivery model, students are pulled from their regular classroom to receive instruction in a Title I Reading or Math program. Students should not be out of their regular classroom’s reading or math instructional time for more than 25% of that time. For example, if the classroom instructional time is 60 minutes; students cannot miss more than 15 minutes of that time. They may receive as much time in the Title I lab as identified for their grade level. Title I staff work closely with the regular classroom teacher to provide services which are particularly designed to meet participants’ special educational needs.

Elective Model

Some middle schools use an elective course to supplement students’ basic reading and math instruction.

Add-On (Extended learning time)

An “add-on” delivery means Title I services are at times when participants would not otherwise be receiving state and locally funded instructional services. This may include periods such as vacations, weekends, before or after regular school hours, or during non-instructional time during the regular school day. When Title I is given as an elective at the secondary level, it is considered an add-on project.

Budget

Title I, Part A is a federally funded program under the Every Student Succeeds Act of 1965 (ESSA). This Act provides federal funds through the Georgia Department of Education to local education agencies (LEA) and public schools with high percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

- LEAs must submit, through the Consolidated Application, the Title I, Part A, Improving Academic Achievement budget. The descriptions of all budgeted items must be specific and clearly describe the intent of the expenditure.
- All items budgeted must be allocable, reasonable, and necessary.
- Are the expenditures allowable Title I expenditure?
 - Do the expenditures appear to be necessary in light of the LEAs goals and objectives?
 - Are the costs of the expenditures reasonable?
 - Are the expenditures for core subject areas?

Release of Funds

Upon notification of an approved budget, schools are notified via phone call, email, or in-person visit by the Title I director, and instructed to begin submitting requisitions for expenditures. All expenditures must be approved prior to purchase and must meet requirements of allocable, reasonable, and necessary.

Internal Controls

Planning the Fiscal Budget:

- All Title I expenditures must be documented in the Schoolwide Plan (SWP)
- Principals are responsible and accountable for Title I Program expenditures
- All Title I expenditures must have a direct impact on improving student achievement.

Important Budget Planning Facts to Remember

- The principal is responsible for submission of the school's Title I budget to the Title I office by the deadline designated by the program director.
- All budget items require a written rationale that directly links the request to the school's needs assessment.
- Title I allocations not used by the end of the fiscal year are returned to the district.
- Title I allocations generated during a specific fiscal year must be utilized during that fiscal year.
- All Title I schools must expend their Parent Involvement allocation in function 2100.
- Within a function code, 100% of funds can be moved. Ex: \$5,000 in function code 2210 can be moved to any category within that function code.
- No more than 25% of the budgeted amount can be moved from one function code to another. Ex: If there is \$5,000 in function code 2210, but you decide you cannot use that much money for the budgeted code, you can only move 25% to another function code, such as 2100.

Budget Approval:

- The budget must be approved prior to any expenditures of funds
- The school will be notified via email, phone call, or in-person visit from the Title I Director upon approval of the proposed budget.
- All School Improvement Activity Plans (including instructional activities, conference attendance, and professional development plans) require approval prior to beginning or participating in the activity.
- Schools will be notified via email upon approval of SI activity plans, conference requests, and professional development plans.

Purchasing Procedures:

Upon receipt of budget approval confirmation from the Title I director, the school may begin utilization of Title I funds. Requirements for allowable, necessary and reasonable must be met with all expenses.

Allowability Procedures:

Any purchases made with Federal funds must follow the guidelines for allowable costs. Chattooga County School System Title programs will follow guidelines as detailed in EDGAR, Uniforms Grants Guidance, and the Title I Handbook for Georgia. Federal funds purchases will also adhere to any memos, letters, and/or communication regarding allowable/unallowable purchases. The Federal Programs director will direct any questionable expense to the GaDOE Area Program Specialist for further clarification.

For example, Title I funds cannot be used to purchase incentives for students, teachers, or to entice participation in professional learning activities. Food for parent involvement activities must be considered "light refreshments". "Light refreshments" has been defined as donuts, fruit, muffins, juice, coffee, chips, pretzels, popcorn, raw vegetables and dip, nuts, cookies, brownies, punch, soda, and water. "Light refreshments" does not include pizza, sandwiches, or anything that could be considered any part of a meal. Title funds can only be expended for those events that "build capacity". This means you can fund a snack for a workshop teaching parents a specific skill, but could not give snacks to parents volunteering.

Title I UNACCEPTABLE Expenditures:

- Secretary, Office Assistant, Attendance Clerk
- School police officer, security guard
- School nurse, clinic supplies
- Furniture—Title I funds cannot be used to purchase any type of furniture.
- Custodian, custodial supplies
- Administrative personnel and costs (ex: grades books, office computers, printers, toner)
- ESE ELL Coordinators
- Behavioral intervention specialist or assistant
- Incentives and rewards (including games and toys)
- Marketing items such as brochures, banners, and flags
- Memberships for professional organizations
- Food items unless purchased for instructional parent workshop—must be a "Light Refreshment" item.
- T-shirts
- Plaques, trophies, and packaged certificates
- Office supplies and forms (ex: discipline referral forms and desk supplies)

Authorization of Expenditures, Prior Approval of Purchases and Segregation of Duties

The following procedures must be followed to ensure the proper handling of Title funds:

1. Each school budget is developed and reviewed by Federal Programs Director.
2. The principal sends a purchase requisition to the Federal Programs Director of the items needed at his/her school. The principal/school will retain a copy of the requisition for the purpose of merchandise verification upon arrival of the ordered merchandise.

3. The Federal Programs Director reviews the requisition to ensure it is allowable, necessary, reasonable, and is documented in the school improvement plan.

4. The Federal Programs Director will review the requisition to ensure it is complete with:

- Vendor information, including phone number, address, and fax number (if applicable)
- Description of the item being purchased
- Ship to information, including the address for the school
- Department is selected (Title I, Title II, Title III)
- Appropriate account number, based on the budget sheets and GaDOE approved list of function/object codes, has been assigned.

5. The Federal Programs Director then signs off on the requisition, after verifying the materials being requested are a part of the SWP, and forwards the requisition to the Federal Programs Administrative Assistant, who assigns a Purchase Order number to the requisition.

6. The Federal Programs Administrative Assistant assigns a P.O. number, logs the P.O. (purchase order).

7. The Federal Programs Administrative Assistant then sends the Purchase Order to the person designated at the school, or location, to place the order. Each school has a designated person to place orders for their location. A copy of each assigned P.O. will be retained by the Federal Programs Administrative Assistant for accounts payable purposes.

8. The school representative is responsible for unpacking merchandise, counting items to verify the order is complete, signing the packing slip, and returning the signed packing slip(s) to the Federal Programs Administrative Assistant. The school will attach a copy of the packing slip(s) to their copy of the Requisition/P.O. Under special circumstances, merchandise may be shipped to the Central Office, where the Federal Programs Administrative Assistant will verify, sign and distribute items to the school.

7. Principals/Requestor/School Designee will be asked to sign invoices as they are received by the Federal Programs Administrative Assistant. The Federal Programs Administrative Assistant attaches copies of the signed invoice, signed packing slips and any communication regarding the Purchase Order to the P.O. The P.O. is then entered into SSUI for payment.

8. Once the P.O. has been paid, it is logged as "paid" on the Federal Programs Administrative Assistant's budget Excel spreadsheet and then is filed where current year's documents are kept, in the Federal Programs Administrative Assistant's office.

9. A copy of the entire Purchase Order packet, containing Purchase Order/Requisition, signed invoices, signed packing slips is forwarded to the Finance Department for payment.

Procurement

Procurement of Goods and Services:

The Chattooga County School System shall ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured. The description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.

- Avoid providing detail product specifications.
- When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description will be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers will be clearly stated.
- Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.
- CCSS will follow the new procurement guidelines set forth by GaDOE concerning the \$3,500 threshold. Bids will be received when a purchase will be made that totals more than \$3,500 to stay in compliance with GaDOE.

Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

Suspension and Debarment

The financial department will verify any contract or subcontract that exceeds \$25,000 against the System for Awards Management (SAM) for Suspension and Debarment. Evidence, in the form of a date/time stamped print screen, will be provided. Documentation will include who checked, when it was checked, and the query criteria. All evidence and documentation will be saved and filed within the Financial Department.

Purchasing or Credit Card Use: See board policy DJEAC attached.

Conducting Technical Evaluation of Proposals and Selecting Recipients—bids and Quotations Policy: See Board Policy DJED attached.

Procedures for Completion Reports:

- Copy of the completion report for the previous fiscal year will be kept on file in the Director of Federal Programs office and in the Finance Department.
- Accounting records to support the results of outlay (expenditures indicated in the completion report) will be kept on file in the Title I Office and Finance Department.
- Copies of expenditures (cumulative through) reports for the respective quarter for total expenditures reports to GaDOE will be kept on file in the Director of Federal Programs office and Finance Department
- Federal Programs director will run budget summary and detailed expenditure reports for all federal programs funds.
- Federal Programs Director gives budget summary reports to each administrator/school at monthly Principal’s meetings.

GAORS Procedures - Requesting Federal Funds/Drawdowns/Actual Costs

- Go to DOE GAORS menu and print list of grants approved. (list includes approved budgets, previous received, year, start/end date, program and fund)
- Match the “funds received” to our current revenue received in SSUI (current financial package)
- Funds are requested at month end to receive in timely fashion
- Requests are based on expenses incurred in the current month
- We do not request Federal cash advances, we request reimbursement
- Pull a report from SSUI to support each request (a display screen that shows the current month expenses vs revenue received)

Gifts/Bequests

The Board may accept on behalf of the school system gift(s) of money or property to an individual school and/or the total school system for purposes deemed by the Board and the administration to be suitable.

Any gift(s) presented to an individual school and/or the total school system which would obligate the school system to future operating and/or upkeep costs must be approved by the Board of Education. All other gifts may be approved by the Superintendent or school principal.

To be acceptable, a gift must satisfy certain criteria. A gift must have a purpose consistent with the programs of the individual school and/or the total school system. It must be offered by a donor acceptable to the Board. A gift should not begin a program which the Board would be unwilling to take over when the funds are exhausted. The acceptance of a gift must not bring undesirable or hidden costs to the school system. The acceptance of gifts should not put any restrictions or undesirable effects on school programs. Endorsement of any product or business must not be implied by the acceptance of a gift. All provisions of Board policy and/or Georgia Law must be followed in the acceptance of a gift.

Upon acceptance, the gift(s) become the property of the school system and are subject to the laws, rules and regulations which govern the school system.

Consultants, Contracts, Purchased Services for Federal Funds

Contracts are required for all consultants and purchased contracted services. Agreements are entered into between the Chattooga County School System and the consultant or contract service teacher. Each contract follows the following procedure:

- Contracts are reviewed by Federal Programs Director/Coordinator to ensure
 - Best possible cost
 - That the service meets the need at that time
 - It is of good quality
- Specific duties/activities are specifically spelled out for each contract.
- The person must also submit to be fingerprinted if they are working with students.
- The contract includes the number of hours to work and the rate of pay agreed upon by the consultant or contract service teacher.

The process for contracting the services of an outside vendor or an employee for afterhours work is as follows:

- A school administrator/ department coordinator or director completes the correct Contracted Services Form depending on whether they are an employee of Chattooga County or an outside vendor. Information is provided about the services to be provided, dates of the service and the contracted pay amount.
- The form is signed and dated by the contractor.
- The Central Office Coordinator/Director checks the contract to ensure the work is allowable, allocable, reasonable, necessary and included in the schoolwide plan of the school or district plan. If it meets the criteria, they sign and date the contract and send it to the superintendent for approval.
- The superintendent signs and dates the contract giving approval for the activity.
- The Federal Program Administrative Assistant files the contract until the activity is completed.
- The Federal Program Department is notified when an activity is complete by invoice, time sheet, or time logs and agendas. Required documentation is turned in to the Federal Program Department (Agendas and Sign-in sheets).
- Federal Program Administrative Assistant completes a Disbursement Claim Form to pay the contractor, after work is complete and documentation is turned in.
- Federal Program Administrative Assistant assigns the appropriate account number to the Disbursement Claim Form based on the type of contract (employee paid from object code 199 or non-employee paid from object code 300).
- The Disbursement Claim Form is turned in to the finance department for payment.

- Payroll clerks review the form ensuring all required information is included.
- Each check run is preapproved by the Chief Financial Officer or Director of Finance and the signatures of the Superintendent are added to the checks. The checks are run on blank stock and then pulled from the printer with signature affixed and processed for mailing.
- A check register is produced by the accounting system for each check-run and forwarded to the Chief Financial Officer or Purchasing Manager for approval of the check-run.
- A copy of each check is attached to the purchase order package which includes the invoice and all other related information is filed in the Finance Department.
- Checks are placed in the mail basket.
- Copies of all contracts and supporting documentation are kept on file in the Federal Programs Department.

Contracted Services for Translation Services by Contractors

When an interpreter/translator is needed and you intend to use Title I funds for the payment, follow the procedures below:

- Review the list of allowable translation/interpretation activities to ensure the activity is allowable under Title I law.
- If the person is not a Chattooga County employee:
 - They will complete the *Contracted Services Form* located on the CCSS Website and follow the procedures for becoming a vendor with CCSS.
 - The process for contracting with a vendor listed above is followed.
 - After services are completed, they will send in an invoice for services. The invoice should provide very specific details of the activities that were completed.
 - They will be paid from the 300 object code
- If the person is an employee of CCSS:
 - They will complete the *Contracted Services Form for Employees*.
 - The process for contracting with a vendor listed above is followed.
 - The *Title I Interpreter/Translator Time Sheet* will be completed for all activities and will include a detailed description of each activity.
 - They will be paid from the 199 object code.
- Completion of the *Contracted Services Form* or the *Contracted Services Form for Employees* provides prior approval of the activity and assurance of allowable activities.

According to the Title I portion of the Every Student Succeeds Act of 1965 (ESSA) the following translation/interpretation activities are allowable under Title I.

- Information regarding achievement
- Annual state and local education agency report cards
- Information in the school's Title I plan
- If the school is identified for "school improvement," information on what this means, the reasons for the identification, what the school district and state are doing to address the problems identified, how parents can become involved to help, and an explanation of the parents' right to transfer their child to another school
- Information on the availability of supplemental educational services, identified approved providers, and a brief description of the services. For students receiving supplemental educational services, information on their progress
- Information related to school and parent programs, meetings, and other activities and notification of the district's parental involvement policy
- Meaningful consultation with parents of Title I participating children on the planning and implementation of parental involvement programs, activities, and procedures

The Federal Programs Director provides oversight in ensuring that all contractors' work is complete. Artifacts, daily sign in sheets, and completion of all workshops are kept on file in the Federal Program office. The Federal Programs Director signs off on all invoices/contracts prior to the issuance of payment for services. These contracts must be maintained and kept in the Federal Program files.

Lease Agreement/Contract for Software Leases

Lease/contract agreements must begin and end within the fifteen month Title I fiscal period (July 1-September 30 of the following year) that payment is drawn. Formal contracts must be reviewed by Federal Programs Director and Superintendent prior to signing.

Supplement VS Supplant

Federal Programs expenditures are supplemental to school budgets. Personnel are in addition to the number of personnel required to meet maximum class size as determined by GADOE. Title 1 funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title II funds, be made available from non-federal sources for the education of students participating in Title II programs. Title II funds are not used to take the place (supplant) of local, state, or other federal funding and are not provided to Title II children when the same services are provided for non-Title II children with non-federal funds. Conversations regarding supplement vs. supplant are held quite often throughout the year

- The programs/activities provide supplemental services to programs that are required by federal, state, and local law.
- Title II funds do not support programs that were paid with state or local funds unless there has been evidence of precipitous decline.
- Title II is not supporting any programs that are being supported in non-Title schools with state or local funds.

To ensure compliance with state and federal guidelines, the Federal Programs Directors/Administrators and Federal Program Administrative Assistants attend the annual Title Conference to stay advised of updates and changes. The Federal Programs Director must approve every Federal Programs order and review employee payroll at least twice a year.

Internal Controls

Internal Control Procedures regarding (a) Effectiveness and efficiency of operations, (b) Reliability of reporting and (c) Compliance with applicable laws and regulations

The greatest protection of funds comes from effective internal control. Effective internal control comes from the presence of effective supervision, which will provide the necessary reasonable assurance that the conditions of control are adequate.

Chattooga County Schools sets the tone at the top by creating a controlled environment.

The internal controls attempt to accomplish the following –

- 1) safeguard assets,
- 2) ensure the accuracy and reliability of accounting data,
- 3) promote operational efficiency and;
- 4) encourage adherence to prescribed managerial policies.

The system continues to monitor the segregation of duties and provide an environment where no one person can complete a transaction with the system.

Each year our internal controls are monitored by the state auditors when they perform our state financial audit.

Reliability of reporting for internal and external use:

Multiple people create and review reports for internal and external use providing much of our internal control. School bookkeepers and principals review bank statements and trial balance reports on at least a monthly basis. System level financial personnel create reports for the Superintendent and Board of Education to review monthly. Semi-Annually reports are submitted to the state Department of Education. These reports are created by system financial personnel, reviewed and signed off by the Superintendent. Any other necessary external report would be handled in a similar fashion with multiple people reviewing it to better ensure its reliability.

Compliance with applicable laws, regulations, and guidance:

Compliance with applicable laws, regulations, and guidance is a system requirement and managed in several ways. The Board of Education has policies that reference and are consistent with many of the state and federal laws or regulations. These board policies are required to be followed by all employees and only the board can allow for an exception to the policy.

Internal controls are in place to guide our district in collecting and analyzing district and school level data. New data is added each year as we have access to more information. Sharing data with all stakeholders provides a comprehensive analysis of our strengths and weaknesses.

Data is shared during district and school level retreats and during Stakeholder meetings. Charts and graphs are included along with a summary describing what the data shows. Data summary briefs are helpful to stakeholders who are not in the education field. Root cause analysis is conducted with district and school level data retreats to determine causes of weakness.

Internal Controls – Expenditure of Federal Program Funds

1. Introduction:

1.1 This section details the internal controls provided by the system over the expenditure of Federal Program funds.

1.2 Overview – The objectives of internal control pertaining to compliance requirements for The Federal Programs are as follows:

1.2.1. Transactions are properly recorded and accounted for to:

1.2.2 Permit the preparation of reliable financial statements and Federal reports;

1.2.3. Maintain accountability over assets; and

1.2.4. Demonstrate compliance with laws, regulations, and other compliance requirements;

1.2.5. Transactions are executed in compliance with:

1.2.6. Laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on a Federal program; and

1.2.7. Any other laws and regulations that are identified in the compliance supplements; and

1.2.8 Funds, property, and other assets are safeguarded against loss from unauthorized use or disposition.

2. Listed below are the key components of internal control for Chattooga County:

2.1 The Chattooga County School System is governed by a school board who is elected and superintendent who is appointed by the school board. The board reviews and approves all policies including those relating to school systems code of conduct and professional standards. The superintendent is responsible for insuring that audit findings are properly followed up on and addressed. All audit findings and reports are presented to the school board for review. The Federal Programs operate daily under the guidance of a Director of Federal Programs. The director is

responsible for managing the program and insuring compliance with all applicable laws and regulations. The school system also employs an accounting clerk who is responsible for the payment of invoices for the program as well as all payroll related functions.

2.2 Budget Preparation – The Federal Programs are governed financially by an annual operating budget. The annual budget is prepared by the Federal Programs Director with collaboration of the superintendent. Once approved, the budget is entered into the Consolidated Application by the director and is officially approved by GaDOE. Once official approval has been received, the budget is entered into the school system's accounting system by the accounting clerk.

2.3 Expenses – Payroll – A listing of all employees to be funded by Federal Program funds is given to the payroll supervisor by the Federal Programs Director for entry into the accounting system. Once the September payroll has been posted, a report is run showing those employees charged to each Federal Program. This report is reviewed by the Federal Programs Director to make sure all employees charged to each Federal Program are accurate. Any exceptions are noted and corrected by the payroll department. This report is also reviewed after the October payroll to make sure any changes were correct. This same report is run periodically throughout the year to verify proper charges to the Federal Program for personnel related expenses.

2.4 Expenses – Non-Payroll – Requisitions are entered into the accounting system by a Federal Programs secretary. The requisition is then forwarded to the Federal Programs Director who review for compliance with the Federal Programs Equity Plan and whether the expenditure is allowable or unallowable. If approved by the director, the requisition is forwarded to the accounting department where it is converted to a purchase order. The items are then ordered and received into the school where it is converted to a purchase order. The items are then ordered and received into the school where they are checked with the invoice or receiving report for accuracy. The invoice is then forwarded to the accounting department for payment. The invoice is signed by the principal at the school and/or the Federal Programs Director. The accounting office then enters the invoice and pays the vendor. A copy of the check, invoice and any other supporting documentation is stored electronically in the accounting department.

2.5 Accounting System – Chattooga County uses Software Systems Unlimited accounting system. This system provides for separate accounting for each federal program. The accounting system is made available to all employees who have responsibilities with the Federal program. The system also reports to GAORS.

2.6 Monitoring – Ongoing monitoring of the Federal program is performed throughout the year. Staff is made aware of any changes to laws and regulations by the director. The director and other staff personnel meet with any program monitors as well as the financial and compliance auditors on a yearly basis. All audit findings and/or program review findings are reported to personnel as needed.

Internal Controls – Cash Management

1. This section details how the system handles cash management procedures with Federal Program funds. The objective of the cash management system is to make sure that expenses have been incurred prior to requesting reimbursement of Federal Program funds.

2. Expenses – Federal Program expenses are approved by the Federal Programs Director. Once travel expenses are approved, the appropriate state approved travel form is completed and returned to the Federal Programs Director along with appropriate documentation. After being signed by the director, the forms are forwarded to the accounting clerk.

3. Reimbursement – Once expenditures are incurred, the accounting clerk enters requests for reimbursement into the system. The system Budget Summary report is used to verify/determine expenses.

4. Funds are electronically deposited into the systems bank account, and a notification is sent to the accounting clerk.

5. The accounting clerk verifies receipt into the bank account and posts revenue to the general ledger.

6. Bank statements are reconciled by the accounting clerk on a monthly basis.

Monitor Cash Management Including Reconciliations

Federal Programs Department

Each month the Administrative Assistant for Federal Programs reconciles all expenditures made with federal funds. Expenditures showing in SSUI are compared with expenditures registered on the Excel spreadsheet in the Federal Programs Office. Any discrepancies are researched and corrected. Purchase orders are compared to ensure there is a complete understanding of any discrepancies. After needed corrections are verified, documentation is provided to the business office for changes to be completed.

Reconciled budgets are sent to each Title I school at the end of each month.

Completion Reports

Copy of the completion report from the previous fiscal year will be kept on file in the Finance Department.

Accounting records to support the results of outlays (expenditures indicated in the completion report will be kept on file in the Finance Department

Copies of expenditure (cumulative through) reports for the respective quarter for total expenditures reported to GaDOE will be kept on file in the Federal Programs Department and Finance Department.

Administrative Assistant for Federal Programs will run budget summary and detailed expenditure reports for all federal program funds.

Ensure Reimbursement and Draw Downs are After the Cost Occurred

In some instances, a program or project calls for only one payment, most however require monthly request that are submitted to GaDOE to obtain payments. These usually are posted by the 15th of each month with funds received by the 30th. The amount of the request is usually set by the funds expended on a monthly basis. The expenditures include payroll, payroll taxes, supplies, travel, etc. Funds are received electronically at our bank. When notification is received from GaDOE we receipt and post these to the individual grants.

After closing each month the General Ledger from our accounting system is used to request Grant funds. Below is an outline of the process:

1. A Snapshot Analysis for the previous month is produced from the SSUI software. This shows the current revenue received and current expenditures spent.
2. General Ledger funds expended by grant are entered into an Excel spreadsheet.
3. The requested amount is calculated by the Expense of the previous month less the previous requested amount.
4. The Accounting Director logs onto the GaDOE website financial portal known as GAORS.
5. In GAORS she files a DE0147 – Request for Reimbursement of Monthly Cash Disbursements.
6. This is submitted by the Accounting Director and approved by the Director of Finance.
7. Funds are verified on the GAORS website as they are entered by the system.
8. When the request is submitted a payment date is given for the request.
9. The website gives you an option to printout reports to verify that the funds will be sent to our bank
10. All documentation is filed by the Accounting Director. These documents are filed per grant title and include the copy of the signed DE0147, general ledger and snapshot analysis.
11. When payments are received, they are verified by printout and are posted to our accounting system by account number.

Disbursement Claims and Cash Advances

Pre-approvals and Title I Disbursement Claim Forms

Disbursement Claim Forms may not be used unless the Pre-Approval Form has been completed and approval has been given from the Federal Programs Department. This process should ONLY be followed when a vendor will not accept a purchase order for payment. You are encouraged to use vendors that will take a purchase order whenever possible.

On rare occasions, it may be necessary to purchase items directly without a Purchase Order (e.g. – purchasing food for Parent Involvement activities)

If this situation arises, follow the procedure listed below:

- Step 1: A *Pre-approval Form* (available on S-Drive-Resources) listing the items you want to purchase must be completed and sent to the Federal Programs department by email or hard copy.
 - **Without pre-approval funds cannot be disbursed out for payment.**
 - Make the request in advance of the planned activity
 - Itemize what you plan to purchase with estimated cost of each item
 - Food items must be considered a light snack, not a full meal and must be served during a meal time. (snack items examples: cookies, chips, popcorn, muffins, fruit, cake, water and drinks)
 - DO NOT request snacks for intervention, tutoring, afterschool/Saturday school, etc)
- Step 2: We will send you an email giving/denying permission to purchase requested items. If you have sent a hard copy of the Pre-Approval form into the Central Office for approval, the hard copy will be signed and returned to you through inter-office mail.
- Step 3: To be reimbursed, complete the *Title I Disbursement Claim Form* (Forms is on the School Improvement section of the webpage and in the Resources Folder on the S-Drive)
 - The Title I Disbursement Claim Form has a checklist of all the items that MUST be sent to the Central Office in order for your school to be reimbursed.
 - Copy of the Pre-approval Requisition form that was sent in for approval. (e-mail or hard copy)
 - Copy of Permission email we sent to the school OR
 - A copy of the signed Pre-approval Requisition Form.
 - Original Receipts from the purchase.
 - Copy of the check used for the original payment
 - Copy of the Agenda with Academic Activity, (Building Capacity) that took place at the meeting clearly listed (Only for Parent Involvement Activities)
 - Be sure the agenda includes **Name of School, Title of Activity, Date** and brief description of the academic activity covered
 - Copy of Sign-in sheets from the Activity (Only for Parent Involvement Activities)
 - Be sure the agenda includes **Name of School, Title of Activity, and Date**

Sub-recipient Request for Reimbursement

- Chattooga County School System does not have any sub-recipients of federal funds.

Stipends

If an activity is approved by the Federal Programs Director that requires a stipend, each person involved in the activity must complete a Professional Learning Request Form and a time sheet which is signed by the person in charge of the activity. The time sheets must then be approved by the Federal Programs Director. The stipend each individual receives is based on the hourly rate for that individual.

Resolution of Audit and Cross Functional Monitoring Findings

The annual audit of funds is conducted by a private auditing firm. At the conclusion of the audit process, the Superintendent and Chief Financial Officer (CFO) meet with the firm to discuss any findings or recommendations. Following the exit conference the district receives a written copy of all findings and recommendations. In the event a finding is related to a particular program rather than general financial matters, the CFO meets with the program director to discuss and establish a corrective action plan. The

CFO submits required written responses to all findings which are included in the final audit report which is available to the public. This report contains their plan for the resolution of the audit findings. It states who will perform the corrective action, when it will take place and how long it will take for the corrective action to be completed. These statements become part of the Corrective Action Plan issued by the auditors.

Chattooga County School District makes an on-going effort to comply with all federal programs requirements. The federal programs office makes a continuous effort to cooperate with state and federal auditors and state monitors.

All corrective actions through the audit process or Cross-Functional Monitoring findings are fully implemented.

Steps to Audit/ Monitoring Resolutions:

- Once the audit/ Cross-Functional Monitoring report is received, the Federal Programs Director will review all items. The Cross-Functional Monitoring report will be pulled from the GaDOE website under the Consolidated Application.
- Each item will be examined carefully, and a team of district level staff will determine the best means of corrective action.
- Items are gathered, and a report is written by the Title I Director.
- The report is submitted to the superintendent.
- The completed report is then sent to the GaDOE/ state auditors as a means of resolution.
- The district has 30 days from the receipt of the findings to respond to the GaDOE.
- The monitoring process and the resolution process are both used as a learning resource.

Capital Expense Funds

The Chattooga County School System does not use Title funds to budget items under object code 700 (capital expense).

Financial Reporting Procedures

- Copy of the completion report for the previous fiscal year will be kept on file in the Title I Department and in the Finance Department.
- Accounting records to support the results of outlays (expenditures indicated in the completion report will be kept on file in the Title I Department and Finance Department.
- Copies of expenditure (cumulative) reports for the respective quarter for total expenditures reported to GaDOE will be kept on file in the Title I Department and Finance Department.
- Federal Programs Department runs budget summary and detailed expenditure reports for all Title program funds.
- Federal Programs Department gives budget summary reports to each administrator/school at the end of each month

Payroll

After the September payroll is posted, the Title I Department compares the payroll report to the list of names identified by the school principals. If the names do not match, an investigation occurs and the matter is resolved, if necessary, through journal entries. The payroll report is pulled and checked monthly throughout the year. At the beginning of the year Principals inform the Title I Department of any teachers who will complete a degree upgrade during the year. Budgets are built around the anticipated upgrade.

Equipment Inventory

All schools are required to maintain an active inventory of all items purchased with federal funds. Federal Programs inventory is maintained on a spreadsheet by each school that identifies the item, serial number, and vendor, date of purchase, location, and condition. Equipment purchased with Federal Program funds is labeled with an asset tag. Physical inventories are conducted twice per year for all Title I schools.

Inventory of all equipment and property belonging to any federal program will be identified and inventoried twice yearly. The Federal Programs Director will randomly spot-check equipment each Fall and a building-level administrator will verify an inventory of items purchased with Title funds each Spring. Materials purchased for use by Federal Programs will be labeled and be utilized in the capacity for which it was purchased. Any equipment, materials and/or supplies purchased with federal funds are considered solely for the use of that program.

A completed inventory will consist of a Cover Sheet, signed by the Principal or school designee, Copy of Title I inventory list, and copies of inventory forms.

At the close of the federal program, or in the event the equipment is no longer usable, materials and equipment will be disposed of following the Chattooga County School System's disposal procedures. Equipment that is damaged, lost, or stolen will be reported to the Title I director using a Disposal Form. Damaged and inoperable equipment will be returned to each school's Media Center to be removed from inventory. A police report will be required for stolen property. Lost equipment will be verified by the principal and noted in the inventory. Disposed items must remain on inventory for a period of five years.

The school system does not lease equipment using Title funds.

The school system does not have any targeted assistance schools.

When computer equipment is no longer operational, it will be recycled or disposed of. A system Disposal Form must be completed and approved by the Title I director prior to the disposal of any equipment. Inventory records will need to be corrected and maintained in the district Title I office. The Technology department works with schools to dispose of and recycle all equipment.

In the event Federal Programs equipment or technology is stolen, the following procedures will be followed:

- Notify Federal Programs director
- File a police report with Chattooga County Sheriff's Department
- Attach the police report to a Disposal Form and send to the Federal Programs director's office
- Make corrections to the Federal Programs Inventory records

Notify Federal Programs director that records have been updated.

Instruct the person conducting the Title I inventory at your school to be very diligent in providing exact information:

- **Location**-this means "exact" location (e.g., Room 245)
- **Use in Program** – use of the equipment (Instruction, Professional Learning, Parent Involvement).
- **Quantity** – each items is listed separately, so the quantity is 1.
- **Description**-enough information to visually distinguish between similar items (e.g. -"iPad" or "iPad Mini")
- **Vendor**-the complete vendor name for the company making the product purchased.
- **CCSS Asset Tag #**. This is the number provided by Technology that provides the identifying number for each piece of equipment.
- **Acquisition Date** – Date of Purchase Order
- **Budget Source**-This will be Title I, Title II or Title III
- **Percentage of Funding Source**-this is typically 100%.
- **Purchase Order number**
- **Unit Cost**-This refers to the per unit price of the item at the time of purchase.
- **Condition** of the equipment.
- **FAIN #** - Number taken from the Grant Allocation Letter
- **Ownership Held by: List the federal program funding the purchase**

- **Disposition** – If an item is being transferred or surplus, list in this column.

Off-Site Use of Equipment

If equipment could be made available for other educational uses without interfering with its use in the Title I, Part A program or significantly shortening its useful life, the equipment may be used in non-Title I, Part A activities, without paying a user fee or sharing costs, given the fact that it would be otherwise idle. Use of Title I, Part A equipment in non-Title I, Part A activities is proper if that use does not exceed 10% of the time the equipment is used in Title I, Part A activities. Each approved case would be required to document use in the building by providing a plan and schedule which would identify how and when the equipment is being utilized. If equipment purchased with federal funds is to be used by another program, a sign-out sheet must be completed. The following information is collected:

- Date the equipment was signed-out
- Purpose and use of the equipment
- Person responsible for the equipment
- Condition of the equipment upon return

The following procedures ensure appropriate use of federal funds:

1. A physical inventory of the property is taken annually by the school personnel, verifying the condition and location of all materials.
2. The staff checks for completion of the inventory page, correct location of the materials and correct labeling of the items (Federal Program and year of purchase).
3. The inventory is then signed and dated by the school principal/designee and sent to the appropriate federal program coordinator in the Spring Monitoring Notebook.
4. The inventory form is checked for date and administrator signature by Federal Program's staff at the Central Office.
5. The Federal Programs Department completes an on-site physical inventory of District federally funded property annually, as well as any material and equipment located in the Neglected Facility or in participating Private Schools.
6. Federal Program staff members periodically go to each school to review inventory.
7. All equipment and real property must be disposed of according to the LEA disposition policy.

Loss, Damage or Theft of Equipment

- Great care is taken to maintain all equipment purchased with Federal Funds and to ensure effective controls are in place to keep the equipment secure.
- Types of Safety Controls:
 - Locks on buildings, storage rooms and storage cabinets
 - Access control to warehouses
 - Logs for checking out equipment
 - Procedures for properly entering items into the Inventory Management System
- In the event an item is lost or damaged, the District's procedures are followed. If it is determined that the item was stolen a police report will be completed and filed with the appropriate Federal Program paperwork.

Equipment Use for Targeted Assistance Program

- Equipment purchased in a Targeted Assistance Program may only be used by the Title I teacher and the students she/he serves.
- An Inventory Form will be maintained for all equipment purchased with Federal Program funds and will be housed on the Chattooga County S-Drive

Equipment Use for Private or Neglected Schools

- An Inventory Form will be maintained for all equipment purchased with Federal Program funds

- All equipment purchased with Federal Funds for use in a Private or Neglected School remain the property of the district
- If the private or Neglected School should close, the equipment is returned to the LEA that purchased the equipment

Equipment Disposition Policy

- All materials/equipment purchased with federal funds with a life expectancy of over one year are listed on the appropriate Federal Program Inventory.
- A physical inventory is completed annually to verify the location and condition of the listed items.
- If it becomes necessary to dispose of an item from any of the Federal Programs Inventory forms, the Federal Programs Department is contacted by school personnel to explain the reason. If the Department agrees with the need for disposal, the district's process for recycling/surplusing unusable materials/equipment is followed.
 - The *Surplus/Transfer Request Form* is completed at the school by the Technology Specialist, Principal or his designee.
 - This form includes "Disposed/Surplused" and the "Date". It also includes "Transferred to _____" and the "Date".
 - The Principal signs and dates the request and sends it to the Federal Programs Department.
 - The inventory forms are marked accordingly.
 - A copy of the *Surplus/Transfer Request Form* is sent to the Director of Technology who begins the surplus process. The original *Surplus/Transfer Request Form* is filed with the Federal Program Inventory documentation
 - The item(s) are then disposed/surplused according to the CCSS procedure.
 - The item(s) will be removed from the inventory form the following year.
- If an item is still usable, but no longer serves the needs of a particular federal program, the following steps are followed (as outlined in the *Guidelines for Use of Title I Equipment*).
 - Other Title I, Title II or Title III school programs within the district are asked if they have use for the item(s). If so, the item is transferred to their inventory. If not,
 - Other federal programs within the district are asked if they have use for the item(s). If they do not need the item(s), then,
 - Non-federal programs may use the materials/ equipment.
 - Items are marked accordingly on the inventory forms.

GaDOE document *Guidelines for Using Title I Equipment* can be located at www.doe.k12.ga.us

Supplies/Equipment

Purchase of supplies/equipment is requested through a completed requisition form that must be approved by the Title IIA Director. A PO number is then issued so that supplies/equipment can be ordered. The invoices from the purchases are turned in to the Finance Office for payment after supplies/equipment have been received. Any supplies/equipment purchased must be reasonable and necessary to the performance of the activity with which they are involved.

Title IIA Purchased Equipment

Chattooga County Schools have not purchased any equipment with Title IIA funds. Should the school system opt to purchase equipment with Title IIA funds, procedures would be established to address the following:

- Authorized use of equipment is only for professional learning activities allowable under the Title IIA program.
- Method of documenting authorized use
- Person responsible for maintaining documentation

Equipment Management

It is very important to maintain updated and accurate Title I and Title II inventory records. This is a requirement of the Department of Education and will be monitored each year at the local level and periodically at the state level. The principal is responsible for Title materials, but may designate a staff member to oversee the inventory process.

All items purchased with Title funding sources should be listed on the Title I/II Property Inventory Form. After completing the form, Principals or Designee should sign and date the form, make a copy to be kept at the school and send original to the Title I/II Director. Two physical inventories of Title properties will be conducted each year by the Principal or Designee. The timeline for the inventories to be sent to the Central Office will be January and June of each school year. Beginning with the school year 2010-2011 the Principal property sign-off form is required with each physical inventory.

Beginning school year 2011-2012, the Chattooga County School System will use a computerized inventory system that was purchased at the end of 2010-2011 school year. The Chattooga County Technology Department will inventory and catalog all equipment and real property before it is delivered to a school site. Principals will have access to print an inventory sheet so that they may conduct the two required physical inventories.

The District office will require property inventory sign-off forms from each principal in January and June of each year.

Time and Effort

Each Federal Programs funded employee is required to complete a Time and Effort Certification form indicating his/her activities during the month. The certification form must be verified and signed by the employee and the Federal Programs Director. Completed Time and Effort Certification on forms must be submitted to the Federal Programs Office at the end of the month. These forms will be certified by the Federal Programs Director.

Guidelines for Time and Effort

All Time and Effort Documentation will:

- Be based on records that accurately reflect the work performed.
- Be supported by internal controls which provide reasonable assurance changes are accurate, allowable and properly allocated.
- Be incorporated into official records
- Reasonably reflect total activity for which employee is compensated, not to exceed 100%
- Encompass all activities (federal and non-federal)
- Comply with established accounting policies and practices
- Support distribution among specific activities or cost objectives.

Plan for Verification of Time and Effort

1. Plan for Periodic Certification

Each Federal Program of the Chattooga County School System will collect Periodic Certification forms twice annually, in January for all employees paid 100% by Federal funds and in May/June for employees contracted for 10 months and in July if 12 month employees.

2. Plan for the Collection of Time Logs

For employees who are partially paid with Federal funds and do not have a consistent schedule, a Time Log will be completed monthly. It will be signed and dated by the employee and their direct supervisor after the

work for the month has been completed. The Time Log will be turned into the Director of each Federal Program by the 20th day of the following month.

3. Plan for the Collection of Consistent Schedules

For employees who are partially paid with Federal funds and have a consistent schedule, a Daily Schedule along with a monthly calendar showing their attendance will be completed by the employee and turned in monthly. The Calendar will be signed and dated by the employee and their direct supervisor after the work for the month has been completed.

4. Review of System Payroll

Payroll reports of all federally paid employees will be verified monthly by the Federal Programs Director/Administrative Assistant, ensuring the correct individuals are being paid and the correct salaries/benefits are expended.

Personnel Activity Reports

Split-funded personnel who are paid less than 100% from Federal funds and whose schedule changes from day to day, are required to maintain monthly time logs depicting the amount of time spent on federal program duties. This log matches, at minimum, the portion of their salary funded through the federal program (Title I, Title II, Title III). Monthly Time Logs are collected after-the-fact from split-funded personnel. These personnel are instructed to monitor their own time throughout the month and to sign and date the form showing verification after the end of each month. The Federal programs Department approves the monthly time Logs with signature and date. At the end of each three month segment, a review of time percentages is completed. If there is a difference of more than 10% between the percentages they are paid and the percentage they are working, no funding changes are needed and the difference will be monitored at the end of the next three month period.

When teachers are split funded and maintain a constant schedule, they may turn in a daily schedule along with a monthly calendar showing the days they were present at school and documentation of any changes in the regular schedule throughout the month. Each calendar should be signed and dated after the end of the month by the employee and their supervisor/principal and turned into the Federal Programs Department.

The supervisor is responsible for reviewing the time/effort reported on split-funded time logs to ensure that the employee is carrying out duties as assigned and in accordance with the allowable activities under the appropriate federal program. The supervisor's signature indicates that the time/effort log has been reviewed. The supervisor forwards the time logs to the Federal Programs Director who reviews the time/effort logs to ensure that: they reflect an after-the-fact distribution of the actual activity of each employee, they account for the total activity for which the employee is compensated, verifying that they are completed monthly and coincide with one or more pay periods, and signed by both the employee and the supervisor. At this point, the Federal Programs Director signs and dates the time/effort log. If procedures have not been followed, the Federal Programs Director will hold a meeting with the supervisor for the purposes of corrective action which will be documented with agenda, sign in sheet, and written directive for correcting the time/effort issues.

Periodic Certifications:

Federal funds expended on personnel are monitored separately through payroll.

Federal law requires all employees, including teachers, paraprofessionals and other staff, who are paid with federal funds to document the time and effort spent within the program. Fully-funded federal personnel must submit an after-the-fact assurance (Periodic Certification Form) twice yearly documenting that they spent 100% of their time on federal program related activities. These forms are completed and dated after the work has been completed. Principals are provided with hard copies of the forms for Title I as well as the dates each of the Periodic Certification Forms are due to the Federal Programs Department. Title I paraprofessional schedules (showing paras are under the direct supervision of a highly qualified teacher) are submitted yearly to the Federal Programs Director. Periodic Certification forms are collected in January and May/June. The forms are signed and kept on file in the Federal Programs office.

The Federal Programs Director sends each administrator at a Title I school a group Periodic Certification form to be completed after December 31st and after the last day of school.

All substitutes, bus drivers, stipends (payments for professional learning outside of the regular contract hours) will also be required to sign an after-the-fact periodic certification.

Procedures for Professional Learning Substitutes Paid with Federal Funds

Substitutes who are paid with federal funds must complete the Periodic Certification for Substitutes form stating their duties were allowable under the specific federal program. This includes substitutes for Professional Development paid with federal funds or substitutes for the Title I teacher for sick leave.

- i. The Bookkeeper at each school has the federally funded substitute complete an individual Periodic Certification for Substitutes after they have completed the day for the staff member to attend a federally funded professional development activity.
- ii. The Bookkeeper will send these Periodic Certifications for Substitutes, attached to the Teacher Leave Request Form to the Federal Programs department before the payroll is due to the payroll office.
- iii. The Federal Programs Director approves the Leave Forms and verifies the attached Periodic Certification form.
- iv. Approved forms are sent to the Federal Programs Administrative Assistant to log in the Excel spreadsheet.
- v. Approved forms are sent to the Payroll Department for payment.

Procedures for Professional Learning Stipends Paid with Federal Funds

When a stipend is paid to a teacher using federal funds, the teacher must complete the Periodic Certification for Stipends Form stating they have been paid for completing work allowable by that specific federal program.

- The Bookkeeper at each school has the teacher who is receiving a stipend paid with federal funds complete an individual Periodic Certification for Stipends after they have completed the after hours professional development activity for the day.
- The Bookkeeper will send these Periodic Certifications for Stipends, attached to the Stipend Forms, after the professional development activity is completed, to the Federal Programs department for payment.
- The Federal Programs Director approves the Stipend Forms and verifies the attached Periodic Certification form.
- Approved forms are sent to the Federal Programs Administrative Assistant to log in the Excel spreadsheet.
- Approved forms are sent to the Payroll Department for payment.

Mentor Program Procedures

The mentor program is provided to increase teacher retention and effectiveness. All first year teachers and teachers moving from general education to special education or vice versa are provided a mentor. Second and third year teachers and teachers on a Professional Learning Plan may have a mentor assigned at the discretion of the school principal. A mentor must have three years of satisfactory teaching experience.

- Mentor/Mentees are assigned by the principal. Mentor/Mentee agreements must be completed and signed by both parties. These agreements will be forwarded to the Title IIA Director.
- Monthly meetings between Mentor/Mentees should be held with minutes kept in a notebook to be shared with the administrator during mid-year and summative conferences.
- The mid-year (December) and final review (May) Mentor/Mentee forms should also be forwarded to the Title IIA Director.
- Time Logs are also to be signed and turned in along with the final review forms.
- All paperwork should be signed by the Mentor/Mentee and principal before they are submitted.

Research Based Professional Learning Process

The district only conducts professional learning which is research-based and correlated to TKES standards. There is a two-step approval process for submission of courses for PL approval. The two steps involve principal approval after a course is suggested at the school level, and then a district approval is also required. If courses are approved by both levels as being research-based, they are offered and records are kept of the syllabus and attendance.

Title II, Part A funded professional learning activities are based on research that indicates the professional learning activity will increase student achievement. The professional learning activity is approved by the Title II Coordinator in advance.

Procedures for Title II funded Professional Learning Activities:

- The Title II Coordinator approves the professional learning activity is aligned with our prioritized needs and approved in the budget.
- Participants are approved by the Title II Coordinator using the Title II Participant Approval form.
- Research is provided for the professional learning activity.
- Source documentation is collected and maintained by the Title II Coordinator after the activity is complete.
- School administration also monitors the professional learning sessions and implementation in the classroom through walk-throughs.

Monitoring of Professional Qualifications for Staff

The following is the process to ensure equity of students to be taught by professionally qualified teachers. It is common practice, first and foremost, to recruit and hire professionally qualified educators in the Chattooga County School District to teach our students. Occasionally, based upon available candidate and specific classroom and local need, the District is unable to obtain a suitable candidate that meets professionally qualified requirements. When the need arises that a non-qualified teacher or paraprofessional is hired or moved out of field, it is our practice to address and adhere to the federal guidelines of Title IIA professional qualifications requirements.

The teacher or paraprofessional and principal complete and sign a remediation plan for all full-time employees. A plan may be established as well with a non-professionally qualified long term substitute if it is known the placement is for an extended time. A copy of this form is maintained at the school with the principal and in the district office. Progress of the teacher's or paraprofessional's status is monitored by the principal based on the timeline and target dates established in the plan. The certification officer at the central office will also monitor the progress of the teacher or paraprofessional toward completing the plan.

At the end of each school year, the HR department reviews plans and employment status for the following year with the principals who have non-professionally qualified teachers. Progress is checked and decisions are made about employment status for the following year.

We work with teachers at the time of hire to achieve multiple fields of certification to allow for flexibility of transfer if necessary while maintaining professional qualifications. We continue to provide resources and support for teachers not professionally qualified through funding for the reimbursement of testing funds. We will refund the cost of a GACE exam one time.

Student Achievement Data Analysis

Student achievement data is analyzed monthly in all subject areas through school level data teams. Georgia Milestones EOC and EOG data is analyzed by principals and teachers at each school when scores become available at the end of the school year. The analysis charts are then shared with district

level personnel at a principal's meeting. The district level data and the individual school level data is combined for an overall analysis of the strengths and areas for improvement for our District. From this information, schools and the district are able to formulate improvement plans for the upcoming school year.

Teacher Development

Student achievement data and feedback from the Title II/Professional Learning Survey are used to determine teacher professional learning needs. The needs are based on content specific instruction and the ability to increase rigor across all content areas. Professional learning must focus on increasing the ability of the teaching staff to help all students achieve high academic standards, or the school administrative staff to lead their schools' efforts to increase student academic achievement. Student achievement data is collected from CCRPI scores, Georgia Milestones Assessment scores, SAT, ACT, Graduation Rate and District and school profiles.

Leader Development

The Title II/Professional Learning Survey and LKES data indicate the professional learning needs of our leaders.

Professional Growth

Professional growth needs are determined by the Title II/Professional Learning Survey, feedback forms provided by administrators, and student achievement data.

Private School Professional Learning (not applicable)

We do not have any private schools participating in professional learning at this time. There are no private schools within the Chattooga County Boundaries.

Personnel Needs

Teacher and Leader Recruitment

The following data is used to determine teacher and leader recruitment needs:

- Certification Data for certified and classified staff
- Recruitment Data
- Equity Data
- Allotment and projection data

Teacher and Leader Retention

Equity data is analyzed during district data meetings and during principal meetings to determine gaps in teacher retention.

The Title II/PL Survey provides information on the success of our mentoring and induction programs.

Retention statistics and program feedback is reviewed using the Title II/Professional Learning Survey and independent evaluations following the activities and sessions.

Teacher Experience and Effectiveness

Teacher Experience and Effectiveness Equity

Teacher effectiveness is measured using two methods. First, regular walk-throughs and formative observations are conducted at each school by school administrators to gather data that can be used to guide professional learning activities and improve instruction. The Teacher Keys Effectiveness System (TKES) is used for evaluations. Secondly, student performance data is analyzed to help determine instructional effectiveness.

Identified inequities in teacher experience and/or ineffectiveness will be addressed at the school and classroom level by re-assigning personnel and students as necessary to ensure that all students have equitable access to experienced teachers.

Each school reviews individual school data to ensure that all students receive equitable services in the area of teacher experience. When building master schedules, school staff work diligently to ensure that all grade levels and content areas have highly effective teachers in order to ensure quality teaching and learning is taking place. New teachers are paired with an experienced mentor to provide induction support.

The Chattooga County School District evaluates teachers and leaders using TKES and LKES. For the upcoming year, CCSS has chosen to implement TKES by conducting two formative observations and four walkthroughs for new teachers. Experienced teachers will have one walkthrough and one formative observation. Growth for non-tested courses will be determined through a school average. Professional learning is provided at the beginning of each year for all teachers and administrators on the evaluation process.

The Title II/PL Survey is given each year to determine professional learning needs of teachers and administrators.

Focus walks are utilized to determine the consistency of research-based strategies and district initiatives. Focus walks involve a group of administrators and central office staff observing instruction in a school for an entire day. Feedback is provided to the school on the instructional strategies observed consistently throughout the school.

Equity data is reviewed by the Title II Coordinator, administrators and central office leaders during district level meetings.

Survey data from internal and external stakeholders is analyzed to determine stakeholder perception of teacher effectiveness.

Factors that Impact the Learning and Work Environment Needs

Climate

The Chattooga County School District did not distribute a district-wide climate survey for the past two years. Climate is determined for each individual school through the Climate Star Rating provided through CCRPI for each school. Parent/student/staff surveys are part of the Climate Star Rating process. Equity data is used to determine staff attendance trends.

Support Program and Interventions

The Chattooga County School District has a class size waiver in place for the next five years as part of its Strategic Waiver School System contract. Class size is maintained at a level that meets the needs of our students. Classes across all grade levels are maintained at an equivalent size. Content class size may vary based on the level of need for that course and the teachers available to teach a course. Gifted endorsement training has been provided for high school teachers to provide more AP level courses.

The school Success Team provides training for staff and students on technology and resources availability and usage. We have provided training for the Success Team on using technology to improve instruction in the classroom. The Success Team in turn provides this training to the teachers.

Programs and activities are in place to train teachers to teach students with disabilities and EL students. Professional learning is provided during preplanning and throughout the year based on needs of these students identified through data analysis.

Certified Staff

Professional Qualifications are addressed and documented at hiring and monitored in November, January and March by the central level certification officer. This is followed by ongoing monitoring of employee files by the local principals.

Paraprofessionals

Paraprofessional professional qualifications are confirmed prior to hiring for Paraprofessional positions. Non-qualified paraprofessionals are not employed unless basic requirement of education or passing the GACE Paraprofessional assessment are available. Training is provided during the District Substitute Training session or by completing training with NW GARESA as part of the hiring requirement. Professional qualification status is rechecked in March by the certification officer at central office during renewal processing. Monitoring of professionally qualified employees, including Paraprofessional is conducted by the local principals at the beginning of each school year.

Should a situation occur where a Paraprofessional needs to be hired who must meet professional learning credits for renewal or reinstatement of a certificate the district could request a one-year nonrenewable certificate as per GAPSC rules if necessary and appropriate monitoring would be done at the local and District level however, normal procedure is that all requirements have been met for eligibility prior to hire.

Parents' Right to Know Highly Qualified Teachers/Professional Qualifications

Parents are informed of their right to know the qualifications of their children's teacher. This information is made available through the student handbook and our district and school websites.

- All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand. Parents may request and receive information regarding:
- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher and the field or discipline of the certification or degree.
- Whether the student is provided services by paraprofessionals.

Timeline	Procedures	Documentation	Person(s) Responsible
During the first week of school and each time a new student enrolls.	Schools provide a paper copy of the Parent/Student Handbook to all students	A copy of the Parent/Student Handbooks (One for elementary and one for middle/high)	School Principals

During the first few weeks of school.	Right-To-Know letters are posted on each school's website.	Copies of the letters from each school's website along with a school checklist	Title II Coordinator
July of each year	The Parent/Student Handbook is uploaded to each school's website	Checklist of schools showing the handbook is listed	Technology Department and

Principal Attestation Statement

The Every Student Succeeds Act of 1965 (ESSA), states in Title 1 Section 1119(h) that each local educational agency (LEA) shall require that the principal of each school operating a program under Section 1114-Schoolwide Programs or Section 1115- Target Assistance Schools attest annually in writing as to whether such schools are in compliance with the requirements of Section 1119. In addition, in accordance with Georgia Implementation Guidelines ESSA of 1965, Title II Part A 13.10. LEAs are required to maintain documentation signed by each principal and the Title II, Part A Director that the current data reflects the highly qualified status of teachers assigned to their respective schools (Title 1 and non-Title 1) and those principals have reviewed their school's equity data. Copies of attestations shall be:

1. Maintained at each school in the district
2. Maintained at the main office of the school and at the Title 1 and Title IIA district office and
3. Available to any member of the general public on request

Private Schools

There are currently no private schools within the boundaries of the LEA. However, Private School Invitation to Consult Forms are sent out via certified mail to private schools near our geographic boundaries to give the private schools the opportunity to attend an annual consultation and information meeting. No private school has ever taken advantage of this opportunity.

Memberships

If an employee desires to become a member of a state or national school group that requires a yearly fee, the employee must submit a request in writing to the Assistant Superintendent for the membership fee. If the membership is approved, the recipient must complete a requisition form and request a PO number from the Assistant Superintendent's secretary. The PO is then sent to the corresponding group, and payment is requested through the Finance Office.

Contract Oversight/Conflict of Interest

1. No staff member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, or employment for himself or herself, his or her immediate family member, or others.
2. No staff member shall act in his or her official capacity in any matter where he or she, his or her immediate family member, or a business organization in which he or she has a material financial interest that would reasonably be expected to impair his or her objectively or independence of judgment.

3. No staff member shall solicit or accept or knowingly allow his or her immediate family member or business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties.

Complaint Procedures

Any individual, organization or agency, including parents, students, staff, private schools or the general public, may file a complaint with the CCSS if that individual, organization or agency believes and alleges that the CCSS is violating a Federal Statute or regulation that applies to a program under the Every Student Succeeds Act, (Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Title VB Rural, Title IX, Part E, or Title X). The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered ongoing.

Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part C: Education of Migrant Children
3. Title II, Part A: Teacher and Principal Training and Recruiting Fund
4. Title II, Part D: Enhancing Education Through Technology
5. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
6. Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
7. Title IV, Part A, Subpart 2: Community Service Grants
8. Title IV, Part B: 21st Century Community Learning Centers
9. Title V, Part A: Innovative Programs
10. Title X, Part C: McKinney Vento Homeless Assistance

Complaints Originating at the Local Level

Every effort will be made to resolve issues originating at the local level. If the complainant has attempted to file a complaint at the local level to no avail, the complainant has the right to file his/her complaint with the Georgia Department of Education. The complainant must provide the

Georgia Department of Education with written proof of their attempt to resolve the issue at the local level.

Procedures for Filing a Complaint

The complainant shall file the complaint in writing with the Board of Education through the Superintendent or Secretary of the Board of Education. The complaint must include the names and addresses of the persons or organization initiating the complaint as well as a complete description of the alleged violation.

The Board of Education shall:

- Conduct a hearing itself, providing an opportunity for the complainant or the complainant's representatives, or both, to present evidence, including an opportunity to question parties involved OR
- Designate a tribunal to hear the case and furnish the Board of Education with findings of fact and conclusions of law.

The Board of Education shall issue a decision in writing to all parties concerning in a period not to exceed thirty days from the date of filing the complaint.

Right of Appeal

The complainant has the right to appeal the final resolution of the local Board of Education to the State Board of Education within thirty days after receipt of the written decision. The appeal shall be addressed to the State Superintendent of Schools in writing. It shall include a copy of the original complaint with the unresolved item(s) clearly identified.

Information

This policy and procedure shall be disseminated to all district and school advisory councils and other interested parties.

Filing an Appeal Review with the Georgia Department of Education

Procedures and Complaint Form for filing with the GA DOE can be found at <http://programcomplaint.doe.k12.ga.us/everestwebportal/webform.asp>

Dissemination of Complaint Procedures

The Complaint Procedures for Federal Programs are made available in multiple ways:

- Posted on district website under the School Improvement tab
- Contained in the Policy Checkoff that each Department/School completes for the Human Resources department at the beginning of each year.
- Provided to Administrators during the Federal Programs Administrative Workshop
- Administrators share with parents in parent meetings and with staff during the required Policy Checkoff
- Included in the Federal Programs Handbook given to Administrators
- Included in Policy and Procedure Manual given to principals.

Ethics and Fraud, Waste and Abuse and Corruption

The Federal Programs Director reviews ethics and fraud, waste and abuse policies as it relates to Title programs, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant

Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III and English to Speakers of Other Languages (ESOL), and Title X, Part

C (McKinney-Vento Education for Homeless) with all administrators during Fall meetings. An agenda and sign in sheet will be kept by the Federal Programs Director to document this has been completed. The Federal Programs Director or Principals discuss the same information with their personnel. Each Principal or Director submits agendas and sign-in sheets to the HR Department as part of their Administrative Checklist each fall. A signature, by the person reviewing the policies, verifies the completion of this procedure. Principals are expected to inform their faculties about policies and updates as they are approved throughout the year.

Ethics

(e) Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. Misusing public or school-related funds;
2. Failing to account for funds collected from students or parents;
3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. Co-mingling public or school-related funds with personal funds or checking accounts; and

5. Using school property without the approval of the local board of education/governing board or authorized designee.

Waste, Fraud, Abuse, Corruption

Board Policy
Fraud Prevention

Descriptor Code: DIE

Fraud, Waste, and Abuse

Chattooga County School System employees shall be encouraged to report verbally or in writing to their supervisor, department head, or other appropriate authority, evidence of activity by a district department, agency, or employee constituting:

1. A violation of local, state, or federal law, rule or regulation;
2. Fraud;
3. Misappropriation of resources;
4. Substantial and specific danger to the public health and safety; or
5. Gross mismanagement, a gross waste of monies, or gross abuse of authority.

All employees, board members, consultants, vendors, contractors and other parties maintaining a business relationship with the District shall act with integrity and due diligence in matters involving District fiscal resources.

Further, it is the rule of this school district that employees be free of intimidation or harassment when reporting to public bodies about matters of public concern; including offering testimony to or testifying before appropriate legislative panels.

DEFINITION

Fraud:

As used in this policy, "fraud" refers to intentionally misrepresenting, concealing, or misusing information in an attempt to commit fiscal wrongdoing. Fraudulent actions include, but are not limited to:

- Behaving in a dishonest or false manner in relation to District assets, including theft of funds, securities, supplies, or other District properties.
- Forging or altering financial documents or accounts illegally or without proper authorization.
- Improper handling or reporting of financial transactions.
- Personally profiting as a result of insider knowledge.
- Disregarding confidentiality safeguards concerning financial information.
- Violating Board conflict of interest policies.
- Mishandling financial records or District assets (destroying, removing or misusing).

Waste:

The intentional or unintentional, thoughtless or careless expenditure, consumption, mismanagement, use, or squandering of district, state, or federal resources to the detriment or potential detriment of the District. Waste also includes incurring unnecessary costs as a result of inefficient or ineffective practices, systems, or controls.

Abuse:

Excessive or improper use of a thing, or to employ something in a manner contrary to the natural or legal rules for its use. Intentional destruction, diversion, manipulation, misapplication, maltreatment, or misuse

of resources. Extravagant or excessive use as to abuse one's position or authority. Abuse can occur in financial or non-financial settings.

STAFF RESPONSIBILITIES

Employees who suspect that financial fraud, impropriety or irregularity has occurred shall immediately report those suspicions to their immediate supervisor and/or the Superintendent/designee, who shall have the primary responsibility for initiating necessary investigations. Investigations shall be conducted in coordination with legal counsel and/or other internal or external departments or agencies as appropriate. The Superintendent/designee shall inform employees with financial/accounting responsibilities of the following anti-fraud regulations established by the Board:

1. The District shall operate in a climate of honesty and ethical behavior with employees doing all within their power to further that goal.
2. Employees shall comply with all state and federal laws, rules, regulations and court orders, as well as Board policy addressing fiscal matters.
3. Employees shall practice good stewardship of District financial resources, including timely reporting of fraudulent expenditures.
4. Employees with financial/accounting responsibilities shall support and follow sound business practices to the best of their ability and in keeping with their assigned responsibilities and job-related training by:
 - a. Maintaining and protecting District financial records;
 - b. Performing one's job with the highest attention to detail to minimize and prevent error, falsification of accounting records, and omission of transactions;
 - c. Reporting knowledge of fraud or suspected fraud, including intentional misstatements and omissions of amounts or disclosures;
 - d. Guarding against misappropriation of assets;
 - e. Refusing to reveal to unauthorized persons or agencies investment activities engaged in or contemplated by the District; and
 - f. Resisting incentives, pressures, and negative attitudes that detract from performance of assigned responsibilities.
5. All staff shall be given a copy of this policy as it is included in the process of distribution for the *Chattooga County Personnel Handbook* and shall sign attesting that he/she has received this information and understands its contents.

INTERNAL CONTROLS/ INVESTIGATIONS

The Superintendent/designee shall be responsible for developing internal controls to aid in preventing and detecting fraud or financial impropriety or irregularity within the District. Reports of suspected fraudulent activities shall be investigated in a manner that protects, to the extent possible, the confidentiality of the parties and avoids unfounded accusations. Employees involved in the investigation shall be advised to keep information about the investigation confidential. Employees who bring forth a legitimate concern or suspicion about potential impropriety shall not be retaliated against. Those who do retaliate against such an employee shall be subject to disciplinary action.

If an investigation substantiates occurrence of a fraudulent activity, the Superintendent/ designee shall issue a report to appropriate personnel and to the Board of Education. Final disposition of the matter and any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and /or regulatory agency for independent investigation shall be made in consultation with legal counsel. Results of the investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate need to know until the results become subject to public disclosure in accordance with state law and federal law.

Technical Assistance Provided to Schools

Information explaining the Fraud, Waste, and Abuse Policy is provided to administrators at the Leadership Retreat each summer. The administrators disseminate this explanation to their staffs as they are reviewing the Chattooga County Personnel Handbook. If further information or explanation is needed concerning the policy they are encouraged to contact the Superintendent's office, Human Resource Department or the School Improvement Department.

Dissemination of Fraud, Waste, Abuse Policy to Staff

All system staff shall be given a copy of this policy as it is included in the process of distribution for the *Chattooga County Personnel Handbook*. Sign in sheets are maintained by the Human

Resources Department attesting that each staff member has received this information and understand its contents. Copies of these sign-in sheets are filed with Title I documentation.

Assessment Security

Communication of Security Procedures to the Schools

It is the responsibility of the System Test Coordinator to provide training to School Test Coordinators in regard to security and ethical guidelines. The following documents and procedures are utilized to communicate security procedures, testing guidelines and consequences for violation. Testing policy and procedures are maintained in the teacher handbook which is available online and in hardcopy.

- Training / Communication
 - All test coordinators receive training in August related to test security and procedures. Sign-in documents are recorded to ensure participation
 - Testing coordinators sign Ethic and Security Agreements
 - Prior to each individual test training, coordinators and teachers sign Test Security Agreement

Training and Monitoring Assessment Administration Across the LEA

Plans and Procedures

Procedures for test security, administration, and materials distribution are provided and implemented by the Chattooga County School System. These procedures are designed to be consistent with guidance provided in the Georgia Department of Education *Student Assessment Handbook* and strict adherence to the *Code of Ethics for Educators* established by the Georgia Professional Standards Commission.

Training

The Chattooga County Schools implements a train-the-trainer model in disseminating information in regard to student assessment. As part of this training, special attention is paid to issues related to test security and integrity that pertains to all testing programs administered by the system. The System Test Coordinator provides training to School Test Coordinators who, in turn, provide training to test examiners and proctors in regard to the *Code of Ethics for Educators* established by the Professional Standards Commission. The Code includes several standards pertaining to professional practice regarding student assessment including the following:

- **Standard 4:** Misrepresentation or Falsification - An educator should exemplify honesty and integrity in the course of professional practice. Unethical conduct includes but is not limited to: 3. falsifying, misrepresenting, omitting or erroneously reporting information regarding the evaluation of students and/or personnel;
- **Standard 7:** Confidential Information - An educator should comply with state and federal laws and local school board/governing board policies relating to the confidentiality of student and personnel records, standardized test material and other information. Unethical conduct includes but is not limited to: 3. violation of confidentiality agreements related to standardized testing including copying or teaching identified test items, publishing or distributing test items or answers, discussing test items, violating local school system or state directions for the use of tests or test items, etc.;

- Standard 9: Failure to Make a Required Report - An educator should file reports of a breach of one or more of the standards in the Code of Ethics for Educators, child abuse (O.C.G.A. §19-7-5), or any other required report. Unethical conduct includes but is not limited to: 2. failure to make a required report of a violation of one or more standards of

the Code of Ethics for educators of which they have personal knowledge as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.

- Standard 11: Testing - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to: 1. committing any act that breaches test security; and 2. compromising the integrity of the assessment.

These standards of ethical conduct regarding student assessment, specific examples of practices that are consistent with these standards, and specific examples of violations of ethical behavior are reviewed during training. The consequences of violation of these ethical standards that may include putting into jeopardy the professional certification status of violators are reviewed during each training session.

- Training Procedures
 - The System Test Coordinator participates in trainings conducted by the Assessment Division of the GaDOE for each of the assessment programs administered by the state.
 - The System Test Coordinator, in turn, conducts training for the School Test Coordinators that are designated for each school, prior to all assessments. Documentation of all trainings is filed at the district level. (PPTs, Agendas, Sign-in Sheets)
 - The overarching goal of these training activities is to provide information so that student testing is conducted with integrity and in a way that establishes confidence that the results are valid and can be used to accurately gauge student achievement and improve instruction.
 - The content of these trainings includes applicable information shared in the DOE training sessions with System Test Coordinators, special information in regard to providing special accommodations, instructions to complete necessary coding of answer documents, specific procedures related to the administration of each assessment that are included in examiner and system/school coordinators' manuals, information in regard to the training of examiners and proctors, and other pertinent information.
 - Also included in each of these test specific training opportunities is information in regard to test security and professional practice. Topics covered include the secure storage and handling of test materials, instructions for maintaining assessment integrity (i.e. prohibition of electronic devices and other materials during testing, removing or covering instructional materials that may be displayed in classrooms, maintaining a classroom environment conducive to testing, etc.), a review of possible testing irregularities/invalidations, guidelines to avoid testing irregularities, procedures to report testing irregularities, and a review of professional ethics as it relates to student assessment.
 - School Test Coordinators then provide training at schools for test examiners and proctors that includes this and other information pertaining to specific testing procedures for the particular school. Documentation of all trainings are filed at the school and a copy sent to the System Test Coordinator to be filed at the district level for 5 years.

Monitoring

- Monitoring is organized at each individual school as part of the local school plan
- Major assessments (Georgia Milestones) monitoring is provided from a central level with daily reports.

Monitoring of Assessment Activities

The monitoring of assessment activities is primarily the responsibility of the System Test Coordinator and school building administrators. Assistance is received from Central Office staff for all major assessments. The Principal and School test Coordinator must confirm that assessment procedures have been adhered to by signing the *Principal's Certification* form at the completion of each administration. The superintendent and System Test Coordinator also submit a *Certification* form each July and January to the DOE. In addition, the System Test Coordinator monitors assessment activities at schools through visits and by observations during test administration.

Response to Reports of Irregularities and/or Security Breaches

The System Test Coordinator responds to testing irregularities and security breaches in a timely manner and in a way that establishes the validity of assessments and ensures accountability.

Reporting of Irregularities:

Training of School Test Coordinators, Examiners, and test Proctors includes defining what constitutes an irregularity and/or security breach, citing examples of each, discussing the responsibility of certified personnel to report any such observations, and reviewing the procedure to follow in making reports. Irregularity forms are made available for all assessments. Examiners and test Proctors are instructed to immediately report possible irregularities and security breaches to the STC who, in turn, must report to the System Testing Coordinator. The System Testing Coordinator will provide guidance to conducting an investigation of the incident which may include obtaining written narratives from all parties involved. Materials collected related to the investigation are gathered by the System Testing Coordinator. Irregularities and security breaches must be reported by the System Testing Coordinator, to the appropriate GA DOE Assessment Administration Division through the state survey portal. The System Testing Coordinator will follow the instructions of the DOE Assessment Specialist who will provide guidance in the investigation, suggest a course of action to respond to the irregularity and/or security breach, give instructions for recording the incident on the GA DOE secure portal, provide the appropriate codes if the incident is deemed to be an irregularity and/or requires the invalidation of an assessment, and make a recommendation for a report to the Professional Standards Commission, if appropriate. The Human Resources director handles all communications to the PSC and consequential personnel actions, as needed.

Consequences for Failure to Follow Prescribed Procedures and/or Violations of Professional Ethics:

All STCs are trained on Test Security and Prescribed Procedures and/or Violations of Professional Ethics each fall and required to provide the same training to all faculty members before any state testing at the school. Documentation of the school trainings is filed at the school level and also provided to the System Testing Coordinator and filed for five years. Each faculty member annually signs a statement affirming understanding of test security and PSC Ethics procedures which is filed at the school for one year.

All school system personnel are expected to follow prescribed procedures and to operate within ethical guidelines in regard student assessment. Failure to do so can result in the full variety of disciplinary actions up to and including termination of employment. Violations of Professional Ethics will be reported to the Professional Standards Commission who may implement a variety of sanctions that can include revocation of the professional credentials of offending educators.

Within District Allocation Procedures

Identifying Eligible Students

Allocations of Funds (Attendance Area)

After receiving notification of the Title I, Part A grant amounts from GaDOE, reservations in the budget are set aside for required components such as parent involvement, professional learning for HiQ or District NI Status, neglected and delinquent, private school per pupil and equitable services, and

homeless students. Administrative costs are also part of the reservations, which are not part of the schools' per pupil amounts. Typically, request for lesser amounts are submitted for professional learning for high quality teachers.

Per pupil amounts are allocated to schools in rank order of poverty based on the number of children from low-income families who reside in eligible attendance areas (children eligible for free/reduced price meals by direct certification). Low-income is determined by the number of free or reduced lunches at a school using the previous year's October FTE count. Higher ranking schools receive the same amount or more than the school ranked below those schools. The per pupil allocation is always large enough to provide a reasonable assurance that each school can operate its Title I program of sufficient quality.

Title I, Part A funds are used to fund all elementary and middle schools in Chattooga County as Schoolwide Schools. Chattooga County uses Grade Span Grouping and serves these schools in rank order, by highest to lowest poverty, according to their grade span.

Rank Order

Chattooga County School System has no TA Schools. Schools are ranked in order by poverty level using the percentage of students that qualify for free and reduced priced meals.

Carryover

Typically, carryover funds are allocated back to all six schools on an equal basis, giving each school an opportunity to spend the funds. The school must submit a written description of expenditure requests. Equitable services are also recalculated depending on an allocation of funds for district level activities.

Monthly budget sheets are monitored regularly throughout the year and calculations are made from these near the end of the school year to determine that no more than 15% will be carried into the following year. The Title I director tracks the spending of each program/school throughout the year via budget sheets. At the end of the school year, carryover information is updated and reviewed. Parent involvement and professional development are taken into consideration.

The Federal Programs Administrative Assistant meets monthly with the Finance Director to reconcile the budget and to ensure that the required 1% Parent Involvement Set-Aside is on track to be 100% expended.

Title I Carryover and Amendment Procedures

1. Determine amounts to go to schools and those for Set Asides.
2. Notify schools of amount allocated to them and provide them with budget planning forms to complete with a deadline.
3. Make amendment and carryover changes to local school original budget spreadsheets.
4. Make amendment and carryover changes to district budget spreadsheet.
5. On the Consolidated Application, complete Set Aside adjustments. Check to be sure it balances with District Carryover Planning Form.
6. Add line items to budget for all district costs and school costs from the amended planning form and spreadsheet.
7. On School Allotments tab, add the amount allotted to each school in the carryover column.
8. Check to see that "total amount to be budgeted" on each tab equal \$0.00.
9. Make copies of everything for Title I Administrative Assistant.
10. Make copies and place in Budget file.

Budget Approval Process

- Funding amounts are approved by the GaDOE Board of Education

- Award letters are sent to districts
- Schools are given the allocated dollar amount for budgeting
- The budget is entered into the GaDOE Consolidated Application (electronic grant application process) by the program coordinator or authorized staff
- The budget is approved by the Program Coordinator
- The budget is approved by the Superintendent (budget may be rejected at this level and requests for revisions may be made)
- The budget is approved by the Program Specialist at the GaDOE (budget may be rejected at this level and requests for revisions may be made)
- The budget is approved by GaDOE Accounting

Release of Funds

Upon notification of an approved budget, schools are notified via phone call, email, or in-person visit by the Title I director, and instructed to begin submitting requisitions for expenditures. All expenditures must be approved prior to purchase and must meet requirements of allocable, reasonable, and necessary.

Expenditure of Funds

Upon receiving allocations, each school will use the Title I Budget spreadsheet to develop a budget for the use of federal funds. The spreadsheet will be shared with each Principal via email or in-person visit to deliver the worksheet. Upon completion of the budgeting approval process with school and system Title funds, the budget will be entered into the Consolidated Application.

Once approved by the GaDOE, the Finance Department will then enter the budget into the financial system software. The Federal Programs Department will review the budget entered into the financial system against the Consolidated Application for accuracy and allowable use of funds. Any discrepancies between the budget entered in the local system and the Consolidated Application must be corrected prior to spending and draw-down of funds related to spending.

Spending will follow the pre-approval process throughout the spending period. Monthly reports are generated and will be analyzed for expenditures against budgeted funds and reconciled with the Excel Spreadsheet maintained in the Federal Programs department for all federal funds. The monthly reconciliations are reviewed by the federal programs director, coordinator and administrative assistant.

Pre-Approval of Purchases

The Chattooga County School System has procedures in place for Title Purchases to maintain internal controls and to avoid fraud, waste, and abuse of federal funds. All purchases must be pre-approved prior to an order being placed. This includes registrations from RESA and other companies where orders can be placed online.

Calculating Carryover Funds for Parent Involvement, Private Schools or FLP

1. If all funds allocated in the Parent Involvement 1% required set aside are not expended during the current year they funds must be carried over to the following year.
2. Any funds not expended for Private Schools or FLP will be re-allocated the following year according to the GaDOE procedures and guidelines.

Set Asides/Reservation of Funds

Required 1% Set Aside for Parental Involvement

Principals have the option of expending their 90% portion of the required 1% set aside in Parent Involvement funds or submitting them back to the system level. Should a principal decide to direct those funds to a district level parent involvement activity/project, he/she must sign a District-wide Parent Activity Assurance Form. Title I parents are informed about the 1% set aside during the Fall Annual Meeting and

participate in the discussion regarding this requirement each Spring during Title I planning meetings held at each school. If the total 1% is not expended, the difference must be carried over to the following fiscal year.

Flexible Learning Programs (FLP)

The Chattooga County School System does not have any schools required to offer a FLP. Therefore, no funds are set-aside in this area.

Targeted Assistance

The school system does not have any targeted assistance schools

Professional Development:

No schools in the Chattooga County School System are designated as a Priority School. Georgia's Flexibility Waiver no longer requires a set aside for professional learning. In order to promote continuous school improvement, the Chattooga County School System will continue to pursue professional development to strengthen best practices in all classrooms.

Neglected and Delinquent Children

There are currently no residential facility for neglected children in the Chattooga County District.

Private Schools

The Chattooga County School System currently has no Private Schools that have chosen to participate in the Title I program. If the Chattooga County School System ever has a Private School that chooses to participate, all Title I regulations for private school participation will be followed. The private school worksheet will be completed and attached to the Consolidated Application to ensure that all reservations related to parental involvement, professional learning, and paraprofessionals have been reserved. The district uses the information provided by the GaDOE to determine reservations for Parental Involvement, FLP, Private Schools, Indirect Cost, and Neglected and Delinquent.

HiQ Request for Lesser Amount

Under the Georgia ESSA Flexibility Waiver, Chattooga County School System is not required to develop an improvement plan or restrict the use of Federal education funds pursuant to such a plan, and the state is not required to provide Chattooga County School System the technical assistance that would be required to develop such a plan. Additionally, the state is not required to enter into the agreement required by ESSA section 2141(c) with an LEA. In addition, Chattooga County School System is not restricted in its use of Title I, Part A funds for paraprofessionals, but still must comply with the requirements with respect to paraprofessionals in ESSA section 1119(c) through (g) Currently, 100% of the Title I paraprofessionals meet HiQ.

Requirements of Section ESSA 1119 – Paraprofessionals

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

Equitable Procedures for Private School Students

If CCSS has a private school to request funds, the private school students would receive their proportional share of services via per pupil allocation and required equitable services amounts. Eligibility criteria are used to determine the students who are most in need of services. Using assessment data provided by the private school, scores/levels are given ranges and point values are applied to those ranges.

When a private school determines that the school would like to participate in Title I, the district will determine the per pupil allocation for qualified students.

The CCSS would use the Calculation Forms provided by the GaDOE to ensure the correct amount of funds are calculated. These worksheets are reviewed and approved by the Title I Area specialist before budget approval.

Services for Homeless Children and Youth

Homeless Children and Youth

As of 2017-2018 school year, Chattooga County School System is required to set aside funds for Homeless Children and Youth. These funds will be used as needed, determined by Method #1 . Chattooga County School System also receives the McKinney Vento competitive Homeless Grant. The system Homeless Liaison trains school counselors, clerks, teachers, principals, bus drivers, as well as central registration staff and central office staff to identify children in homeless situations and what services are available. A home survey is also used to identify homeless students. The Homeless Liaison is consulted if it suspected that a student qualifies for homeless services. For qualifying students, the Homeless Liaison arranges transportation to the school of origin, if needed, through the transportation department and free meals through the nutrition department. Needs assessments are conducted by the school counselors when a child is identified as homeless. The Homeless Liaison is contacted and will provide the needed supplies. The McKinney Vento grant also provides tutoring services for identified homeless students who are struggling academically.

Homeless Policy JBC (1)

February 8, 2010

Introduction

To the extent practical and as required by federal law through the McKinney-Vento Homeless Assistance Act, the Chattooga County School System will work with homeless students and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless students not currently attending school. Homeless students will be provided district services for which they are eligible, including comparable pre-school programs, Title I, similar state programs, special education, programs for students with limited English proficiency, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

Selection of Homeless Liaison

The Superintendent shall designate an appropriate staff person to be the district's liaison for homeless students and their families. The liaison shall be responsible for compiling data collected on children and youth in transition, determining and arranging for needed services, monitoring academic achievement, facilitating enrollment, and settling disputes. An interview process was conducted to determine suitable persons to carry out the Homeless Liaison duties.

Informal and formal meetings are ongoing throughout the year between the Homeless Liaison and the Federal programs Coordinator to discuss the progress of the Homeless Program including deciding the appropriate amount of funding for the Homeless set aside.

Definition

Homeless students are defined as lacking a fixed, regular and adequate nighttime residence, including children who experience one or more of the following characteristics:

1. Sharing the housing of other persons due to loss of housing or economic hardship;
2. Living in motels, hotels, trailer parks or camping grounds due to the lack of adequate accommodations;
3. Living in emergency or transitional shelters;
4. Abandoned in hospitals; awaiting foster care placement; living in public or private places not designed for or ordinarily used as a regular sleeping accommodation for human beings;
5. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings;
6. Migratory children living in conditions described in the previous examples; unaccompanied youth who are not in the physical custody of a parent or guardian.

Identification Procedures (21.6)

Homeless children and youth will be identified through three main sources:

1. School personnel will be trained to inquire about homelessness upon enrollment and withdrawal of students. (see *Chattooga County Student Enrollment Form*) School personnel will notify homeless liaison of any possible students in transition. (21.6)
2. School staff will be trained on the identification of children in class who may be experiencing homelessness and appropriate procedures to follow.
3. Partnerships will be created between community agencies and the school system to identify children and youth experiencing homelessness. Outreach material will be provided to partner agencies by the homeless liaison to provide public notice of the rights of homeless children and youth.

School Selection

Each child or youth in transition has the right to remain at his or her school of origin or to attend any school in the attendance area in which they are currently residing. School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. Children and youth in transition shall remain at the school of origin, to the extent feasible, unless it is against the parent's or youth's wishes. These students are eligible to remain in their school of origin for the duration of their homelessness and until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school located in the attendance area where the student is actually living. If it is not feasible for the student to continue in his or her school of origin, the student shall be assigned or transferred

to the school in the attendance area in which the child is actually living. In that case, if the parent or guardian does not agree, the school system will provide a written explanation as required by federal law (see *Written Notification of Enrollment Decision and Dispute Resolution Forms*). Feasibility of remaining at the school of origin shall be centered around the best placement for the student. Issues to be considered include but are not limited to the following:

- Safety;
- Continuity of instruction;
- Possible location of future housing;
- Remaining time in academic year;
- Anticipated length of stay in temporary residence;
- School placement of siblings; and
- Student's special needs that would render commute difficult.

Enrollment Procedures

Students identified as homeless have the right to immediate enrollment in school. If the parent or student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residence, or immunization records, the student shall be enrolled and the school shall immediately contact the school last attended by the student to obtain the relevant academic and other records. If the student needs to obtain immunizations, or immunization/ medical records, the school shall immediately refer the parent or guardian of the student to the school homeless contact or district liaison for homeless students who shall assist in obtaining necessary immunizations or records. The school will obtain appropriate information sufficient for the homeless liaison to contact the parent or guardian of the student. This applies to unaccompanied youth as well. Unaccompanied youth may enroll themselves or be enrolled by a non-parent caretaker over the age of 18. If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district's decision and their appeal rights in writing (see *Written Notification of Enrollment Decision and Dispute Resolution Forms*). The district's liaison will carry out dispute resolution as provided by the state plan. Unaccompanied youth will also be enrolled pending resolution of the dispute.

Dispute Resolution

If a dispute arises over any issue related to the rights of children and youth in transition, the child or youth in transition shall be immediately enrolled and provided all services until dispute is resolved in accordance with federal law. The school must provide the parent, guardian, or unaccompanied youth with a written explanation of its decision and inform them of their right to appeal with the district homeless liaison. (see *Written Notification of Enrollment Decision and Dispute Resolution Forms*). The liaison shall ensure enrollment and appropriate services until the dispute is resolved. All records of disputes should be kept for five years. The state level appeals process should also be provided following the district level appeal.

Services

Children and youth in transition shall be provided comparable services to other students including the following:

- Transportation
 - Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. Transportation shall be provided for the duration of the transition. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary by completing the *Inter-District Transportation Agreement* for the student and will divide the costs equally. If transportation is requested by parent or guardian, a *Transportation Request Form* should be filled out by the homeless liaison and forwarded to the Transportation Director.
- Title I
 - Title I services should also be made available to all children and youth in transition, regardless of the school of enrollment's Title I status. Appropriate funds should be set aside to provide comparable services to those students. The district Title I plan should coordinate with the McKinney-Vento services through collaboration between the Title I director and the district homeless liaison.
- Education services where they meet eligibility criteria
- Vocation and technical education program
- Gifted and talented program
- School nutrition
 - Upon being identified as homeless, students automatically qualify for free lunch. The district homeless liaison shall forward necessary information to Nutrition Services to facilitate the free lunch process.
- Other services
 - Other services provided to facilitate education include school supplies, school clothes, health services, summer programs, emergency assistance, and tutoring services.

Collaboration and Policy Revision

The district's liaison for homeless students and their families shall coordinate with local social service agencies that provide services to homeless children and youths and their families; other school districts on issues of transportation and records transfers; and state and local housing agencies responsible for comprehensive housing affordability strategies. The district's liaison will also review and seek revisions to district policies that may act as barriers to the enrollment of homeless students.

Chattooga County School System

Adoption: February 8, 2010

Reviewed: May 22, 2015

Homeless Training (21.6)

CCSS's Homeless Liaison and the Title I Department representatives meet annually with district representatives to discuss the requirements of the McKinney-Vento Homeless Education Act. Among the topics discussed are the transportation requirement for schools of origin and the definition of and services for students identified as homeless. The homeless liaisons work closely with the school guidance counselors, social workers, and transportation director to assure students receive the services they need. They provide each school with posters, brochures and resources that can be shared with parents informing them of the services that may be available to them and their children. Contact information for our Homeless Liaison is distributed to parents in multiple ways. Posters are placed in each school. Informational brochures are given to each school for distribution to parents. Informational Home Visits are made to each identified students. Brochures are distributed and if a face-to-face contact is not made, a "door hanger" is left with contact and program information.

Process for Development of the Homeless Policy

A committee was convened to develop our Homeless Policy. The Homeless Guidance was reviewed to determine all of the required components. Policies from other systems were also reviewed. The Homeless Liaison began writing the new policy, including all required components and listing our processes within. The committee re-convened to review the policy and make revisions. In 2010, after completed, the policy was carried to the board of education for adoption.

Process for Establishing the Homeless Set-Aside

Homeless students are identified during school enrollment and throughout the school year by school counselors, office staff, teachers and administration. Students who need services are referred to the school system's homeless youth liaison for assistance. We used Method 1 to determine the amount of funds we will need to serve our Homeless students each year. We determine the number of homeless students enrolled at non-Title I schools. We review the amount of funds used for non-Title I homeless students during the previous year. These numbers are multiplied to determine an estimated amount of funds needed per pupil for the present year.

Process for Evaluating Services Provided to Homeless Students

When students are identified as Homeless, a review is completed for each student verifying services they have received previously. The Chattooga County School System Homeless Education Program Self-Monitoring Guide (see following) is completed, as well as the Homeless Education Program-McKinney Vento Grant Evaluation Plan (see following). Periodically throughout the year student information is checked at the school level and in the student information system verifying information is correct and up to date. Required changes are made as needed.

Procedures for Notifying Stakeholders of the Homeless Program

Information about the McKinney – Vento Homeless Assistance Act and the Homeless Education Program of the Chattooga County School System are offered to stakeholders annually in the following ways:

- Community organizations are notified of the availability of the homeless liaison to speak to a specific group about the program and ways the community can get involved in helping students who have been identified as homeless or unaccompanied youth. In addition, posters about the Homeless Education Program with contact information are displayed at the local Department of Family and Children Services, the Department of Juvenile Justice, and the local Department of Labor offices

- School administrators are asked to schedule a presentation by the homeless liaison to their school staff. Participants are given pamphlets which explain how to identify a student as homeless in accordance with McKinney – Vento guidelines. This training gives specific information about the rights and services available to children who are identified as homeless and provides detailed information about how to access these services for the children. Contact information for the homeless liaison is also on posters given to each school which are displayed in the enrollment area of each school.
- Each year after Labor Day, the homeless liaison meets with the enrollment personnel and school counselors from each school in the district to conduct an annual review. Students who were identified at the school the previous year are discussed to determine if the condition of homelessness still exists so that students may be re-identified for the current year if necessary. New identifications are discussed, and the procedure for reporting new identifications is reviewed. Specific procedures are discussed for accessing transportation to the school of origin, tutoring, afterschool services, and school supplies for any homeless students or unaccompanied youth who may be identified in the school.
- Staff development about the Homeless Education program with system-level personnel is conducted on an as needed basis. This typically occurs every three to four years and includes representations from the Office of the Superintendent, the Nutrition Department, the Transportation Department, the Elementary and Secondary Curriculum Departments, and the Exceptional Students Department.

Process for selection of Homeless Liaison and What Qualifications Were Required

- The job was posted.
- Qualifying applicants were interviewed
- The person with the best qualifications for the position was hired.
- Qualifications for the position are listed on the job description, located in the Appendix.

Chattooga County Schools: Homeless Education Program--McKinney Vento Grant Evaluation Plan

Goal 1: Increase awareness of McKinney Vento legislation and the rights it provides to students identified as homeless or unaccompanied youth

- Evaluation tools include:
 - Annual McKinney Vento Training Evaluation
 - Annual comparison of students identified as McKinney Vento students by school
 - Annual comparison of McKinney Vento referral source data
 - Services Provided forms

Goal 2: Provide transportation so that students identified as homeless and unaccompanied youth under McKinney Vento can remain in their school of origin

- Evaluation tools include:
 - McKinney Vento Transported Students School Enrollment Data
 - Attendance Data for McKinney Vento Transported Students
 - Evaluations of Transportation Services completed by transportation personnel, parents, school administrators and counselors

Goal 3: Provide unique school supplies (i.e. calculators, binders, book bags, dictionaries) for homeless children and youth

- Evaluation tools include:
 - Services provided forms

Goal 4: Provide tutoring, afterschool and remedial services for homeless children and youth

- Evaluation tools include:
 - State Test Data for tutored/afterschool students
 - *Pre/Post Tutoring Evaluations* completed by Tutors
 - *Evaluation of Tutoring Services* completed by parents, school administrators and counselors

Goal 5: Provide case management services to parents and students identified as homeless under the McKinney Vento legislation

- Evaluation tools include:
 - Comparison of identified homeless students from one year to the next
 - Evaluation of McKinney Vento services completed by parents, school administrators and counselors

Services for Neglected and Delinquent Children: (Neglected set-aside)

General Procedures for Neglected Program

There are currently no facilities for neglected or delinquent children in the Chattooga County School District.

Consultation – Service Plan Development

There are currently no facilities for neglected or delinquent children in the Chattooga County School District.

Budgeting

As of 2017-2018 school year, Chattooga County School System is required to set aside funds for Homeless Children and Youth. These funds will be used as needed, determined by Method #1 . Chattooga County School System also receives the McKinney Vento competitive Homeless Grant. The system Homeless Liaison trains school counselors, clerks, teachers, principals, bus drivers, as well as central registration staff and central office staff to identify children in homeless situations and what services are available. A home survey is also used to identify homeless students. The Homeless Liaison is consulted if it suspected that a student qualifies for homeless services. For qualifying students, the Homeless Liaison arranges transportation to the school of origin, if needed, through the transportation department and free meals through the nutrition department. Needs assessments are conducted by the school counselors when a child is identified as homeless. The Homeless Liaison is contacted and will provide the needed supplies. The McKinney Vento grant also provides tutoring services for identified homeless students who are struggling academically.

Identification of Neglected Students

The Department of Human Resources (DHR) serves youth who are committed to or voluntarily placed in their custody due to abandonment, neglect, or the death of their parents or guardians.

Curriculum/ Standards Instruction

There are currently no facilities for neglected or delinquent children in the Chattooga County School District.

Process for Establishing the Neglected Set-Aside

There are currently no facilities for neglected or delinquent children in the Chattooga County School District.

Title V, B – Rural

Title V, B- Rural and Low Income is designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. CCSS uses these funds for supplemental district wide summer school.

Title II, Part A - Teacher and Paraprofessional Qualifications

Purpose of the Title II, Part A Program

The goal of the Title II, Part A program is for each school to have a teaching staff that is highly qualified and effective in helping all students, regardless of individual learning needs, achieve challenging state content and academic achievement standards. A secondary goal is for every student to have an equitable opportunity to receive quality instruction in terms of teacher quality, teacher experience, and class size.

Chattooga County School District Needs Assessment Procedures

The Chattooga County School District conducts an annual Needs Assessment to determine the needs of our district. The Needs Assessment addresses the following equity components: highly qualified status of teachers and paraprofessionals, student access to experienced and effective teachers and leaders, teacher ability to meet the diverse needs of students, student access to comparable class sizes, and the retention and recruitment of highly qualified and effective teachers and leaders. The District uses all available data to assess the current needs of the district. The collection of data is ongoing. The data is reviewed formally and informally by parent and community stakeholder groups, school and district administrators, teachers and paraprofessionals. Feedback is also solicited from colleges and universities on how to best support the needs of our teachers.

Data Sources Include the Following:

- Formal & Informal surveying of community (businesses, post-secondary, and parents.)
- Formal & Informal surveying of school staff
- Program Evaluations of PL and the Induction Program through formal end of course evaluations and informal discussions
- Feedback from School Administration during principal's meetings
- Student Achievement Data analysis through District and School Data Retreats
- CCRPI Results
- District Focus Walk Data
- Title II A/Professional Learning Survey Data
- TKES/LKES Evaluation Data
- School Level Climate Survey Data
- HiQ Data Reports and participant tracking
- Professional learning course and participation reports
- Mentor program feedback
- Exit Surveys
- Human Resources Feedback
- Equity Data
- School Data Profiles

Stakeholder Involvement

The Chattooga County School District seeks feedback from a variety of groups.

- The district leadership team meets weekly to discuss areas of concern, progress toward goals and projects to complete.
- School principals meet once a month. During these meetings, they receive updated information in areas pertaining to their work. They also give input on district goals and activities during these meetings.
- Teacher leader groups meet with principals monthly to share strengths and weaknesses of their school and the district. The student leadership team meets quarterly during the school year for leadership training and to give their input on educational issues and activities of the district.
- The parent and community stakeholders' meeting is conducted as needed to provide information about the district's direction. During the meeting, parents and community members are given the opportunity to ask questions and provide feedback on improvement planning, federal programs, and district initiatives. These meetings are open for everyone to attend. Two of the meetings held each year focus on federal programs. During the May meeting, information is provided about the purpose of each program along with previous support provided through the program and funding considerations for the upcoming school year. Parents and community members are asked to provide feedback on the use of funds and offer suggestions for using the funds in the future.

During the July meeting, parent suggestions are shared along with changes made for the upcoming year. A draft of the Consolidated Application is shared with parents for questions and review. The final copy of the Consolidated Application is submitted after any revisions are made.

In addition to the groups meeting, surveys are administered to give stakeholders an opportunity to share ideas and concerns. All groups listed above are given the opportunity to give their feedback as we identify the district needs and develop the goals, strategies, and action steps. Information is also posted on the district website.

Once all groups have provided feedback, the district team takes that information along with the analysis of the data to identify the needs of the district. Based on the identification of the needs, the district develops strategies and action steps to address them. The district leadership team, principals, and district staff contribute to suggested actions to address our needs. These strategies and action steps are then assigned to different departments to implement and monitor.

Equity Belief Statement

The Chattooga County School District believes all students should have equitable access to quality instruction. The Chattooga County School District strives to recruit, prepare, train and support high quality teachers, paraprofessionals and leaders in our school district. We are also focused on developing school and district level improvement plans with measurable objectives that will ensure that all teachers teaching core academic subjects are and remain professionally qualified.

Equity Effectiveness Plan

The Title II Director works with district leaders to create an Effectiveness Plan using survey data, achievement data, and prioritized needs to measure the effectiveness of each budgeted item funded by the Title II program. The Effectiveness Plan will include the Title II, Part A funded components, needs being addressed, the funded activity, data to be collected, the position of the person responsible for collecting, coordinating, and analyzing the data, and when the data will be collected. The report will include a careful review of data to summarize the effectiveness of all funded activities and how well the Title II activity addressed the identified need.

When developing the Effectiveness Plan the following steps are taken:

- During the Needs Assessment, prioritized needs are identified for each Title II, Part A component.
- Activities to address each need are selected with stakeholder involvement.
- All activities must align with the approved budget.
- Data that will be collected to show the effectiveness of the activity will be determined.
- The position of the person responsible for implementing the activity and collecting all source documentation and data is determined.
- A timeline is developed for each activity.

When determining the effectiveness of each activity in the Effectiveness Plan the following steps are taken:

- Once the activity is complete, the person responsible for implementing the activity will submit all source documentation to the Title II Director.
- Data is collected and analyzed by the person responsible for implementation to determine if the activity met the prioritized need.
- The data and analysis is provided to the Title II Director to add to the Effectiveness Plan at the end of the year.

Equity Procedures

The Equity Plan addresses where our district is in meeting the challenge of each equity indicator to assure that all students are receiving the best possible educational opportunities available in an equitable manner. The Equity Plan serves as the plan detailing professional learning and effective equitable practices among teachers. CCSS determines equity needs as part of the needs assessment process.

The areas for assessing equity include looking at the relationship of our district compared to the state for all schools, high poverty schools and high minority schools in the following:

- CCRPI data
- First Year Teachers
- Teacher Experience
- Out of Field Teaching Assignments
- Teacher Absenteeism
- Teacher/Leader Retention
- Graduation Rate
- Discipline Data
- Student Growth

To develop our Equity Plan we do the following:

- Equity data is provided by the Georgia Department of Education Teacher and Leader Effectiveness Division.
- School administrators, curriculum coordinators, student services and other district office leaders work with the school improvement team to analyze equity data during district data meetings.
- The Equity data analysis is shared during district data meetings and suggestions for activities that will help us overcome any equity gaps are shared.
- Title II funded activities to address equity gaps are shared with stakeholders during stakeholder meetings and feedback is requested.
- The Equity Plan is revised based on feedback and submitted with the CLIP.
- The Equity Plan is reviewed annually and may be revised and adapted as needed. Sign-in sheets and agendas are maintained as evidence and documentation of stakeholder involvement in the process.

The Title II Coordinator monitors the implementation of all activities included in the Equity Plan. The Title II Coordinator collaborates with each person responsible for each activity to monitor the timeliness of

each activity. As each activity is completed all source documentation is collected and maintained by the Title II Coordinator.

Prioritized Needs

Based on the CCSS Needs Assessment, priorities are identified for the district. Title II funds are used to fund activities to address our prioritized needs.

Professional Learning Needs

All professional learning activities are provided to improve teaching and student learning and increase student achievement. The Chattooga County School District implements professional learning communities and job embedded professional learning experiences in all schools. Preferences for delivery of professional learning are determined through the results of the Title II and Professional Learning Survey. The professional learning provided for each school is based on needs identified in the school improvement plan and must involve high quality research based practices and be evidence based. Professional learning must focus on increasing the ability of the teaching staff to help all students achieve high academic standards, or the school administrative staff to lead their schools' efforts to increase student academic achievement. The effectiveness of school based professional learning days are determined through student achievement analysis and the Title II/PL survey. Research that supports professional learning activities is maintained by the Title II Director for district professional learning and each school for school based professional learning.

Authorized Use of Funds

Title II funds can be used for recruitment, retention, professional development, and class size reduction. Title II-A funds must be used to *supplement, and not supplant*, non-Federal funds that would otherwise be used for activities authorized under Title II-A. It is presumed supplanting has occurred in the following circumstances:

- Title II-A funds for services that are required under other federal, state, or local laws
- Title II-A funds for services provided with non-Title II-A funds in the previous year.

Expenditures of Title II-A funds must be necessary to implement an activity designed to meet one or more of the annual prioritized needs, reasonable in cost and allocable to the Title II-A program.

School Level Professional Learning Summary Data

In order to provide evidence that 100% of our teachers, administrators and paraprofessionals participated in high quality professional learning activities during each school year, each member of the Success Team completes a Professional Learning Notebook that contains agendas and sign-in sheets documenting all professional learning. An Excel spreadsheet is used to collect and verify this data through the following procedure:

The members of the Success Team are to follow the data collection process on the PCSD Title II Professional Learning Data Spreadsheet:

1. List all teachers, paraprofessionals, and administrators in each school under the School Staff column.
2. List their position under the Position column.
3. For each column, list the high quality, research based professional learning sessions that have been conducted at the school this year supported by agendas and sign in sheets.
4. Place an X next to the name of each teacher that participated.

5. Each Success Team member will sign at the bottom to verify information is accurate and complete.
6. Forms are collected at the end of the school year.

Title III, Part A/Language Instruction for LEP (Limited English Proficient) and Immigrant Students

Purpose

An ESOL program plan is designed to provide consistent and non-discriminatory procedures throughout each school within Chattooga School District as recommended by the U.S. Office for Civil Rights, Department of Education. The Civil Rights Acts of 1964 requires local school districts to provide an alternative program of service when there are students who are limited English proficient and are unable to participate effectively in the district's regular instructional program.

Chattooga School District has an EL Plan for 2017-2018 that is located in the ESOL Handbook. The plan includes EL procedures, evidence of policy dissemination to local schools, research-based delivery models used at each school, description of how ACCESS and GA Milestones data are used to make instructional decisions, evidence of adjustments to services based of assessment results, progress monitoring procedures for EL students, and the process and criteria used for transitioning ELs to monitored status. Each school codes all EL eligible students in the student information system (Infinite Campus).

LEA professional development plan for ESOL, including needs assessment, long-range professional development goals, meeting dates, session agendas, handouts, and sign-in sheets. All information concerning Title III is kept by the Title III Coordinator. Title III purchase orders, budget, and inventories are monitored and kept on file in the Federal Programs office. CCSD has no private schools requesting to participate in the Title III program.

Private Schools within the boundaries of the LEA are contacted via certified letters of their eligibility of limited English proficient and Immigrant students to participate in Title III, Part A services. Letters are distributed and a meeting is planned where all private schools within the boundaries are invited to attend. The Director of Federal Programs maintains the agenda and sign-in sheets for the Private School meetings

Enrollment and Identification of ELs

- All students enrolling in Chattooga School District are required to register at the "Centralized Registration" facility.
- All registration forms have been translated in Spanish.
- If parents need further assistance with registration because of limited English, registrars have the contact information for two Spanish speaking ESOL teachers of which they may contact or assistance.
- After enrollment forms are completed, the registrar informs the ESOL Teachers if the Home Language Survey has indicated a language other than English for one of the three questions.
- Enrollment information is sent to the schools for proper placement.

The school system uses Infinite Campus to maintain the data/records for EL-Yes and EL-Monitored students. Professional Learning opportunities are offered to ESOL and classroom teachers, principals, administrators and other school or community-based organizational personnel. A Professional Learning survey is distributed to all personnel, to include ESOL teachers, to determine professional learning needs. The Title III Coordinator seeks for opportunities for general education and ESOL teachers to participate in on an ongoing basis. The Title III Coordinator attends the GADOE sponsored Title III Conference and the GCEL Conference annually. Representatives from the ESOL Department and regular classroom teachers participate in Title III/ESOL trainings/workshops and conferences that are provided by non-local entities.

Maintaining Academic and Assessment Records for EL-Y and EL-M Students

- All records are maintained in students personal permanent records
- Each EL-Y and EL-M has a checklist in their permanent records that is used to maintain academic and assessment records

Professional Learning Strategy for Building capacity for Providing Effective Instruction for ELs

The LEA, namely the Title III Coordinator, provides ESOL teachers with opportunities to participate and facilitate professional learning opportunities to ensure effective instruction, enhance ESOL services, and improve EL student achievement. Some of the professional learning opportunities that ESOL and general education teachers attended include the following: Title III Coordinators meeting, KSU TESOL conference, WIDA training at RESA (Rome, GA). We conduct workshops, which are hosted at each school at least twice a year for teachers, administrators, and other staff and faculty members. In these workshops we cover the rights of ELs, laws regarding ELs, effective instructional strategies, district and state policies and procedures, effective communication with parents of ELs, communication with newcomers/non-English proficient students, WIDA Strategies and *Can-Do Descriptors*, and utilizing ACCESS and other test scores to differentiate instruction for ELs. ESOL teachers also meet with EL students' content area teachers for more intensive individualized instruction. EL teachers receive Professional Development on entering data.

Classroom observations are conducted by the school level administrators and the Title III Coordinator to determine the approaches and methodologies are research based

Procedures for ACCESS Participation

- All current ELs statuses must be maintained in SIS.
- All teachers must maintain the LEP tab in Infinite Campus for accuracy.
- If the status of a student is changed, the caseload manager must inform the FTE Clerk within 2 business days.
- Before ACCESS tests are returned, the participation spreadsheet has to be verified by testing coordinators in each building and turned into the testing department, teachers must sign-off that each EL-Y student has participated in the ACCESS test.

Procedures to Ensure ELs Enrolled and ID during ACCESS Testing Window are Tested Using ACCESS

- Prior to the ACCESS testing window, rosters of ELs are printed for each school utilizing Infinite Campus
- The rosters are verified by the ESOL teachers and the rosters are updated as needed
- Schedules are given to school administration so that they are aware of the presence of the ESOL teachers within their schools
- ESOL teachers verify with the FTE Clerk to determine if students have been enrolled/registered during the testing window who would qualify to take the ACCESS for ELs
- The ESOL Facilitator verifies again the rosters during to testing window to ensure all students are checked off of the master list

Criteria Used for Exiting ELs from ESOL Services to Monitored Status

- After ACCESS for ELs results are returned to the system, the ESOL teachers will evaluate each.
- Information from the GADOE ESOL/Title III Resources Guide will be utilized
- The criteria for Grades 1-12 is set at 5 Tier B or C with a CPL greater than or equal to 5.0 and at least a 4.8 Literacy Sub-Score on ACCESS for ELLs.
- Kindergarten ACCESS for ELs Teacher Reports provide two sets of scores, Instructional and Accountability—Accountability scores must be utilized

- Kindergarten students who do not score an Accountability CPL of 5.0 or higher and who have any individual domain scores less than 5.0 are NOT eligible to exit language assistance services
- ACCESS scores for students eligible for exit from the ESOL program are disseminated to parents during scheduled meetings. ESOL teachers discuss monitoring with EL parents at this time. Monitored students will be placed into a Monitored Status in Infinite Campus.
- A “red flag” is then placed into the student’s file indicating to student has moved from a served status to a monitored status for two years
- Students will then begin monitored services through the ESOL program

Title I Parent Notification of Student Eligibility for Supplemental Language Support Services

Previously stated in both Title I and Title III under the Every Student Succeeds Act (ESSA), the overarching parent and family engagement law regarding notices to parents of English Learners (ELs) receiving supplemental language support is now under Title I, Part A, Section 1112(e)(3) in the Every Student Succeeds Act (ESSA). Local educational agencies (LEAs) are required to send a notification, in a language and format appropriate for the reader, to parents of ELs who have been selected to participate in the LEA’s Title III or Title I supplemental language program. This notice also permits the parent to waive participation in the Title-funded services. A copy of the “Title I Parent Notification of Student Eligibility for Supplemental Language Services” form may be found on page 98 and 99 of this handbook. The following outlines the coordination efforts of Title I and Title III to ensure all requirements are met:

- All students enrolling in Chattooga School District are required to register at the “Centralized Registration” facility.
- All registration forms have been translated in Spanish.
- After enrollment forms are completed, the registrar informs the ESOL Teachers if the Home Language Survey has indicated a language other than English for one of the three questions.
- Enrollment information is sent to the schools for proper placement.
- Home Language Survey results will be forwarded to Title III personnel. Title III personnel will share Home Language Survey results/EL identified students’ information with Title I personnel.
- Title I personnel will prepare “Title I Parent Notification of Student Eligibility for Supplemental Language Services” form and distribute to parents of EL identified students within thirty (30) days of the beginning of the school year.
- A copy of each distributed “Title I Parent Notification of Student Eligibility for Supplemental Language Services” form will be kept at the Title I district office for monitoring purposes. A copy of the form will also be retained in the student’s permanent folder.

Written Procedures for Fully Funded Title III Personnel

- Chattooga County Schools does not currently fund Title III personnel, in the case that CCS should we would follow :
- Principals/Supervisors would submit the names of employees who will be paid 100% by a Title III Funds to the Director of Federal Programs.
- A spreadsheet would be created for the system and submitted to the Payroll Department in order for funds to be dispersed accordingly.
- Employees that would be paid entirely by Title III Funds must complete a **Periodic Certification Form**.
- The Periodic Certification Form is issued to the employee twice a year in order to secure the signature of the employee and the supervisor. The form is issued at the end of the first semester and at the end of the academic school year.
 - The first form issued includes the first day of the teacher contract/paraprofessional work schedule through the last day of the first semester.
 - The second form issued includes the first working day of the second semester and ends on the last scheduled work day of the school year.

- The forms are completed after the services have been completed (after-the-fact)
- The forms are submitted to the Director of Federal Programs for review and are filed accordingly.

Written Procedures for Split-Funded Title III Employees

- Principals/Supervisors submit the names of employees who will be paid by a specified percentage of Title III Funds and a specified percentage of another funding category to the Director of Federal Programs to include the percentages for compensation.
- A spreadsheet would be created for the system and submitted to the Payroll Department in order for funds to be dispersed appropriately.

Split Funded Teachers /Paraprofessionals:

- A Teacher Schedule Report would be printed from Infinite Campus which outlines the teacher's class schedule.
- A monthly sign-off section is attached to the report in order to secure the teacher's signature. Teachers are expected to sign-off every month.
- The Teacher Schedule Reports with the monthly signatures of the teachers are submitted to the Principal to secure his/her signature at the end of each month.
- Principals maintain the records of the Teacher Schedule Reports until the end of the school year. At the end of the school year, Principals submit all of the monthly reports to the Director of Federal Programs to be filed accordingly. **Historically paraprofessionals have not been "split funded". If this does occur, the paraprofessional will submit their signed schedule at the end of each month with their supervising teacher(s) signature to the Director of Federal Programs.

Split-Funded Employees (Personnel other than teachers/paraprofessionals):

- Employees (other than teachers—i.e. Administrators, Secretaries, etc.) being paid partially with Title III Funds are required to complete a monthly Title III Time Log a.k.a. Personnel Activity Records (PARs) for the appropriate months of employment during the fiscal year in order to document the percentage of time worked completing Title III duties and responsibilities.
- Monthly Title III Time Logs/PARs are reviewed quarterly by the Director of Federal Programs to ensure that the employee is working the appropriate percentage of time completing Title I duties and responsibilities.
- The monthly time logs/PARs are signed by the split-funded employee and the supervisor of the employee.
- The split-funded employee is responsible for submitting the monthly time log/PARs to the Director of Federal Funds in order to secure a signature of approval.
- Once the Director of Federal Funds approves the time log, it is filed appropriately.

Private Schools

Consultation:

Mailings

Each fall, private schools send in the names, ages, grades, and addresses for each student at their school who resides in our district on the DE1111 form. The addresses are verified with the bus route list provided by the transportation department. An Excel spreadsheet containing student information is developed and organized by school zone. This list is used to create the mailing list for private school letters. Private School Mailings are sent out to all Private Schools that serve students living in the CCSS attendance zones. They are informed of the services they can access from various federal programs and invited to consult with us.

Meetings

The initial consultation meeting is documented with agenda and sign-in, takes place in November of each year with interested Private Schools, the Federal Programs Director and representatives from other federal programs in the district attending. If no Private School representatives show up, all CCSS representatives sign the sign-in sheet and make note that private school attendees did not attend. The agenda and sign-in are filed with federal program documentation. Those schools that choose to participate in the Title I Program are invited back to additional consultation meetings throughout the school year.

If Consultation meetings take place, they would be between the representative for the Private School and the federal program director/coordinator. The purpose of the meetings is to review the prior year's services, to plan for services and purchases for the upcoming school year, and review the services currently being provided.

Consultation meetings may take place at any time at the request of the Private School representative or federal programs director/coordinator. Assurance documentation is signed at the conclusion of each school year by the Private School Representative.

Poverty Determination

The Poverty Application for Chattooga County is given to each attending private school for their use in determining the students of poverty at their school. Qualifying students who would attend Title I schools in Chattooga County earn funds for the private school.

Students Eligible for Service

Multiple Selection Criteria is applied to all eligible students in each identified grade level at the private school to determine the students who are academically failing or at-risk of failing. The students are placed in rank order to determine the order of services.

Budget and Spending Procedures

The budget for the Private School is determined by the Equitable Services Worksheet provided by the GaDOE. The federal program director/coordinator and Private School representative consult to determine the expenditures for the school based on current student and teacher needs. The budget for the Private School is submitted to the GaDOE through the Consolidated Application for approval.

Private School Carryover Funds

If the district could not spend all the funds it had available for providing equitable services to private school children it will carry over those funds and use them to provide services to private school children the following year. These carryover funds would be in addition to funds that the district would otherwise be required to use to provide equitable services for private school students out of the district's current-year allocation.

Inventory

Inventory of all federal programs purchases are kept at the District Office. An on-site physical inventory of the property is taken on an annual basis by the Federal Programs Department, if necessary.

The inventory is then signed by the federal program director/coordinator.

- If materials/ equipment are purchased for use in the private school, they are labeled and placed on the inventory form using the same process used for the District's Title I schools.
- If a private school no longer receives service from the district, the materials/ equipment purchased with Title I funds will be removed, placed in District Title I schools and inventories will be updated accordingly.
- If Title I equipment/ materials located in a private school become unusable, the Title I process listed earlier for disposing of unusable equipment/ materials will be followed.

Provision of Services

Third Party Vendor Contracts

CCSS has chosen not to enter into any third party contracts for Private School Services.

Procedures for Contracting Tutoring Services for Private School

If the tutor is already employed by CCSS, a signed and completed time log is all that is required.

If the tutor is an employee of the Private school, the following process should be followed.

- Contact teacher who will be providing tutoring services to gather the following information:
 - Resume' and References
 - Teaching Certificate and Social Security Number
- Verify that the teacher is Highly Qualified.
- Check References
- Have teacher come to CCSS for background check.
- Have Superintendent and teacher sign Contract for Services.
- Provide teacher with a copy of CCSS Employee Handbook, and have her sign the Acknowledgment of Receipt.
- Create personnel file containing:
 - Resume and References
 - Phone Reference Documentation
 - Teaching Certificate
 - Contract for Services
- Make a copy of personnel file for Human Resources.
- Develop Instructional Plan with teacher.
- Provide time sheet for the teacher to submit monthly for payment through Title I funds.
- Time sheet is submitted to the business office for payment

** Board Approval is not required.*

Monitoring Private Schools

Chattooga County School System does not currently have any private school participants, but if there is a participant in the future, the following procedures will be followed:

Periodically throughout the year consultation meetings will be held with representatives from the private school to check on their needs and the progress of their plan. Multiple visits will be made to observe the tutoring of students. Expenditures will be monitored using the same process that is followed for all Title I expenditures in Chattooga County. A physical inventory will be completed annually.

Title I, Part C – Migrant Education Program (MEP) Services

Migrant students are identified through the occupational survey, which is a portion of the student enrollment packet. When migrant students are identified, a comprehensive needs assessment and delivery plan will be developed.

The Migrant Education Coordinator is responsible for maintaining, updating, and properly coding all required enrollment, education, and health data in Chattooga County School's System's Student Information System on migrant eligible students and shares this information on an intra-district and interstate basis. The MEP Coordinator will provide training and resources to the schools, administrators, and the Central Office/Registration.

The MEP Coordinator meets throughout the year with the MEP Area Specialist to coordinate Migrant enrollments and to ensure the identification and recruitment services are provided.

Identification and Recruitment

The Chattooga County School System MEP Coordinator is forwarded all of the completed Parent Occupational Survey forms whenever a parent or guardian indicates a positive response to questions related to moves into the District for occupational reasons and the nature of such employment. These forms are forwarded to the area MEP Specialist. The MEP Specialist utilizes this information to help identify and recruit migrant students. The MEP Specialist also conducts in-District Identification and Recruitment activities to further identify potentially eligible families. The District MEP Specialist routinely and pulls data from the District's Student Information System as an additional identification and recruitment tool. Contact is then made with each potentially eligible family to determine case-by-case eligibility and needs. The Title I Parent Involvement Coordinator works closely with the MEP Specialist to ensure enrollment and SIS information is updated and accurate. Students who meet certain critical criteria are also identified with the assistance of the Ga DOE MEP as Priority for Services.

The Occupational Survey is sent home with every child in the district. During each summer, updated Occupational Survey Forms are sent to the Chattooga County Central Registration Center for inclusion in Registration Packets for all new students.

Completed Occupational Survey Forms are collected from the parents/guardians from schools and the registration center and sent to the Migrant Program Coordinator at the Central Office. These forms are forwarded to the MEP Specialist/ Recruiter who will schedule a visit with the student's parents/guardians to determine eligibility.

Cross-checking Migrant Data

The Migrant Program Coordinator codes the students in the Student Information System to ensure accurate data reporting to the State when the Migrant Education Agency has identified a student as Migrant.

Monthly reports are received through the ConAp, showing our qualifying Migrant students. The data is checked for accuracy and verified in the student information system.

Priority of Services

The Migrant Program Coordinator verifies services of identified students using Priority of Services forms and the student information system.

Services for MEP Students

Currently, Chattooga County Schools is in the Migrant Consortium. We would put the following in place if we were not in the Consortium.

Services to those students determined to be PFS are regularly tracked and submitted to the GaDOE MEP using the PFS Student Report. Migrant students are evaluated academically the same as other students in the system to determine academic needs. The MEP Specialist coordinates and tracks services to all MEP students utilizing the Supplemental Services Tracking Form. All migrant students are eligible for Title I services, and receive appropriate Title I services. In addition, a referral is made to student services to indicate that additional services may be needed from that department. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition and social services.

Parental Involvement

A Migrant Education Parent Advisory Council (PAC) program is provided in conjunction with other District Parent Involvement Programs. Parent outreach is always provided in a language that is understood by the family. Parents are presented information on ESOL, Special Education, Gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from the Migrant Education Department of the US and GaDOE.

Funding

The annual CCSS MEP Comprehensive Needs Assessment Committee reviews academic and nonacademic data to determine the most appropriate use of Title I-Part C funds and this information leads directly to the development and submission for approval by the GaDOE MEP of the District MEP Implementation Plan(s).

Evaluation

The MEP Specialist observes the actual delivery of the IPs and reports the results of that evaluation to the GaDOE MEP. Each Implementation Plan is evaluated in terms of effectiveness at its completion, and this evaluation is also submitted to the GaDOE MEP.

Translation and Interpretation

The Chattooga County School System believes that ALL Families need access to district and school information. We encourage our families to contact us when they have a question or need for language assistance in terms of understanding district and school information. Interpretation services are available through school/district personnel for families whose native language is not English. Translated district and schools information are available in Spanish to meet the needs of our families. Our school District web site provides automatic translation into a variety of languages courtesy of Google translate.

Parent Engagement Coordinators send out a weekly email to principals to see if any translation is needed. When working on compacts/policy's, Parent Engagement Coordinator's email translator to get documents translated.

For more information and assistance with school interpreter and translations, please contact Parent Engagement Coordinator Sandy Camacho at 706-857-4905 ext. 201 or email at scamacho@chattooga.k12.ga.us

Traducción e Interpretación

El Sistema escolar del Condado de Chattooga cree que todas las familias necesitan acceso a la información del distrito y las escuelas. Animamos a nuestras familias en contactarse con nosotros cuando tengan una pregunta o necesidad de ayuda con el idioma en cuanto a la comprensión de información del distrito y escuelas. Servicios de interpretación están disponibles a través del personal del distrito y escuelas para familias cuyo idioma nativo no es Ingles. Información traducida del distrito y las escuelas están disponibles en español para satisfacer las necesidades de nuestras familias. Nuestro sitio de web del distrito escolar proporciona traducción automática en una variedad de idiomas, cortesía de Google Translate.

Las Coordinadoras de Participación de Padres envían un correo electrónico semanal a los directores para ver si se necesita alguna traducción. cuando se trabaja en los pactos/pólizas, las Coordinadoras de Participación de Padres envían un correo electrónico a la traductora para traducir los documentos.

Para mas información y asistencia con Interprete e traducciones, por favor contactar a la Coordinadora de Participación de Padres Sandy Camacho al 706-857-4905 ext. 201 o enviar correo electrónico a scamacho@chattooga.k12.ga.us

Chattooga School District
Federal Programs Activity/Document
Interpreting/Translation Request

Directions: Please complete the form and submit to translator assigned to your school five (5) working days prior to the date of the needed service. Form should be scanned and email to Jeff Martin, jmartin@chattooga.k12.ga.us after the school administrator has signed off for the request. A copy of the document to be translated should also be emailed, along with this completed form.

**If more than one request is needed, and you already have the information needed, additional requests may be placed on this same document.*

Today's Date: _____

Person Requesting Support: _____

School: _____

Name of Federal Document: _____

Date Submitted for Translation: _____ Requested Completion Date: _____

Language Requested: _____

Type of Meeting	Date/Time/Location	Student Name/Grade

Meeting Types:

SST—Student Support Team
RTI—Response to Intervention
SPED—Special Education
PC—Parent Conference

PI—Parent Involvement
O—Other
TRIB—Tribunal
LAC—Language Assessment Conference/ESOL

GED—Gifted Education

Administrator's Signature

Date

Director of Federal Program's Signature

Date

**Chattooga County School System
HB 251 Parent Transfer Request Form**

Under 2009 state law (O.C.G.A. § 20-2-2131), parents may request a transfer to another public school within their local school district based upon available space as determined by the district.

**Application is due to the Chattooga County Board of Education
before the end of business on September 1, 2018.**

If you would like to request a transfer, please complete this form and **hand deliver or mail to:** Chattooga County Schools
Attention: Mr. Jeff Martin, Title I Director
33 Middle School Road
Summerville, Georgia 30747

Student Information (Complete one form per student.)

Date: _____ Student's Name (Print) _____

Current school the student is zoned to attend. _____
Name of School

Grade for 2018-19 _____ Student's Date of Birth (month/day/year) _____ Age _____

Name of Custodial Parent or Guardian requesting transfer _____

Home Address _____
Street City, State, ZIP

Parent's/student's mailing address if different than the above home address.

Phone (____) _____ E-Mail (if available) _____

I _____, am requesting the transfer of _____,
(Print - Name of Parent/Legal Guardian) (Print - Student's Legal Name)

to attend one of the following schools in the school district that he/she is not currently zoned to attend. I fully understand that my child may receive one of my school choices if space is available in the grade level he/she is enrolled in at the time the public lottery is conducted and the transfer approved by the school district. **I understand that if this transfer is approved, I assume all costs and responsibilities related to the transportation of my child to and from school as long as my child remains in attendance at the approved school.**

Please list School Choices for Transfer:

Leroy Massey Elementary, Lyerly Elementary, Menlo Elementary, Summerville Middle School:

1) _____ 2) _____

3) _____

Parent/Guardian Signature

Date

If you are satisfied at the school your child is attending now, you do not need to complete this form.

Georgia Department of Education
House Bill 251 (2009)–Public School Choice Transfer
Annual School Choice Parent Notification Letter
2019-2020

Date: July 1, 2019

RE: Public School Choice for the 2019-2020 School Year

Dear Parent/Guardian:

As the parent or guardian of a student currently enrolled in our school district, we are writing to notify you that under a new state law you may request to transfer your child to another public school in the Chattooga County School District for the upcoming school year.

Parent Responsibilities

As a parent or guardian, you can request to have your child transferred to another public school within your school district of residence as long as the school district has determined that there is available classroom space at the school after all assigned students have been enrolled. Please keep in mind that if you choose to transfer your child to another school in the district, the law requires you to assume all costs and responsibilities related to the transportation of your child to and from the school as long as your child remains at that school. In order to process your request, you will need to complete and submit the attached “Transfer Request Form.” Requests for transfers will not be accepted after the close of business on September 1, 2019.

Transfer requests will be reviewed and approved or denied on the basis of a lottery in the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity. Once available classroom space is reached at a school, no more transfers will be accepted at that school. Since it is possible that you may not receive your first choice, you may indicate more than one choice on the enclosed Transfer Request Form.

If you have questions regarding this, please contact: Jeff Martin, Title I Director

Thank you,
Jeff Martin
Title I Director
jmartin@chattooga.k12.ga.us
706-859-3042

Chattooga County Schools

Mr. Jared Hosmer, Interim Superintendent
Mr. Jeff Martin, Title I Director
Ms. Beth Hall, Special Education Director

33 Middle School Road
Summerville, Georgia 30747
706-857-3447

Board Members
Mr. John Agnew, Chairman
Mr. Sam Ballard, Vice-Chairman
Dr. Julia Houston
Mr. Brad Hayes

Right to Know Professional Qualifications of Teachers and Paraprofessionals

Date: July 1, 2019

Dear Parents,

In compliance with the requirements of the Every Student Succeeds Act, the Chattooga County School System would like to inform you that you may request information about the professional qualifications of your student's teacher (s) and/or paraprofessional (s). The following information may be requested:

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

If you wish to request information concerning your child's teacher's and/or paraprofessional's qualifications, please contact the Chattooga County District Office at 706-857-3447.

Sincerely,

Jared Hosmer
Interim Superintendent
Chattooga County Schools

Chattooga County School District
**Title I Parent Notification of Student Eligibility for
Supplemental Language Support Services**

Date: _____

Student Name: _____

Dear Parents:

As a student in our school district's "English to Speakers of Other Languages" (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English Learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child exits from the state ESOL program, we will also exit your child from these extra language services.

Your child's English skill was most recently tested with the: W-APT® or MODEL®; WIDA Screener®; or ACCESS for ELLs 2.0® and received an overall score of _____. Scores lower than 5.0 qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is ____%. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

Imagine Learning Language and Literacy Program

The Imagine Learning Language and Literacy program offers explicit, targeted online instruction within an individualized learning path that continually adjusts to your child's needs. The program provides engaging activities with support in your child's first language to optimize the development of English language skills. These activities teach critical language and literacy concepts such as reading and listening comprehension, basic vocabulary, academic language, grammar, phonological awareness, phonics, and fluency. Imagine Learning is a research-based program which is aligned to the Georgia Performance Standards. As your child begins the program, an Initial Placement Test will be given. This placement test will determine a developmentally appropriate starting point for instruction. Ongoing assessments and benchmarks will direct your child toward meeting age-appropriate academic achievement standards for grade promotion and graduation.

You have the right to refuse these additional supports for your child. If you would like to decline participation for your child, talk about the different supports offered, or learn about parent meetings, please contact the person whose name, phone number, and e-mail are listed below. Thank you.

Name: _____

Title: _____

Telephone Number: _____ E-mail: _____

Chattooga County School District
**Título I Notificación para padres sobre la elegibilidad de estudiantes para
Servicios Complementarios de Soporte de Idiomas**

Fecha: _____

Nombre del estudiante: _____

Estimados padres:

Como estudiante en el programa “Inglés para hablantes de otros idiomas” (ESOL) de nuestro distrito escolar, su hijo recibe enseñanza efectiva de idiomas por parte de un maestro de ESOL. Como estudiante de inglés, su hijo también califica para recibir apoyos adicionales que ofrecemos para mejorar sus habilidades en inglés. Cuando su hijo salga del programa estatal de ESOL, también apartaremos a su hijo de estos servicios extra de apoyo lingüístico.

La habilidad en inglés de su hijo se evaluó recientemente mediante las evaluaciones: W-APT® o MODEL®; WIDA Screener®; o ACCESS for ELLs 2.0® y obtuvo un puntaje total de _____. Los puntajes inferiores a _____ hacen que un niño califique para ingresar al programa de ESOL y para que le ofrezcan apoyo de idiomas adicional.

A continuación ofrecemos apoyos adicionales para ayudar a que su hijo mejore sus habilidades de escucha, habla, lectura y escritura en inglés así como para brindarle apoyo en sus necesidades académicas. Para estudiantes de escuela secundaria que reciben estos apoyos adicionales, el porcentaje de graduación es de ____%. Tenga en cuenta que si su hijo tiene una discapacidad, los servicios de su programa de idiomas se desarrollarán junto con los del personal de educación especial y ellos brindarán apoyo en el Programa de Educación Individualizada (IEP) de su hijo.

Programa de Imagine Learning Language and Literacy

El programa Imagine Learning Language and Literacy ofrece instrucción en línea explícita y específica dentro de un camino de aprendizaje individualizado que se ajusta continuamente a las necesidades de su hijo. El programa ofrece actividades atractivas con apoyo en el primer idioma de su hijo para optimizar el desarrollo de las habilidades del idioma inglés. Estas actividades enseñan conceptos básicos de lenguaje y alfabetización, como lectura y comprensión auditiva, vocabulario básico, lenguaje académico, gramática, conocimiento fonológico, fonética y fluidez. Imagine Learning es un programa basado en la investigación que está alineado con los Estándares de Desempeño de Georgia. Cuando su hijo comience el programa, se le realizará una prueba de ubicación inicial. Esta prueba de ubicación determinará un punto de partida apropiado para el desarrollo de la instrucción. Las evaluaciones continuas y los puntos de referencia dirigirán a su hijo hacia el cumplimiento de los estándares de rendimiento académico apropiados para la edad para la promoción de grado y la graduación.

Tiene derecho a rehusarse a que su hijo reciba estos soportes adicionales. Si desea rechazar la participación de su hijo, hablar sobre los diferentes servicios ofrecidos o saber sobre las reuniones para padres, comuníquese con la persona cuyo nombre y correo electrónico se mencionan debajo. Gracias.

Nombre: _____

Título: _____

Número de teléfono: _____ Correo electrónico: _____

Vacations- Employees of the Chattooga County Board of Education who occupy 12-month positions shall be eligible to earn vacation leave with pay. Also as a result of the 4-day work week, eligible employees will earn up to eight (80) hours per year. The employees may take accrued days at any time, subject to the approval of the Superintendent or designee. Vacation days may be accrued up to 30 days annually. Upon retirement or resignation from the school system, the employee will be paid for accrued unused vacation days at their current pay scale for a maximum of 30 days. See CCBOE Policy GBRK attached.

Maintenance employees will also be entitled to the six (6) paid holidays each year based on the work schedule as approved by the Board.

Sick Leave- Employees must notify their immediate supervisor or designee anytime they must be absent, stating the reason for such absence. Absences for three (3) or more consecutive days required medical certification and an Authorization to Return to Work.

1. Sick leave is granted to personnel under the following conditions:

i. Sick leave shall be earned at the rate of 1 ¼ days by working a minimum of half the scheduled work days each month of employment beginning with the first day of school each year.

Employees will accumulate a maximum of 11.25 days each year for 9-month employees, 12.50 days for personnel employed on a 10-month basis, 13.75 each year for personnel employed on an 11-month basis, and 15 days for personnel employed on a 12 month basis. See CCBOE policy GBRH attached.

ii. Sick leave shall be used as defined by State Law....” Absence due to illness or injury or necessitated by exposure to contagious disease in which the health of others would be endangered by his/her attendance or duty, or to illness or death in the employee’s immediate family.” For the purpose of this policy, immediate family shall be defined as father, mother, brother, sister, child, spouse, or a relative living in the residence of the employee concerned. Sick leave may be used in the death of the employee’s mother/father-in-law, grandmother, grandfather, or grandchild.

iii. Attendance is essential to effective operations of the school system. Benchmarks will be set to reduce employee absenteeism. The annual evaluation will include a review of all employee attendance records. Those exhibiting excessive absences, a pattern of absenteeism or inappropriate absences will be documented on the evaluation. Patterns of poor attendance habits could result in a negative evaluation and/or termination.

Unused Sick Leave- is accrued from year to year. Any employee may accrue up to 60 annually of sick leave, which can be used for any approved sick leave reason such as illness, maternity leave, and will run concurrently with Family Medical Leave.

In accordance with state policy, all unused sick leave, including days exceeding the maximum allowable accumulated days, may be used to earn additional service credit for retirement for all employees under TRS. TRS rules will not allow these days to be used to become “vested”.

Remuneration to PSERS members for Unused Sick Leave

As part of an incentive program for improved job attendance, the Board of Education offers a buy-back program for unused sick leave under certain circumstances.

Twice during each school year, Public School Employees Retirement System (PSERS) members will be allowed the option to be paid accumulated unused sick leave days at the employee’s regular hourly rate, not to exceed fifty (50) dollars per day and not to exceed eighteen (18) days during one school year. Each employee choosing to be paid for accumulated unused sick leave days shall be required to acknowledge in writing on the district’s form the understanding that his or her decision is final and that such days may not be reinstated and that previous payment to the employee for unused sick leave may not be reimbursed to the District.

If the employee is a member of the sick bank, the accumulative number of unused sick days bought back by the system will be deducted from the number of sick bank days the employee will be eligible to use, if requested. Example: Employee has sold a total of 5 days of unused sick leave days to the system and is

requesting 10 days to be used from the sick bank, the employee will only be eligible to use 5 days from the sick bank.

This remuneration plan will become effective for PSERS members beginning April 1, 2015. The first request for payment will be allowed on the June 30, 2015 paycheck.

Members of the Teacher Retirement System (TRS) are not eligible for participation, as their accumulated unused sick leave can be counted toward retirement.

The Superintendent or designee is authorized to develop such procedures, timelines, and forms as may be necessary to implement this incentive program.

Family and Medical Leave (FMLA)- FMLA leave should be requested in writing 30 days prior to the need for leave to the immediate supervisor and the Personnel Department, but will also be enacted administratively for any absences which may qualify.

Employees who have been employed for twelve (12) months or more and who have worked at least 1,250 hours during that time may be entitled up to twelve (12) weeks of consecutive or intermittent days or a maximum of 480 hours of unpaid leave per year under certain conditions as outlined in CCBOE policy GBRIG. FMLA runs concurrently with available sick leave and/or vacation days to allow for full pay until those days have been exhausted. Federal requirements will be followed if questions arise concerning FMLA leaves. FMLA leave covers:

- a. birth of a son or daughter and to care for the newborn child.;
- b. The adoption or foster placement with the employee of a son or daughter and to care for the newly placed child;
- c. To care for the employee's spouse, son, daughter, or parent, if that person has a serious health condition
- d. Serious health condition of the employee that prevents the employee from performing his/her job functions.
- e. any qualifying exigency arising from the fact that the employee's family member (covered military member) is on active duty or has been notified of an impending deployment in support of a contingency operation.
- f. Military caregiver leave to care for a covered service member with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the service member.

Personal Leave- Each employee is allotted 3 of their annual sick leave days to be for personal use, if the need arises. During the school year, an employee may utilize up to a maximum of three (3) days of any accumulated sick leave for the purpose of absenting him/herself from during for personal reasons, including absences for illness or death of persons not in the immediate family.

The employee must obtain prior written approval from his/her immediate supervisor by submitting a Request for Leave form at least 5 working days before the absence is to occur. Extenuating circumstances will be considered on a case by case basis. A copy of the approved leave request will be maintained by the personnel office as custodian of the Sick Leave files.

No personal leave will be granted the day before or the day after a school holiday, on professional learning days, or during pre- and post- planning, unless there are extenuating circumstances as determined by the Superintendent or designee.

Personal leave may be restricted at the discretion of the superintendent or principal at any time, but especially in the event three or more leave requests are submitted for the same days. Deductions for any days of personal leave beyond three (3) will be at a prorated portion of the employee's salary.

Professional Leave-Professional leave is granted for attendance at approved professional conferences, visitation in other educational centers and education related activities. Prior approval must be given by the Superintendent or his/her designee at least five (5) school days before the days for which leave is requested. A copy of the approved leave request will be maintained by the personnel office as custodian of such files.

Professional leave may be granted at the discretion of the superintendent or designee in the following categories:

- a. Leave time with full reimbursement.
- b. Leave time with partial reimbursement.
- c. Leave time with no reimbursement, but system pays for the substitute.

Jury Duty-Employees who are summoned to serve on a jury shall be granted jury leave and will not be penalized for this duty. If not selected to serve, the employee must return to work or take a personal day of leave.

Employees serving on a jury will be allowed to retain the money for serving on the jury.

Maternity Leave- Maternity leave and Family Medical Leave will run concurrently from the first day of absence. An employee who is pregnant may request a leave of absence to begin at a time determined by the teacher, the physician, and the Superintendent.

The teacher should notify the principal and personnel office in writing of the intention to take such leave at least 30 prior to the date leave is to begin. This notification should include a doctor's statement of the anticipated date of physical disability. The teacher may continue in active employment as late into her pregnancy as she desires, provided that she is able to properly perform the required functions of her job. Final determination of the ability to perform her job will be made by the Principal or Supervisor. A teacher wishing to work until the date of physical disability is entitled to use all accumulated sick leave credited to her. Forms for Family Medical Leave may be obtained from the personnel office. These forms must be on file in personnel prior to start of maternity leave.

Before returning to work, an employee who has been granted maternity leave must present a doctor's statement that she is physically able to perform the required functions of her job.

Workers' Comp- When an injury or accident occurs on-the-job, the employee must notify his or her supervisor immediately. An accident report must be completed. A list of approved physicians is posted in each facility for the employee to select a physician for treatment. Failure to select a panel approved physician may result in the loss of benefits. Post-accident drug screening is mandatory.

Sick Leave Bank- Full time employees are eligible to become a member of the Sick Leave bank after they have been employed by the school system for one year, and have accrued a minimum of five (5) sick leave days at the time of their membership application. Members shall be eligible to draw a maximum of 45 sick leave days per school year (July 1 – June 30).

After a member's accumulated sick leave has been exhausted, the member will be eligible to draw from the bank after the member has been absent for five consecutive working days without pay or not on worker's compensation. Sick leave days from the bank would become effective on the sixth day of absence. Each application shall be accompanied by a physician's statement.

Membership in the Sick Leave Bank is strictly voluntary. Annual enrollment is held in the fall at which time employees may join the bank, or request to be removed from membership based on the bank regulations.

Sick leave may be withdrawn only for those reasons outlined under O.C.G.A 20-2-852 that meet the defined of catastrophic illness mentioned in the sick leave policy. Exceptions will be considered when medical complications arise from pregnancy, and subsequently meeting the definition of a catastrophic illness as defined by the Sick Leave Bank Policy. *Catastrophic is defined as "long-term illness, injury, impairment, or physical or mental condition which is of an extraordinary or severe nature and which has caused or is likely to cause the employee to either go on leave without pay or to terminate employment."*

The Sick Leave Bank shall not be used for elective surgery or surgery and recovery period that could be scheduled during off contract time. It shall not be used during any period when the individual is receiving disability benefits comparable to their salary or worker's compensation benefits.

Any member of PSERS that has been paid for unused sick leave days shall have the number of paid sick leave days deducted from the requested number of sick bank days they may request.

Example: Employee has sold a total of 5 days of unused sick leave days to the system and is requesting 10 days to be used from the sick bank, the employee will only be eligible to use 5 days from the sick bank.

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