

**TAYLOR COUNTY
SCHOOL DISTRICT**
**Federal Programs
Procedures Handbook**
2021-2022

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PURPOSE OF THIS HANDBOOK

The purpose of this operations and procedures manual is to provide a resource for the development of a **district level** Federal Programs Procedures Handbook that contains written processes and procedures governing the LEA's implementation of **all** federal grants. Additionally, it provides a step-by-step, systematic approach to managing the rules and guidelines to ensure consistent compliance. The Georgia Department of Education (GaDOE) provides Local Educational Agencies (LEAs) extensive guidance on the overarching requirements for federal programs via the Cross-Functional Monitoring document. Step-by-step procedures, local and state board policies, and checklists for all components of **all** federal programs are included in this handbook, as outlined below:

Title I, Part A Improving the Academic Achievement of the Disadvantaged
Title I, Part A Family School Partnership
Title I, Part C Education of Migratory Children
Title I, Part D Neglected and Delinquent Children
Title II, Part A Supporting Effective Instruction Grant
Title III, Part A Language Instruction for English Learners and Immigrant Students
Title IV, Part A Student Support and Academic Enrichment (SSAE)
Title IV, Part B Nita M. Lowey 21st Century Community Learning Centers
Title V, Part B Rural Education Initiative
Title IX, Part A McKinney-Vento Education for Homeless Children and Youth
The Individuals with Disabilities Education Act (IDEA)
Coronavirus Aid, Relief, & Economic Security (CARES) Act—ESSER I
Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act—ESSER II
American Rescue Plan (ARP) Act—ESSER III

1. LEA Monitoring of Programs

[ESEA: Sec. 1114(b)(3); Sec. 1304; Sec. 1306; Sec. 9304; Sec. 2104(a)(1); 2 CFR Sec. 200.301, 200.328, 300.330, 200.26(c); 34 CFR (Sec. 300; McKinney Vento Sec. 722(c)(3)(E)]

1.1 A. Steps the LEA will Use to Monitor and Provide Technical Assistance

Taylor County School District will follow the steps and guidance of GaDOE to monitor and provide technical assistance throughout the fiscal year. These steps include but are not limited to:

- ☐ Check budgets to ensure they align with the Comprehensive Needs Assessment
- ☐ Meet with school Principals and instructional staff to support
- ☐ Provide program specific technical assistance
- ☐ Ensure implementation of previous corrective action plans and state comments for the CLIP
- ☐ Implement checklists
- ☐ Collaborate with other program directors and colleagues to streamline processes and supports for ALL programs
- ☐ Implement, monitor, and review effectiveness measures
- ☐ Participate in instructional rounds or walkthroughs to support monitoring and implementation of previous corrective actions

All IDEA implementation and monitoring is written in detail in the Taylor County School System's Policy and Procedures Manual and the Special Education Supervision and Monitoring Manual (Appendix A)

Taylor County School District monitors the implementation of federal programs and the expenditure of all funds associated with the program. The following procedures are followed:

- Each federal program Director/Coordinator 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, Part A; Title IV, Part A; Title IV, Part B, 21st Century Community Learning Centers; Title V, Part B; and Title IX, Part A; Individuals with Disabilities Education Act (IDEA); Emergency Relief Funds Grants: CARES, CRSSA, ARP.
- Federal Programs Director/Coordinator will attend training from GaDOE and other sources in order to meet compliance requirements for each program.
- Federal Programs Director/Coordinator will provide technical assistance to local schools as needed.
- Self-monitoring will include monitoring all program expenditures to verify that all program expenditures comply with program requirements.

- Federal Programs Director/Coordinator will maintain all documentation LEA may need for future auditing/monitoring according to the LEA Monitoring document from GaDOE.
- In years when the LEA does not receive an on-site visit, the Federal Programs Director/Coordinator will complete the Self-Assessment Checklist and submit it to the Georgia Department of Education (GaDOE) as requested.
- The LEA will undergo monitoring by GaDOE on a four-year cycle. The LEA Program Director/Coordinator will participate in training and technical assistance updates as provided by GaDOE prior to the 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 provide an analysis of the implementation of the LEA's federal programs. If corrective actions are required, the LEA's Federal Program Director/Coordinator will respond in a timely manner with a Corrective Action Plan which must be approved by GaDOE. The appropriate GaDOE Program Specialist will monitor implementation of the Corrective Action Plan.

1.1 B. Positions Responsible for the Implementation and Monitoring

TCSD has assigned grant administrators to oversee all critical ESEA/IDEA requirements of all programs and its implementation at the district and school level (where applicable). The grant administrators responsible are as follows:

Title I, Part A: Improving the Academic Achievement of the Disadvantaged: Director of Federal Programs

- **Homeless:** Director of Federal Programs; Extended Day Transitional Equity Navigators
- **Title I, Part A: Foster Care Program:** Director of Federal Programs; Extended Day Transitional Equity Navigators
- **Title I, Part A: Family School Partnership Program:** Extended Day District Parent and Family Engagement Coordinator and one extended day counselor; Director of Federal Programs

Title I, Part C: Education of Migratory Children: Migrant Coordinator

Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk: Director of Federal Programs, Georgia Center Liaison. Due to the Georgia Center closing June 30, 2021; Implemented 2021-22 FY consultant was hired.

Title II, Part A: Supporting Effective Instruction: Director of Teaching and Learning
Professional Qualifications: Human Resource Director and Director of Teaching and Learning

Title III, Part A: Language Instruction for English Learners and Immigrant Students: ESOL

Coordinator

Title IV, Part A: Student Support and Academic Enrichment: Director of Federal Programs

Title IV, Part B: 21st Century Community Learning Centers (CCLC): Director of Teaching and Learning

Title V, Part B: Rural Education Initiative: Director of Federal Programs

Title IX, Part A: McKinney-Vento Education for Homeless Children and Youth: Director of Federal Programs, District Attendance Officer, Extended Day Transitional Equity Navigators

IDEA: Individuals with Disabilities Act: Director of Special Education

CTAE (Perkins V): CTAE Director

Coronavirus, Aid, Relief & Economic Security (CARES) Act: Director of Federal Programs, Superintendent, Finance Director, Director of Teaching and Learning

Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act: Director of Federal Programs, Superintendent, Finance Director, Director of Teaching and Learning

American Rescue Plan (ARP) Act: Director of Federal Programs, Superintendent, Finance Director, Director of Teaching and Learning

1.1 C. Frequency of Monitoring (Timeline)

Each grant administrator/director follows the timeline outlined in the Federal Programs monthly calendars published on the GaDOE website.

June
○ Gather FTE and poverty data (CEP or FRM) and any rezoning data to complete the attendance area worksheet to make rank order decision for serving Title I schools
○ Review and update internal controls and written procedures
○ Collect Time and Effort documents – (PARS-monthly time logs, teacher work schedules or time sheets and/or Periodic Certifications)
○ Submit Form A – Equitable Services for Private Schools
○ Work with stakeholders to update CLIP
July
○ CLIP DUE July 31
○ Ensure proper assignment of teachers based on Professional Qualifications in CLIP
○ Upload RAM/P to the General Attachments Tab in the Consolidated Application by July 1. LEA is responsible for verifying RAM/P implementation annually
○ Federal Programs Summer Conference
○ Collect PARS – (monthly time logs, teacher work schedules, or time sheets)

<ul style="list-style-type: none"> ○ Annual review of LEA school plans (SWP, SIP) and budgets, including parent and family engagement policies/plans/compact. Ensure schools have evaluated the effectiveness of the initiatives and goals from the prior year. Complete GaDOE checklists and file.
<ul style="list-style-type: none"> ○ Provide Professional Learning for all LEA staff who work with all Federal Programs—Principals, bookkeepers, directors, coordinator, etc.
<ul style="list-style-type: none"> ○ CLIP Progress Monitoring Window July 1 – Dec 31
<ul style="list-style-type: none"> ○ Title I allocations available for budget submission after SBOE approval
<ul style="list-style-type: none"> ○ IDEA proportionate share Timely & Meaningful Consultations
<ul style="list-style-type: none"> ○ Student Class (SLDS profile)—data collection
<ul style="list-style-type: none"> ○ GUIDE—data collection
<ul style="list-style-type: none"> ○ Data Collection Survey—data collection
<ul style="list-style-type: none"> ○ CPI—data collection
<ul style="list-style-type: none"> ○ Private School – Cleanse – data collection
August
<ul style="list-style-type: none"> ○ Opening of the In-field portal. Ensure that applicable LEA staff have appropriate access.
<ul style="list-style-type: none"> ○ Attend the PQ and In-field <i>Back to the Basics</i> PQ webinar
<ul style="list-style-type: none"> ○ Deadline for LEAs to notify SEA of intent to become Schoolwide for next year
<ul style="list-style-type: none"> ○ Monthly LEA review of Federal Programs’ budgets (along with drawdowns) with LEA financial director
<ul style="list-style-type: none"> ○ Parent “Right to Know” Notifications must occur within 30 calendar days from the start of school or upon enrollment.
<ul style="list-style-type: none"> ○ LEA must follow standardized statewide entrance and exit procedures for identifying English Learners, including assessing all students who may be English Learners within 30 days of enrollment
<ul style="list-style-type: none"> ○ Collect DE1111 forms from private schools
<ul style="list-style-type: none"> ○ Services for participating private schools must begin at the same time as services to public schools
<ul style="list-style-type: none"> ○ Begin disseminating 20-Day Parent Notifications (if applicable). Please note: Notifications should occur within 10 business days after the 20-day period
<ul style="list-style-type: none"> ○ Complete and maintain the rank order process using multiple, educationally related, objective criteria to identify students to be served in Targeted Assistance Program
<ul style="list-style-type: none"> ○ LEA should have on file: Title I teachers’ and paraprofessionals’ daily schedules and a list of Title I-paid personnel, if applicable
<ul style="list-style-type: none"> ○ CLIP Extension Submission August 30 – requires prior approval
<ul style="list-style-type: none"> ○ Collect PARS – (monthly time logs, teacher work schedules or time sheets)
<ul style="list-style-type: none"> ○ Train new IDEA staff on the IEP process
<ul style="list-style-type: none"> ○ Training on vision/hearing screening
September
<ul style="list-style-type: none"> ○ Monthly LEA review of Title I, Part A budget (along with drawdowns) with LEA financial director

<ul style="list-style-type: none"> ○ Not later than 30 days after the beginning of the school year or during the first 2 weeks of an English Learner (EL) being placed in a language instruction education program, notify parents of ELs participating in Title I or Title III funded supplemental English language support services
<ul style="list-style-type: none"> ○ Verify information on the Public School Allocation tab of the Title I, Part A budget within the Consolidated Application: all schools listed, school type (elementary, middle, high, other), program type (SWP, TA) and grade span
<ul style="list-style-type: none"> ○ Prepare equitable services invitations in ES4PS for next school year
<ul style="list-style-type: none"> ○ Deadline for LEAs to meet the Title I, Part A 85-percent expenditure requirement for previous fiscal year
<ul style="list-style-type: none"> ○ Compare payroll report to the number of Title I funded personnel on the school allocation page and ensure accuracy
<ul style="list-style-type: none"> ○ Education for Homeless Children and Youth (EHCY) Annual Homeless Education Survey
<ul style="list-style-type: none"> ○ Collect PARS – (monthly time logs, teacher work schedules or time sheets)
October
<ul style="list-style-type: none"> ○ Due October 1 – GEPA 427 form within the Consolidation Application
<ul style="list-style-type: none"> ○ Due October 1 – Superintendent Prayer Certification signoff
<ul style="list-style-type: none"> ○ Due October 1 – Title I, Part A budget and Title I assurances accepted by Superintendent
<ul style="list-style-type: none"> ○ FTE enrollment data submission (first Tuesday in October). Collect data to demonstrate comparability as of the first full-time equivalent (FTE) count day. Conduct a trial run of comparability using the worksheets provided on the webpage prior to official submission of CPI
<ul style="list-style-type: none"> ○ Equitable Services for Private Schools Form A due October 1 – June 15. Begin consultation for services for the next school year
<ul style="list-style-type: none"> ○ Check the ACCESS Participation rate from the prior year, <i>when data is available</i>
<ul style="list-style-type: none"> ○ Prior to official CPI collection and Student Class, Professional Qualifications contact person should meet with data collection personnel to ensure correct reporting. Date for the collection can be found on the Data Collections webpage
<ul style="list-style-type: none"> ○ Completion report due for each federal program—Review report and compare totals with Detailed Expenditure Report
<ul style="list-style-type: none"> ○ Gather FTE and Free/Reduced info in preparation for next year's Consolidation Application/budget
<ul style="list-style-type: none"> ○ Monthly LEA review of Federal Programs' budgets (along with drawdowns) with LEA financial director
<ul style="list-style-type: none"> ○ Collect PARS—(monthly time logs, teacher work schedules or time sheets)
<ul style="list-style-type: none"> ○ Archive all previous fiscal year's program implementation documentation for record-keeping purposes (auditing and monitoring)
<ul style="list-style-type: none"> ○ Apply for carryover waiver if needed
November
<ul style="list-style-type: none"> ○ By November 1 – Title I Annual Meeting to inform parents about Title I (dissemination of information only)
<ul style="list-style-type: none"> ○ By November 1 – District and school parent and family engagement policies/plans and compacts

○ Equitable Services for Private Schools Form B due October 1 – December 15
○ Monthly LEA review of Federal Programs’ budgets (along with drawdowns) with LEA financial director
○ Plan for Carryover including the 1% for Parent and Family Engagement
○ Collect PARS – (monthly time logs, teacher work schedules or time sheets)
December
○ Monthly LEA review of Federal Programs’ budgets (along with drawdowns) with LEA financial director
○ When comparability reports become available and LEAs have been notified, LEA will run the report and make corrections in the portal, as necessary
○ Equitable Services for Private Schools Form B due December 15
January 2022
○ New Progress Monitoring Requirement for FY ’22 – All LEAs will be required to submit CLIP progress monitoring during the two progress monitoring reporting periods.
○ Monthly LEA review of Federal Programs’ budgets (along with drawdowns) with LEA financial director—review budgetary needs for the remainder of the year
○ Disseminate 20-Day Notifications as needed for 2 nd semester (if applicable). Please note: Notifications should occur within 10 business days after the 20-Day period
○ CLIP Progress Monitoring Reporting Cycle 1 Window Opens
○ In-Field Portal opens for review
○ Collect first Semester Periodic Certifications if the LEAs written procedures require semi-annual periodic certifications (January 4, 2022)
○ Collect PARS—(monthly time logs, teacher work schedules or time sheets)
○ CLIP Progress Monitoring Window January 1 – May 31
February
○ Monthly LEA review of Federal Programs’ budgets (along with drawdowns) with LEA financial director
○ National ESEA Conference (February 15-19, 2022)
○ Collect PARS—(monthly time logs, teacher work schedules or time sheets)
March
○ Monthly LEA review of Federal Programs’ budgets (along with drawdowns) with LEA financial director
○ SLDS CLIP submission window opens. Begin work on upcoming FY 22 CLIP (Comprehensive Needs Assessment, review and revise Professional Qualifications if needed, and other required GaDOE attachments)
○ Prior to official CPI collections and Student Class, Professional Qualifications Contact person should meet with data collections personnel to ensure correct reporting. Date for collection can be found on the Data Collections webpage
○ Collect PARS—(monthly time logs, teacher work schedules or time sheets)
April
○ Monthly LEA review of Federal Programs’ budgets (along with drawdowns) with LEA financial director—review budgetary needs for the remainder of the year

○ Deadline for all charter schools to provide written notification of significant growth and/or expansion to the LEA (if an LEA charter) to the Charter Commission for upcoming FY allocations
○ Submit SWP plan(s) for new Schoolwide Title I School(s)
○ Collect PARS—(monthly time logs, teacher work schedules or time sheets)
May
○ Monthly LEA review of Federal Programs' budgets (along with drawdowns) with LEA financial director
○ Complete Schoolwide, Targeted Assistance and private school evaluations. Use information for planning and revision purposes
○ Collect Second semester periodic certifications if the LEA's written procedures require a semi-annual and/or annual periodic certifications
○ CLIP Progress monitoring cycle 2 window opens
○ In-Field Portal opens for a review
○ Collect PARS—(monthly time logs, teacher work schedules or time sheets)
○ Submit poverty waiver for upcoming fiscal year if applicable
June
○ Monthly LEA review of Federal Programs' budgets (along with drawdowns) with LEA financial director
○ Prior to official CPI collections and Student Class, Professional Qualifications contact person should meet with data collection personnel to ensure correct reporting. More information found on the Data Collections webpage.
○ Deadline for LEAs to submit edited/revised Schoolwide plans for new Schoolwide programs
○ Collect Time and Effort documents (PARS—monthly time logs, teacher work schedules or time sheets and/or Periodic Certifications)
○ Equitable Services for Private Schools Form A due October 1 – June 15
○ Submit Schoolwide Plan on or before June 15, 2022
○ Submit CLIP to the state on or before June 24, 2022
Ongoing Throughout the School Year
○ Share new information with Principals
○ Participate in meetings such as: district leadership, teaching and learning, and meetings with Principals, assistant Principals, and instructional coach
○ Review and/or approve requisitions
○ Review and sign off on drawdown reports
○ Meet with Principals and other school leaders to measure progress and effectiveness on accomplishing the goals and action steps in the school improvement plans and develop short term action plans as appropriate
○ Schedule and conduct consultation meetings and observations with participating private schools
○ Monitor to ensure that time logs are being maintained
○ Monitor that parents are being notified of EL supplemental services

○ Provide technical assistance to schools and program staff
○ Monitor stakeholder and parent and family engagement
○ Maintain evidence and artifacts, according to the district's written procedures
○ Revise and update the LEAs written procedures as needed

1.1 D. List of Documentation That Will Be Maintained to Verify the Title I Programs Have Been Monitored

Federal Program Director and designee will monitor and retain documentation.
Documentation for all programs includes:

- Split-funded time logs (All Programs if applicable)
- Review of expenditures and drawdowns (All Programs)
- Monitoring of private school implementation (student needs, professional development, observations, physical inventories) (All Programs)
- Letters for ELs participating in Title I or Title III funded supplemental English language support services (Title I, Part A and Title III, Part A)
- Title I Paraprofessional Log/schedules (Title I, Part A)
- Data Analysis Planning Sheets (Title I, Part A)
- Instructional Coaches' Logs (Title I Part A)
- List of homeless children and unaccompanied youth (Title I, Part A)
- List of foster care children (Title I, Part A)
- Family School Partnership Program documentation (Title I, Part A)
- Federal Programs School Calendar documentation (Title I, Part A and Title II, Part A)
- Migrant student report (Title I, Part C)
- 20 Day-Parent Notification Letters (Title II, Part A)
- EL class roster verification (Title III, Part A)
- Special Education Paraprofessional Log (IDEA)
- Data from Special Education Lead Teachers Monthly Meetings (IDEA)
- Special Education Student Compliance Monitoring Reports (IDEA)
- Expenditures (purchase orders, contracts, substitutes, stipends) (All Programs)
- Professional Learning Alignment Forms (All Programs)
- Professional Learning Forms (All Programs)
- Title I paraprofessional schedule changes (as needed) (Title I, Part A)
- Title I teacher schedule changes (as needed) (Title I, Part A)
- Occupational surveys (Title I, Part C)
- Migrant student communication (Title I, Part C)
- Monitoring identification of ELs in TCSD enrollment process (Title III, Part A)
- WIDA screener administered upon EL enrollment if applicable (Title III, Part A)
- Purchase Order Requisition Form (All Programs)
- Federal Programs School Monitoring Form (All Programs)
- Hiring Interest Form (Title I, Part A)

- Monthly activity log Instructional Facilitator (Title I, Part A)
- End of the Year Close out Procedures (IDEA)
- Due Process Checklist (IDEA)
- IEP Checklist (IDEA)
- Statement of Confidentiality of Student Records (IDEA)
- Physical Inventory Monitoring Document of all federal programs (Director of Technology)
- Physical Inventory walkthrough, coding, check-off (Technology Department)
- Comprehensive Needs Assessment and Improvement Plans
- Inventory Spreadsheet (Director of Technology)
- ESOL Folder Checklist (Title III, Part A)
- Budgets and supporting worksheets
- Timesheets & Student Sign-In Sheets (Title I, Part A; Title I, Part C; Title III, Part A)

1.1 E. Needed Corrective Actions at Schools (Identified by LEAs)

Grant administrators and/or designees identify corrective action through monitoring. Monitoring includes the review of documentation, walkthroughs, meetings, phone calls, and during professional learning. The district or school may be identified for corrective action. The purpose of corrective action is to identify any program operation deficiencies.

Grant administrators will discuss the identified issue with the appropriate administrator. Identification of the issue will also be provided in writing along with guidance for compliance and corrective action steps. The administrator will be given a deadline to meet for the corrective action. Based on the issue identified, additional technical assistance or professional learning may be provided to the administrator and/or staff.

The applicable grant administrator will follow-up on the identified issue to ensure that corrective action has been implemented. Documentation that the corrective action has been met will be maintained by the grant administrator.

In the event that the administrator does not comply with the corrective action, the administrator's supervisor will be involved to ensure compliance.

1.1 F. Follow-up/Verification of Corrective Actions at Schools and District

The ongoing monitoring of Federal Programs is performed throughout the year. The Directors of the Federal Programs make staff aware of any changes to laws and regulations. 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 and the director is responsible for determining the corrective action(s) has been implemented. Schools are provided with the corrective action and specific directions for correcting the non-compliant issue. Once the school has addressed the corrective

action, it is reviewed to ensure compliance. When there are corrective actions at the district level, they are corrected and documented immediately.

1.1 G. Description the LEA uses to Identify High Risk Schools Within the District

Taylor County School District completes a risk assessment to monitor schools that may be at higher risk of not meeting the requirements of the program, federal regulations, or administrative procedures. The risk assessment is based on employee experience, school scores, meeting fiscal requirements, and compliance issues. Schools are rated on the following criteria:

Schools are assigned points based on the rubric below:

Category	0 points	1 point	2 points	3 points
Latest CCRPI	80 and above	70-79	60-69	Below 60
Principal Experience	≥ 6 years of experience with Federal Grants as Principal in TCSD	4-5 years of experience of experience with Federal Grants as Principal in TCSD	1-3 years of experience of experience with Federal Grants as Principal in TCSD	0 years of experience with Federal Grants as Principal in TCSD
Hires Staff in a Timely Manner	No Delays in Hiring Staff	Some Delays in Hiring Staff	Major Delays in Hiring Staff or Staff Missing for the Majority of a Semester	Staff Not Hired or Staff Not Replaced
Issues Identified During Walk-throughs/Documentation Review	None	1-2 Issues Identified	3-4 Issues Identified	> 4 Issues Identified
Submission of Federal Grant Documents	On time	Submits Late but No Reminders Needed	1 Reminder Needed	Multiple Reminders Needed
Submission of Required Changes to Federal Grant Documents	Makes Changes on Time	Makes Changes Late but No Reminders Needed	1 Reminder Needed	Multiple Reminders Needed
Missing Items on Physical Inventory	Makes Changes on Time	Makes Changes Late but No Reminders Needed	1 Reminder Needed	Multiple Reminders Needed
School Climate Rating	Elementary: ≥ 91.8 Middle/High: ≥ 83.4	Elementary: 87.2 to 91.7 Middle/High: 77.3 to 89.4	Elementary: 82.6 to 87.1 Middle/High: 71.2 to 77.2	Elementary: ≤ 82.5 Middle/High: ≤ 71.1

The values of each category are summed. Schools will be grouped as follows:

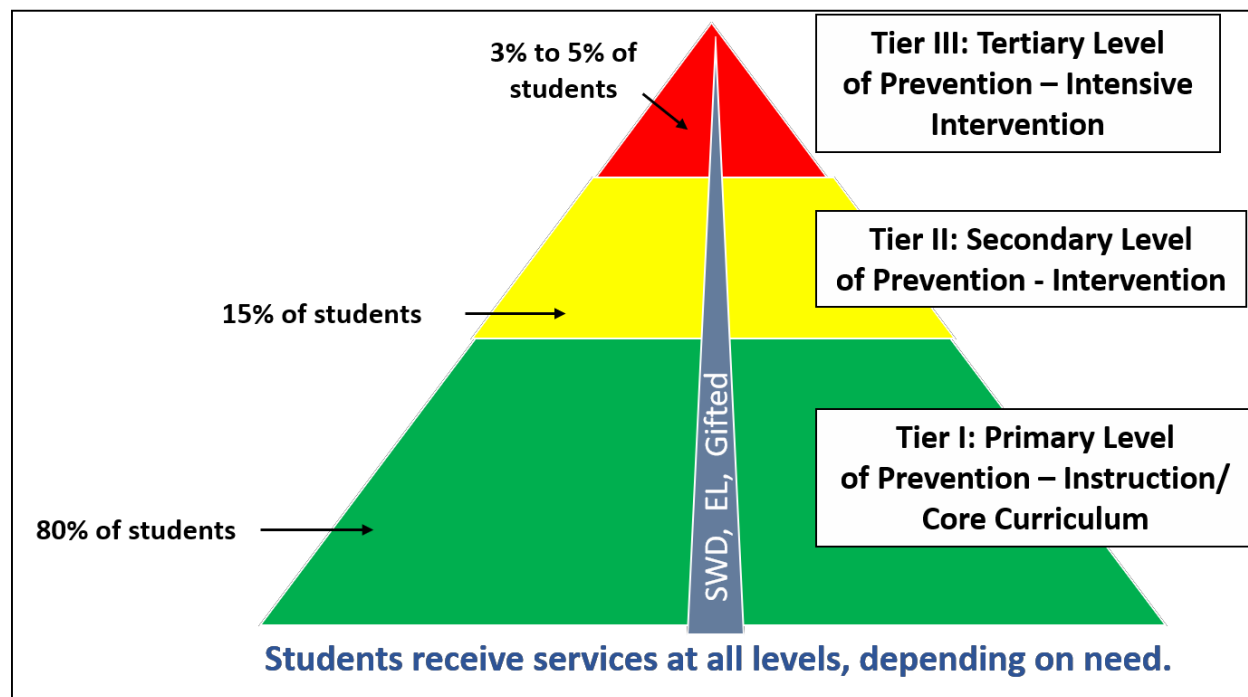
- Low Risk: 0-8 Points
- Moderate Risk: 9-16 Points
- High Risk: 17-25 Points

Schools in the high risk category will have additional support provided from the grant administrator(s). Technical assistance will be provided through professional learning, meetings, phone calls and/or emails. Schools scoring a 2 or 3 in a category will receive additional technical assistance in that specific area of need.

1.1 H. IDEA Procedures to include SST, Child Find, Evaluation/Re-evaluation, Eligibility and Discipline

Student Support Team State Rule: 160-4-7-.32

Prior to a student being referred for evaluation for Special Education eligibility, the student goes through various levels, or tiers, through the **Response to Intervention Pyramid (RTI/Multi-Tier System of Support (MTSS))**. All schools have an RTI/SST team. Procedures regarding compliance are provided at the district level. Each school has an annual RTI plan that defines roles and responsibilities and addresses the school's specific needs. The major focus for all tiers is prevention.



Tier 1 includes evidence-based instruction which is based on the Georgia Standards of Excellence. It includes differentiated instruction to promote higher levels of student engagement and achievement as well as effective Schoolwide behavior support. Tier II prevention strategies are used outside of the time dedicated to the core instruction in Tier I. These strategies are usually delivered to small groups of students in an effort to provide opportunities to practice and learn skills taught in the core. If students are not making the expected levels of progress in Tier II, they are referred to the Student Support Team (SST) at Tier III. Students at Tier III have a hearing and vision screening completed by the school nurse or trained staff member.

The SST Process includes the following steps:

1. Identification of learning and or behavior problems.
2. Assessment, if necessary
3. Educational Plan
4. Implementation
5. Follow up and support
6. Continuous monitoring and evaluation

SST Documentation included the following information:

1. Student's name
2. Names of team members
3. Meeting dates
4. Identification of student learning and/or behavior problems
5. Any records of assessment
6. Educational plan and implementation results
7. Follow-up and, as appropriate, continuous evaluation

The Student Support Team includes, at a minimum, the referring teacher and at least two of the following participants, as appropriate to the needs of the student:

1. Principal
2. General education teacher
3. Counselor
4. Lead teacher
5. School psychologist
6. Subject area specialist
7. ESOL teacher
8. Special education teacher
9. School social worker

10. Central office personnel
11. Section 504 coordinator
12. Other appropriate personnel

Parents/guardians are invited to participate in all meetings of their child's Student Support Team and in the development of interventions for their child.

The team will meet at prescribed intervals to review progress monitoring toward interventions, to devise more, or revise, original strategies. Minutes of each meeting along with outcomes of interventions and plans for the next strategies are kept.

Documentation of Tier II and Tier III interventions, along with Progress Monitoring results, are included in the referral packet if a child is referred for Special Education Eligibility consideration.

Evidence-based academic and/or behavioral interventions and the monitoring of progress precede all student referrals. Before a referral for special education evaluation can be made, documentation that the school has attempted reasonable interventions and the amount of progress being made will not close the achievement gap.

The referral for evaluation is then made in order to determine if physical, emotional, and/or academic problems may have an educational impact.

The only time an exception will be made is when it is clear that there is no research-based intervention for the area being considered. Examples not limited to—Blind, Severe or Profound Intellectual Disability.

See Taylor County School System Special Education Policies and Procedures Manual page 8 and Supervision and Monitoring Manual page 5.

Exceptions to the use of the SST process:

- An exception is allowed only when evaluation and/or placement is required due to a significant disability. Contact the Director of Special Education immediately if you have knowledge of a student with a suspected significant disability—have any available documentation ready for review.
- It is not necessary for students who transfer into the local school system with a current Individual Education Plan (IEP) to go through the SST process.

Child Find Procedures State Rule: 160-4-7-.03

Annual Child Find Activity is Published or Announced in Newspaper or Other Media

- The purpose of Child Find procedures is to identify, locate, and evaluate children and youth, birth to age 21, who are suspected of, or have a disability or developmental delay.

Child Find activities are announced on the district website, county newspaper, and through other local sources throughout the year in order to identify suspected children with disabilities, including those children who are homeless, highly mobile, are wards of the State, detained or incarcerated in jails or correctional facilities, or are parentally-placed in private schools (including religious, elementary and secondary schools) or home school/study programs, regardless of the severity of their disability, and who are in need of special education and related services, are identified, located and evaluated.

Provides for Identification, Location, and Evaluation of All Children with Suspected Disability ages 3-21:

- A referral may be made by anyone who has a concern about a child's development. All referrals are considered confidential. (The parent retains the right to refuse services.) Children may be referred by any of the following:
 - Parents/legal guardians/foster parents
 - Other family members
 - Physicians/health care providers
 - Preschool programs
 - School system personnel
 - Community agencies
 - Private school personnel
 - Others who are concerned about a child's development
- Prior to any possible referral to special education, the screening of children by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services, but will aid in the decision-making process.
- A child should be referred when:
 - A health or medical disorder interferes with development or learning.
 - A child seems to have difficulty seeing or hearing.
 - A child appears to have social, emotional or behavioral difficulties that affect his/her ability to learn.
 - A child has diagnosed progressive or degenerative condition that will eventually impair or impede the child's ability to learn.
 - A child seems to have difficulty understanding directions like others that are his/her age.
 - A child's speech is not understandable to family or friends.
 - A child has difficulty with reading, math, or other school subjects.

Children aged birth through 3:

- Parents can contact the Special Education Department and are referred to an agency that can address a parent's developmental concern. Ex: Babies Can't Wait, GA Pines, etc.

Children aged 3-5 (prior to enrollment in school):

- Students with suspected disabilities can be referred for evaluation by contacting the Special Education Department for a referral packet. Once the referral packet is requested, the Director of Special Education will arrange to get the referral to the appropriate person/agency.
- The referral, evaluation and eligibility processes are explained to the parent(s)/guardian(s) or referring agency.
- All referral procedures are followed and eligible students are serviced in collaboration with outside agencies through the IEP.

Children who are enrolled in public school, including public charter schools:

- Students with suspected disabilities can be referred for evaluation by following Taylor County School District's Procedures/Guidelines for the RTI/SST. Each school has an RTI building-level coordinator who works under the direction of the Principal and the RTI district-level coordinator. The building-level coordinator works closely with teachers to facilitate the RTI process.
- The district level coordinator works collaboratively with the Director of Special Education to provide professional learning for the school-based RTI teams. Professional development will focus on the following topics: identifying skill deficits; implementation with fidelity of scientific, research based, or evidence-based interventions; relevant data; data interpretation and changing interventions based on data results.
- Monitoring: The district level RTI coordinator monitors sample folders at each school a minimum of once per school year. Additional monitoring will include RTI building coordinators conducting a self-assessment using the file monitoring checklist. Technical assistance is provided to individual school-based RTI teams as a result of noncompliant monitoring findings at each review/self-assessment.
- Once the RTI team has completed the required interventions and determined the student is not showing sufficient progress, the RTI team may determine a referral is needed for evaluation and consideration for special education eligibility. The school RTI coordinator will forward the completed SST folder to the Director of Special Education once all appropriate paperwork has been signed by the parent.

Referral Homeschool or parentally placed in private school:

- A referral for Child Find can be made by contacting the Director of Special Education and requesting a homeschool/private school referral packet.
- The referral, evaluation, and eligibility processes are explained to the parent(s)/guardian(s).
- All referral procedures are followed and eligible students residing in the LEA are offered an IEP.

Charter schools designated as individual district:

- A referral for Child Find can be made by contacting the Director of Special Education for a referral packet.
- The referral, evaluation, and eligibility processes are explained to the parent(s)/guardian(s).
- All referral procedures are followed and eligible students residing in the LEA are offered an IEP.

Highly mobile students (Including Migrant students):

- The LEA has procedures for any highly mobile students that facilitates the student's enrollment in school efficiently.
- In addition to these procedures, any highly mobile students with disabilities have services verified via phone by the Special Education Department and services are arranged at the school. Other transfer procedures are followed.
- The LEA also has procedures for any migrant students that facilitates the students' enrollment in school efficiently.

Students serviced through community programs such as rehabilitation/daycare:

- A referral for Child Find can be made by contacting the Director of Special Education for a referral packet.
- The referral, evaluation and eligibility processes are explained to the parent(s)/guardian(s).
- All referral procedures are followed and eligible students residing in the LEA are offered an IEP.

Students aged 18-21 who are incarcerated:

- A referral for Child Find can be made by contacting the Special Education Department for a referral packet. Once the referral packet is requested, the Director of Special Education will arrange to get the referral to the appropriate person/agency.
- The referral, evaluation and eligibility processes are explained to the parent(s)/guardian(s).
- All referral procedures are followed and eligible students residing in the LEA are offered an IEP, if found eligible for services through the evaluation process.

Exceptions:

- An exception is allowed only when evaluation and/or placement is required due to a significant disability that precludes the access to instruction. Contact the Director of Special Education immediately if you have knowledge of a student with a suspected significant disability.

1.1 I. Procedures to Include How the LEA Monitors EL Identification Processes and Title III, Part A

The ESOL Coordinator has the primary responsibility for monitoring the EL identification process. The coordinator is assisted by the Federal Programs Director, Attendance Officer and school front office personnel to make certain that the HLS is completed and forwarded to the ESOL Coordinator in a timely manner. The WIDA screener is administered as soon as practical, but within the first 10 days of enrollment (except in the case of a new student being quarantined).

TCSD has one active ESOL teacher who teaches one ESOL class and holds an after-school session twice weekly for high school level ELs. The teacher is apprised of EL-specific PD opportunities as those opportunities are available. Ongoing PD occurs weekly in grade-level PLCs.

The ESOL Coordinator periodically monitors those students participating in the ESOL twice weekly after-school meetings and the 21st Century After School Program. The ESOL Coordinator maintains monthly contact with the three EL families, usually in the form of personal monthly visits. During these visits student progress is monitored, parents are able to ask any questions, and the coordinator discusses upcoming school and even community activities which the parents might find interesting.

1.2 Monitoring Implementation

Evidence shall include implementation of the LEAs written procedures for monitoring (Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part B;

Title IX, Part A—McKinney-Vento Act; IDEA; CARES/CRRSA/ARP). LEAs may provide the following types of documentation or other types of documentation:

1.2 A. Data Collection Instruments Used to Monitor the Implementation of All Federally Funded Activities/Strategies and Budgets

Taylor County School District will follow the steps and guidance of GaDOE to monitor and provide technical assistance throughout the fiscal year. These steps include but are not limited to:

- Google Sheets with the budget allocations
- Schoolwide Plan checklist
- Comprehensive
- CLIP beginning, mid-year, and end of the year pulse checklist
- Comprehensive Needs Assessment guide
- Liaison checklist
- [Paraprofessional checklist](#)
- Family Engagement compliance checklists
- Federal Programs evaluation checklists
- System for Effective School Instruction Self-Assessment checklist
- Monitoring checklist
- Title I Program Monitoring [Form](#)
- All IDEA implementation and monitoring is written in detail in the Taylor County School System's Policy and Procedures Manual and the Special Education

1.2 B. Supporting Documentation of the LEA's Progress in Monitoring the Implementation of the FY 21-22 LEA Equity Action Plan

Taylor County School District progress in monitoring the implementation of the FY 22 LEA Action Plan to address

- E-1 Provide Targeted Teacher Development Content, Pedagogy, Student Supports, and Interventions
- E1-7 Provide equitable access to student support programs and interventions

All directors of the federal programs and the director of professional learning will maintain copies of all schools' professional learning plans, and review the contents to ensure that all funding requests meet federal compliance regulations. All items on the Monitoring Timeline will be reviewed each month to ensure each school meets notification and documentation expectations. The Director of Teaching and Learning will also have ongoing meetings with the schools to monitor and analyze data as it applies to address the selected equity gaps and prescribe corresponding interventions. An Action Plan has been implemented to define equity, support equity mind-set shift, and is aligned to the District's Strategic Plan and the District Improvement Plan. The items below are sample forms used.

- Justification Form is completed and approved prior to professional learning
- The Professional Learning Plan must be signed by the Principal, the applicable federal program director/coordinator, the Director of Teaching and Learning, and the Superintendent
- Data Review of Professional Learning Effectiveness at the school and district level
- Participate in GaDOE Title II, Part A and other federal programs webinars, regional meetings, and training

1.2 C. Copies of the LEAs Schedule to Monitor Schools

The LEA maintains a word document timeline that is excerpted monthly and discussed during the monthly administrative meetings. Additionally, shared calendars via Google Calendar are discussed and sent as technical assistance to Principals, Program Directors, Family Engagement Coordinators, and Human Resource Director, Director of Teaching and Learning, and Student Records Coordinator as applicable. The timeline includes all federal requirements relative to the program and provides schools with dates for submission. All dates included in the timeline adhere to timelines established by the GaDOE. All timelines will be included in the Appendix.

1.2 D. Samples of Communication to Schools

Samples of communications to schools include emails, sign-in sheets, agendas, clips of shared Google Documents, etc. These samples are maintained in the program director files.

1.2 E. Samples of On-Going Consultations with Stakeholders and Community Based Partners That Address Implementation

All program directors provide or do many of the following to ensure ongoing consultation with community-based partners to address implementation:

- Parent liaison professional learning
- District and school staff training
- Fall and Spring Parent Survey
- Evidence of parent-teacher conferences
- Evidence that information on parent engagement and school programs are provided to parents with disabilities or parents who are unable or unwilling to come to the school
- Evidence that childcare and transportation was offered
- Evidence of planning a coordination activity with another program
- District and School Parent Engagement Policies with required components
- School-Parent Compacts with required components
- Completion of Calendar for School-Level Parent Engagement

1.2 F. Evidence of Technical Assistance Provided by the LEA as a Result of Issues Identified Through the Monitoring Process.

Grant administrators and/or designees identify corrective action through monitoring. Monitoring includes the review of documentation, walkthroughs, meetings, phone calls, and during professional learning. The district or school may be identified for corrective action. The purpose of corrective action is to identify any program operation deficiencies.

Grant administrators will discuss the identified issue with the appropriate administrator. Identification of the issue will also be provided in writing along with guidance for compliance and corrective action steps. The administrator will be given a deadline to meet for the corrective action. Based on the issue identified, additional technical assistance or professional learning may be provided to the administrator and/or staff.

The applicable grant administrator will follow-up on the identified issue to ensure that corrective action has been implemented. Documentation will be maintained by the grant administrator that the corrective action has been met.

In the event that the administrator does not comply with the corrective action, the administrator's supervisor will be involved to ensure compliance.

1.2 G. Minutes of Board Meeting Approving the Annual Grant Award Notification — SIG

This indicator does not apply. If the District were to receive the SIG Grant, the minutes of the Board Meeting and the agenda would be provided.

1.2 H. Policies on Federal Grant Administration—SIG

This indicator does not apply. If the District were to receive the SIG Grant, the policies would be provided.

1.2 I. Title I Part C – Supplemental Services Tracking Form (required), Home Visit Documentation, OSY Profiles (required), Preschool Assessments

Supplemental services tracking form, home visit documentation, OSY profiles, preschool assessments: N/A

1.2 J. Documentation of Monitoring Title III, Part A EL and Immigrant Programs, Such as School Documentation to Director, etc.

Immigrant programs school visit schedules, results, etc. handled through ESOL Coordinator collaboration with ESOL teacher.

1.2 K. Source Documentation as Evidence of Monitoring (to include stakeholder input collected during ongoing/continued consultations) of Title IV, Part A Supported Activities

This indicator does not apply. The district transferred Title IV, Part A into Title I.

1.3 Monitoring Effectiveness

Evidence shall include documentation of the effectiveness of grant funded activities for all programs (Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V Part B; Title IX, Part A–McKinney-Vento Act; IDEA; CARES/CRRSA/ARP). LEAs may provide the following types of documentation:

1.3 A. Source Documentation to Support Summary Data and Analysis for Determining the Effectiveness of All Federally Funded Activities/Strategies from the CLIP and Title I SWP/TAP Plan(s). Including the FY22 Equity Action Plan (required)

The source documentation to support summary data can be reviewed for implementation in the CLIP per the required questions. The LEA's success in implementation of FY 20 LEA Equity Action Plan came to a halt as a result of the pandemic and staff and leader changes. With the onset of COVID 19, the district and its leaders did not get to inform, implement, monitor, or support identified equity gaps. Key stakeholders also transferred to new districts. Moving forward, the new guidance received January 2021 will support effective implementation and monitoring that is aligned to the equity gaps. Plans are in place to reset and shift mindsets in an upcoming retreat. Our school and district staff, and external stakeholders participated in our first in-person shared decision-making professional learning to improve and review our current state March 31, 2021. Our plans are in place to address the FY 22 identified equity gaps as a result of our change in mindsets and practices for root cause analysis and data-driven decision making. Temperature checks provided insight for levels of support needed along the continuous improvement journey. The district will continue to do pulse checks as there will be several new staff within the district at all schools due to retirement and/or lateral site transfers.

1.3 B. Source Documentation (summary data and analysis) to Support Effectiveness Determination in the FY22 Title II, Part A Effectiveness Budget Submissions

Indicators B-F do not apply to Title I per the FY 22 CFM Checklist.

1.3 C. Source and Summary Documentation Measure Effectiveness of Title IV, Part A Funded Activities That Corresponds with Data Populated in the Consolidated Application Portal Budget Final Expenditure/Effectiveness Measures Worksheet Tab

This indicator does not apply. Title IV, Part A funds were transferred.

1.3 D. Title I, Part C Program Evaluation Template; Data Disaggregation of Migrant Compare to Non-Migrant; Migrant PFS Compared to Migrant Non-PFS

Indicators B-F do not apply to Title I per the FY 22 CFM Checklist.

1.3 F. Title III, Part A English Learner Program Overview Form

Purpose

The purpose of the ESOL program is to assist students to develop proficiency in the English language, including listening, speaking, reading, and writing sufficient to perform effectively at the currently assigned grade level.

Student Assessment, Identification, and Enrollment Procedures

Parents/guardians of all students enrolling in the Taylor County School System are surveyed via a Home Language Survey (HLS) to determine the student's first-learned, primary, and home language(s). For student with a language reported on the HLS other than or in addition to English, eligibility for ESOL services is determined using the Kindergarten WIDA ACCESS Placement Test, WIDA Screener, or transfer records demonstrating current eligibility for language assistance services. ELs are assessed annually on the appropriate state-adopted English proficiency measure (ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS) to determine continued eligibility or readiness to exit English language assistance services.

The district notifies parents/guardians annually of their child's eligibility for ESOL. Such notification is made within the first thirty days of school for students continuing in the ESOL program and within two weeks of the date of eligibility determination for newly identified students. Parents are involved in the process of accept or decline ESOL services, and can remove their child from the program as well.

Exit Guidelines and Reclassification

According to GaDOE guidelines, a kindergarten student must score a Composite Proficiency Level (CPL) of 5.0 or higher, a Writing subscore of 4.5 or higher, and no other individual domain score less than 5.0 in order to exit the ESOL program. Students in grades 1-12 who score a CPL of 5.0 or higher are considered English proficient and are exited from English language assistance services in accordance with GaDOE guidelines. As allowable under State ESOL program guidelines, TCSD also elects to exit all students in grades 1-12 who achieve an overall score of 4.3-4.9 and to conduct Reclassification Review meetings to determine readiness to exit.

Monitoring of students takes place and if it is determined that lack of English proficiency difficulties have caused an academic problem for the student, the student may be recommended for redesignation into the ESOL program.

Professional Learning

Every teacher of EL students, counselors, and administrators participate annually in job-embedded, ongoing professional learning relevant to ELs. The results of the annual comprehensive needs assessment guides school and district professional learning plans. The ESOL Coordinator communicates students' current English Language Proficiency (ELP) scores to staff members and assists with identifying appropriate scaffolding techniques and instructional strategies based on these scores.

Parental Engagement

The ESOL Coordinator maintains constant contact with the parents of students in the EL program and frequently visits parents at their homes or places of business to check progress, check for questions or concerns, and to deliver communication from the school. ESOL teachers assist in maintaining contact with parents as well. The ESOL Coordinator assists in obtaining translation and interpretation when necessary and applicable.

The Taylor County School System guides district staff in supporting parents in need of language assistance. Upon registration, the district asks parents to indicate their preferred language for oral and written communications. To the extent practicable, communications are provided in the parent's preferred language.

Supporting the unique, non-linguistic needs of immigrant students and program evaluation and accountability are also important to the Taylor County School District. The complete form with all information can be accessed [here](#).

1.3 G. Completed/annotated Logic Models

Each school receives a Google Sheet with pre-filled columns to support expenditures that includes links to ESEA websites to determine level of effectiveness. Furthermore, technical assistance is provided monthly to support schools to ensure progress monitoring. School administrators are given dates and times to submit completed annotated logic models.

2. Consolidated LEA Improvement Plan (CLIP) and Schoolwide/Targeted Assistance Plans (SWP/TAP)

[ESEA: Sec. 1112, 1114, 1115, 1116; Sec. 1306; Sec. 1423; Sec. 122; Sec. 3116; Sec. 4106; Sec. 5223; Sec. 5224; Sec. 6223; Sec. 6722; Sec. 9305]

2.1 A. Written Procedures for Creating, Reviewing, and Approving the Comprehensive LEA Improvement Plan (CLIP), which shall include resolution procedures for unapproved CLIPs

Section 8305 of the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA) states that a local educational agency receiving funds under more than one covered program may submit plans or applications to the State

educational agency under those programs on a consolidated basis. The following federal programs are included in the Consolidated LEA Improvement Plan (CLIP):

- Title I, Part A – Improving the Academic Achievement of the Disadvantaged
- Title I, Part C – Education of Migratory Children
- Title I, Part A and Title I, Part D – Programs for Neglected and Delinquent Children
- Title II, Part A – Supporting Effective Instruction
- Title III, Part A – Language Instruction for English Learners and Immigrant Students
- Title IV, Part A – Student Support and Academic Enrichment
- Title V, Part B – Rural Education Achievement Programs (REAP)
- Individuals with Disabilities Education Act (IDEA) – Programs for Exceptional Students
- Title I, Part A and Title IX, Part A – McKinney-Vento Education for Homeless Children and Youth (EHCY)
- Coronavirus Aid, Relief, & Economic Security (CARES) Act—ESSER I
- Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act—ESSER II
- American Rescue Plan (ARP) Act—ESSER III

The GaDOE has integrated the requirements for the planning across all programs into the CLIP. The following items make up the CLIP:

- LEA Consolidated Application (Plan)
- Comprehensive Needs Assessment
- District Improvement Plan
- Parent and Family Engagement Policy
- Title I, Part C ID&R Plan (if applicable)

Process for Creation/Review of the CLIP

For the FY22 school year, the Taylor County School District (TCSD) elected to complete the CLIP online, which consisted of the Comprehensive Needs Assessment, District Improvement Plan, Parent & Family Engagement Policy, Foster Care Transportation, and Identification & Recruitment Plan.

The grant administrators participate in the CLIP webinar to learn the process and requirements from the GaDOE. Then, the Federal Programs Director, in collaboration with the Superintendent and Principals, identifies core team members to participate in the revision of the CLIP and sets up the timeline for the process. A meeting is held to discuss the review process for the CLIP for the current year with core team members. From the core team members selected, teams are identified based on experience and team leaders are selected for the following areas of the Comprehensive Needs Assessment:

- Team 1 – Georgia District Performance Standards (GDPS)—Student Success, District Strategic Plan and responses for Coherent Instructional System
- Team 2 – GDPS and responses for Effective Leadership System
- Team 3 – GDPS and responses for Professional Capacity System

Team 4 – GDPS and responses for Family and Community Engagement System
Team 5 – GDPS and responses for Supportive Learning Environment System
Team 6 – GDPS and responses for Demographic and Financial
Team 7 – GDPS and responses for Student Achievement

A Google Docs template will be created to submit changes based on various data sources, surveys, feedback forms, and stakeholder engagement discussions. Agendas and sign-in sheets are required for all stakeholder engagement meetings.

The Federal Program Director/Coordinator(s) will review their specific Sections on the Comprehensive Needs Assessment. The Sections include:

- IDEA – Director of Special Education
- Title I, Part A – Director of Title I
- Title I, Part A – Foster Care – Homeless Liaison & Federal Programs Director
- Title I, Part A – Family School Partnership Program – District Family Engagement Coordinator & Federal Programs Director
- Title I, Part C – Education of Migratory Children – Migrant Coordinator
- Title I, Part D – Neglected or Delinquent – Homeless Liaison
- Title II, Part A – Director of Teaching and Learning
- Title III, Part A – EL and Immigrant Coordinator
- Title IX, Part A – McKinney Vento – Homeless Liaison
- Equity Action Plan – Director of Teaching and Learning
- Coronavirus Aid, Relief, & Economic Security (CARES) Act—ESSER I
- Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act—ESSER II
- American Rescue Plan (ARP) Act—ESSER III

Revisions will be made in Google Docs and shared with the District Improvement Team to delete or add changes in their required assigned Sections. After review/revision of the Comprehensive Needs Assessment, the District Improvement Team meets to review the overarching needs, the root cause analysis, develop goals and action steps for the District Improvement Plan. The following are reviewed in multiple meetings:

- Trends and Patterns
- Identification and Prioritization of Overarching Needs
- Root Cause Analysis
- Root Cause Analysis—Overarching Needs
- Goals and Action Steps

The Homeless Liaison and the Taylor County School District Division of Family and Children Services (DFCS) Director or designee will meet to develop the Foster Care Transportation plan and ensure educational stability for children in foster care including:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest
- If it is not in the child's best interest to stay in his or her school of origin, the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment and
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records.

The Homeless Liaison also coordinates with the Director of Transportation for transportation of children in foster care.

Verifying Participation of Stakeholders

Taylor County School District actively seeks input from stakeholders as part of the CLIP process in multiple ways. Internal and external stakeholders are invited to meetings at the district and school level. Information and data is analyzed and shared on the five systems (Coherent Instructional, Effective Leadership, Professional Capacity, Family and Community Engagement and Supportive Learning Environment). Demographic and financial, as well as student achievement data is also shared. Additionally, trends, patterns, strengths and/or challenges are shared within the five systems and two areas. There is time allotted for feedback and discussion with the stakeholders. Stakeholders then give oral or written feedback for input and revision of the Comprehensive Needs Assessment, District Improvement Plan and the team is selected to include a vast array of experience. The team selected includes the following required team members denoted with an asterisk:

- Director of Teaching and Learning*
- Title I Director*
- Director of Special Education*
- Title II Coordinator*
- Title III Coordinator*
- Title IV Coordinator*
- School leaders (Principals)*
- Teacher representatives (Teacher and Media Specialist)*
- Homeless Liaison*
- Migrant Contact*
- Neglected and Delinquent Coordinator*
- Family and Community Engagement Coordinator*
- Foster Care Point of Contact*
- Director of Human Resources
- CTAE Director
- Director of Technology
- Coordinator Elementary School Improvement
- Paraprofessional Representative

In addition to the team, internal stakeholders are also invited to give input through multiple meetings. Internal stakeholders invited to participate include:

- Assistant Principals
- Consultants
- ESOL Teachers
- Instructional Coaches
- Media Specialists
- Paraprofessionals
- Principals
- Psychologists
- Social Worker
- Special Education Teachers
- Students in Secondary
- Teachers
- Migrant Dropout

External stakeholders are also invited to give feedback on the CLIP in multiple ways. Multiple meetings are offered and shared with stakeholders through a minimum of three advertisements. All stakeholders are invited to be a part of the process for review and revision of the CLIP.

Additionally, stakeholders are invited to give feedback through an online feedback form. All feedback is reviewed and considered during the CLIP revision process. To ensure there is stakeholder participation from all groups, district leaders are asked to contact their working partners and personally invite them to the meetings held for external stakeholders.

This helps ensure a variety of representation from a wide array of stakeholder groups. These groups include:

- Board of Education
- Businesses
- Civil Rights Organizations
- Community Partners/Chamber of Commerce
- Faith-based Community Leaders
- General Public
- Local DFCS Contact
- Neglected and Delinquent Representatives (if applicable)
- Parents
- Parents of English Language Learners
- Parents of Special Education Students
- Private Schools
- Technical College/University Personnel

The Director of Teaching and Learning verifies that all groups of internal and external stakeholders are represented based on sign-in sheets that indicate the participants' role.

Approval of the CLIP

The District Improvement Team consolidates the revisions and feedback for the final CLIP. The District Improvement Team utilizes the GaDOE CLIP Review Criteria to ensure that the district is meeting the CLIP criteria for each element. The Title I Director submits the final plan to the Superintendent. Once reviewed by the Superintendent, the plan is submitted to the GaDOE through the Statewide Longitudinal Data System (SLDS).

Timeline

The timeline varies based on the release of the SLDS application and CLIP webinar. However, the general timeline for review/revision of the CLIP is as follows:

February
○ GaDOE CLIP Webinar(s)
March
○ Initial team meetings to begin working on the Comprehensive Needs Assessment
April
○ Selection of the stakeholders for Comprehensive Needs Assessment
○ Team meetings to review the District Improvement Plan
○ Meeting with DFACS to discuss the Foster Care Transportation Plan
May
○ Revisions to the School Improvement Plan due to the District Improvement Team
○ Stakeholder meetings to provide input on the CLIP (Internal and External)-school level
○ Final revision of the Foster Care Transportation Plan
June
○ Revision to CLIP by grant administrators
○ Stakeholder meetings to provide input on the CLIP (Internal)-district level
July
○ Revisions to the District Improvement Plan due from District Improvement Team
○ Review of CLIP by District Improvement Team
○ Final revisions to CLIP due from grant administrators
○ Stakeholder meetings to provide input on the CLIP (Internal and External)-district level
○ Stakeholder meetings to provide input on the District Parent and Family Engagement Policy
○ Final revision of District Parent and Family Engagement Policy
○ Superintendent review of the CLIP
○ Submission of CLIP by GaDOE deadline

Resolution Procedures for Unapproved CLIP

If the plan is not approved by the GaDOE, the Federal Program Director will work on the required Section based on the program feedback from the GaDOE. The Federal Programs Director/Coordinator will make the changes and will notify the Title I Director when changes are made. The Title I Director will submit the revised CLIP in SLDS for approval. This process will continue until the plan is approved.

Title I, Part A Schoolwide

Taylor County School District has four schools that are all Title I Schoolwide schools. Annually, TCSD participates in the review/revision of each School Improvement/Schoolwide Plan. Multiple meetings are offered for stakeholders to participate in the review/revision of the Comprehensive Needs Assessment and School Improvement/Schoolwide Plan at the school level. All stakeholders are invited to give input and discuss the revisions.

Stakeholders are also offered the opportunity to provide input through an online form. This online form is posted on the school's website and advertised through social media and the student information system live feed.

Guidance is provided to schools through the Federal Programs Director regarding stakeholder input. The following stakeholder groups must be represented:

- Administrators
- Central Office staff
- Certified staff
- Classified staff
- Support staff
- Parents*
- Students (Secondary)
- Community (business, faith-based organizations, general public)*

*Parents should not represent the community group. Staff should not represent the parent or community groups.

The Federal Programs Director checks sign-in sheets from each school to ensure that all stakeholder groups are represented. If all stakeholder groups are not represented, the director works with the school to hold additional stakeholder meetings.

Process for Creation/Review of the School Improvement/Schoolwide Plan

The Director of Teaching and Learning collaborates with the Title I Director to create a timeline for the review/revision of School Improvement/Schoolwide Plans. At the Principal's meeting, information regarding the timeline and process is shared with administrators.

Schoolwide Improvement/Schoolwide Plans are developed each spring for the following school year. A School Improvement Plan template is electronically available to all Principals via the SLDS platform. Technical assistance and checklists are provided to ensure schools review the plans quarterly as the initiative is continuous. Each school leadership team meets during the spring. The team is composed of representatives from grade levels, content areas, and departments, as well as administration and parents. The stakeholders meet to develop a plan, student achievement data, as well as other types of data, are analyzed to identify significant areas of need.

Schoolwide Improvement/Schoolwide Plans are submitted to the District Improvement Team for review and approval. The District Improvement Team meets to review and provide feedback on School Improvement/Schoolwide Plans. Feedback is submitted to school administrators to make changes as needed. Once the revised plan is approved by the District Improvement Team, the school will enter School Improvement/Schoolwide Plan information into the SLDS application.

The Title I Director develops preliminary allocations for federal funds. Principals are sent a spreadsheet regarding the preliminary allocations and guidance via email or through Google Drive. Clarifications, corrections or additional information is obtained via email or phone by the Title I Office for the Title I-A budget at the school level. Technical assistance meetings are offered and technical assistance is also provided upon request.

Resolution for Unapproved Schoolwide Plans

If the School Improvement/Schoolwide Plan is not approved, the Principal will review the feedback provided by the District Improvement Team to determine the revisions that are needed. Ongoing dialogue takes place between the Principal and the District Improvement Team to ensure the corrections made will meet the requirements. If necessary, additional follow-up meetings are held to gather additional feedback and make the corrections. Once all revisions have been made, the plan is re-submitted to the Director of Title I for review.

2.1 B Documentation to Support the Selection of Evidence-based Action Steps in CLIP

During the creation/revision of the School Improvement/Schoolwide Plan, the school identifies strengths and needs. From these strengths and needs, evidence-based interventions are selected to meet those needs based on one of the four evidence types:

- Strong Evidence – Supported by at least one randomized study
- Moderate Evidence – Supported by at least one quasi-experimental study
- Promising Evidence – Supported by at least one correlational study
- Demonstrates a Rationale – Supported by programs with a rationale based on high quality research or a positive evaluation that are likely to improve student or other relevant outcomes and that are undergoing evaluation; supported by a logic model

Each school uses one of the databases that have been developed to assist LEAs with identifying evidence-based interventions. Each school collects data on all initiatives. If the initiative is not on one of the databases or supported by a strong, moderate or promising study, the school develops a logic model for that initiative based on research. Taylor County School District uses a district-developed logic model to demonstrate a rationale for initiatives.

2.1 C CLIP Preparation:

2.1 C. i Evidence to verify the participation of required stakeholders and community-based partners

Meetings are offered for stakeholders to participate in the review/revision of the CLIP. All stakeholders are invited to give input and discuss the revisions. Stakeholders are also offered the opportunity to provide input through an online form. This online form is posted on the district and each school's website and is advertised through APPTGY, our district's live feed APP.

2.1 C ii. Evidence of CLIP Preparation may include review checklists

The Title I Department checks sign-in sheets from each school to ensure that all stakeholder groups are represented. If all stakeholder groups are not represented, the department works with the school to hold additional stakeholder meetings. Evidence of CLIP preparation includes:

- SANE: Sign in sheets, Agenda, Notes, Evaluations per established schedules
- CLIP review rubric
- Samples of correspondence with schools and other LEA departments. Screenshots of webpages, ZOOM links with recordings

2.2 A. Written Procedures for Creating, Reviewing, and Approving the Schoolwide Program/Targeted Assistance Program Plans

Meetings are offered for stakeholders to participate in the review/revision of the School Improvement Plan/Schoolwide Plan at the school level. All stakeholders are invited to give input and discuss the revisions. Stakeholders are also offered the opportunity to provide input through an online form. This online form is posted on each school's website and is advertised through the parent newsletter. The general timeline for review/revision of the School Improvement/Schoolwide Plan for each school is as follows:

2.2 B. Documentation to Support the Selection of Evidence-based Action Steps

During the creation/revision of the CLIP and School Improvement/Schoolwide Plan, the district identifies strengths and needs. From these strengths and needs, evidence-based interventions are selected to meet those needs based on one of the four evidence types:

- Strong evidence—supported by at least one randomized study
- Moderate evidence—supported by at least one quasi-experimental
- Promising evidence—supported by at least one correlational study
- Demonstrates a rationale—supported by programs with rationale based on high-quality research or a positive evaluation that are likely to improve student or other relevant outcomes and that are undergoing evaluation; supported by a logic model.

The district uses one of the databases that have been developed to assist LEAs with identifying evidence-based interventions. TCSD collects data on all initiatives. If the initiative is not on one of the databases or supported by a strong, moderate, or promising study, the district develops a logic model for that initiative based on research. TCSD uses GaDOE and district-developed logic models to demonstrate a rationale for initiatives.

January
○ Mid-review of School Improvement Plans/Logic Models
February - April
○ Stakeholder meetings for input/revision of the School Parent and Family Plan
May
○ Submission of draft School Parent and Family Engagement Policy
○ Stakeholder Meetings for input on School Improvement Plan
June
○ School meetings to review revisions for Comprehensive Needs Assessment and School Improvement Plan
July
○ Approval of final School Parent and Family Engagement Policy
August-November
○ Enter School Improvement Plan in SLDS
○ Changes based on data release may be made on School Improvement Plans
○ School Improvement Plan Review by the District Improvement Team

Process for Creation/Review of the School Parent and Family Engagement Plan

Meetings are also held for stakeholders for revision/input on the School Parent and Family Engagement Plan. All stakeholders are invited to attend one of multiple meetings. During each meeting, the format of the plan is discussed as well as revisions through discussion. The different components discussed in the policy include:

- What is Title I?
- Jointly-Developed School Policy for Shared Student Achievement
- School-Parent Compact
- Annual Title I Meeting
- Communications

- Reservation of Funds
- Coordination of Services
- Building Capacity of School Staff
- Building Capacity for Family Engagement
- Parent and Family Engagement
- School Parent Resource Center
- District Parent Resource Center
- Building Capacity of Parents

Stakeholders submit their feedback on a feedback form.

School Parent and Family Engagement Policies are submitted to the District Family Engagement Coordinator. The District Family Engagement Coordinator reviews each school's plan and requests corrections as needed.

2.2 C. Timely Guidance to Schools on Submission of Plan Amendments

If, after the plan is implemented, there are significant changes in the direction of the plan, an amendment must be submitted by the school administrator or designee. Following a data review and examination of the fidelity of implementation of the plan, schools and LEA departments that must proceed with a request to amend the School Improvement Plan (Schoolwide Plan) or DIP must place this request in writing with a rationale for the request. After consultation between the school and between the LEA department and the federal programs contact(s), an amendment will be submitted to the GaDOE for approval by the assigned program area specialist(s). After approval is received, the applicable budget(s) will be amended through the Consolidated Application, following GaDOE budget amendment approval, the Accounting System will be updated by the accountant to reflect the budget amendment(s).

2.2 D. Evidence of Timely Schoolwide Program Plan Approval and Release of Funds

If the GaDOE requests revisions to the CLIP, DIP or Equity Plan, the Directors of Federal Programs retrieve the requested changes from the Audit Trail in the GaDOE portal. The Directors of Federal Programs then communicate with the appropriate school or district-based personnel to ensure that requested changes are completed in the consolidated application. The Directors of Federal Programs provides technical assistance as appropriate, makes corrections and/or approves corrections to CLIP, Equity, and/or School Improvement Plans and then resubmits the plans. This process is continued until each plan has been approved by GaDOE. The same process applies to the district director approving the Schoolwide plans that are submitted through the SLDS platform. If the plans are not corrected, expenditures will not be budgeted until the plan is approved.

2.2 E. Source Documentation Verifying Stakeholder Involvement in SWP Development

Source documentation that must be kept on file to verify stakeholder involvement include:

- Samples of sign in sheets, agendas with role of participant highlighted
- Notes, Minutes, Evaluations

Multiple meetings are offered for stakeholders to participate in the review/revision of the Comprehensive Needs Assessment and School Improvement/Schoolwide Plan at the school level. All stakeholders are invited to give input and discuss the revisions. Stakeholders are also offered the opportunity to provide input through an online form. This online form is posted on the school's website and advertised through social media and the student information system blast, APTEGY live feed, and flyers. Guidance is provided to schools through the Federal Programs Coordinator regarding stakeholder input.

The following stakeholder groups must be represented:

- Administrators
- Central office staff
- Certified staff
- Classified staff
- Support staff
- Parents*
- Students (Secondary)
- Community (business, faith-based organizations, general public)

*Parents should not represent the community group. Staff should not represent the parent or community groups.

The Federal Programs Coordinator checks sign-in sheets from each school to ensure that all stakeholder groups are represented. If all stakeholder groups are not represented, the director works with the school to hold additional stakeholder meetings.

3. Services to Eligible Private School Children

[ESEA: Sec. 1117 and 1120; Sec. 2102 (b)(2)(E); Sec. 8501(a)(5); Sec. 8501(c); Sec. 4106(e)(2)(B); 34 CFR §200.62-200.67; 34 CFR §200.77(f)]

Federal Programs require LEAs to provide services for eligible private school students. In particular, §1120 states that the Federal Programs services for private school students must be developed in consultation with officials of the private schools. ESSA has strengthened these

requirements by requiring meetings with private school officials and a written affirmation signed by private school officials that the required consultation has occurred.

3.1 A. DE1111 Forms Submitted to LEA in FY21

DE1111 are submitted to the district annually and are on file with GaDOE. These forms are used to inform ES4PS invitations and enrollment. The Taylor County School District currently has no Private Schools that have chosen to participate in the Title program(s). If TCSD ever has a Private School that chooses to participate, all 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 have been included. The Title services provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school. These services may be provided by the LEA, or by a contractor who is independent of the private school and many religious organizations. Title services or benefits must be secular, neutral, and non-ideological.

3.1 B. Invitations to Private Schools (ES4PS) invitations and documentation of nonprofit status

Invitations for private schools to attend the Initial Consultation Meeting regarding participation in federal programs the following calendar year are mailed certified or sent through ES4PS platform in October, via receipt delivery, to all private schools listed on the district's official private school list and all private schools in counties that border our district. Upon receipt of the intent to participate form or invitation sent through ES4PS, which is provided to private school officials, a district-wide meeting is scheduled in November. The private school must provide a copy of their 501(c)3 status.

3.1 B.1 Title 1, Part A & CARES

Letters and ESP4 invitations are sent to private schools serving students whose residence is within Title I eligible attendance area.

3.1 B.2 Title I, Part C, Title II, Part A, Title III, Part A, Title IV, Part A and Title IV, Part B

Letters and ES4PS Invitations are sent to private schools whose physical location is within geographic boundaries

- Title I, Part C – to private schools with students officially identified as eligible for MEP services
- Title II, Part A – The district utilized the flexibility granted by ESEA to transfer funds.
- Title III, Part A – to private schools with students identified as English learners or immigrant students
- Title IV, Part A – The district utilized the flexibility granted by ESEA to transfer funds.
- Title IV, Part B – to private schools whose physical location is within geographic boundaries of the service area of the proposed/approved grant application. Annual

communication with same private school(s) regarding enrollment and services for the length of the approved application

3.1 C1. Evidence that initial consultation covered all topics required by statute

Evidence will be kept on file in the appropriate area at the central office.

3.1 C2. If a consultation did not occur, evidence that a good faith effort was made (ESEA & CARES)

Evidence will be kept on file in the appropriate area at the central office.

Collection of the Private School Invitation to Consult Forms

Private schools are requested to return the private school invitation to consult form to the district in the return envelope provided or enter required information by an established due date for mail that is prior to the scheduled district initial consultation meeting or send response through ES4PS within two weeks. The Title I Department collects the returned invitation to consult forms and maintains a list of private schools that return the form.

Identification of Qualifying Students

Taylor County School District works closely with the private schools to verify attendance area of possible students. It is the responsibility of the private school to provide potential students names, addresses, and verification of free and reduced participation for qualification of the student. The DE1111 must be filed by the private school in order to initiate services.

District Initial Consultation Meetings

The district initial consultation meeting dates will be scheduled during November for private schools. District personnel who administer or are knowledgeable on TCSD federal grants will attend all district initial consultation meetings.

Private schools will be informed of the following information regarding federal grants during district initial consultation meetings:

- How the children's needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the services will be assessed and how the results of the assessment will be used to improve those services
- The size and scope of the equitable services to be provided to the eligible private schoolchildren, teachers, and other educational personnel, the amount of funds available for those services, and how that amount is determined

The district will provide ongoing guidance on policies and written procedures to participating private schools as applicable to services received. Policies and procedures reviewed may include:

- Travel
- Stipends
- Rank ordering for services (Title I only)
- Private school equipment and inventory
- Professional learning
- Parent engagement
- Program evaluation
- Compliance documentation required for applicable grants

The following documentation is maintained by the district even if no private school representative attends the meeting:

- Meeting agenda
- Meeting sign-in sheet with roles of attendees
- Meeting handouts
- Meeting minutes
- Completed Private School Initial Consultation and Notification of Intent for the 2021 Provision of Services forms

3.1 D.1 Ongoing Consultation with Participating Private Schools

For participating private schools with children residing in the district's public school attendance zones that meet the non-profit status requirements, ongoing individualized consultation will occur between district and private school representatives according to the Timeline for LEA Federal Programs Coordination and Consultation with Private School Officials located on the GaDOE website. Consultation may include on-site meetings or trainings, emails, and phone calls. Consultation will result in the development and implementation of the district's written plan to serve eligible students, teachers and parents in the private school. Ongoing consultation allows for the timely and efficient resolution of any issues that may arise concerning implementation of services.

Consultation for Students with Disabilities Private Schools State Rule: 160-4-7-.13

LEA privately placed or referred students

- If the Individualized Education Program (IEP) team, including the parent, decides that the most appropriate placement for a student is in a private school, the district that places the student in the private school continues to be responsible for making sure that the student receives special education and related services included in the student's IEP and that those services are provided at no cost to the parent.

- The district should make sure that the education provided at the private school meets the standards that apply to other students with disabilities and that the student and parent continue to have all the same rights that other students with disabilities and their parents have. A district representative must visit the private school at least annually. Ultimately, the district remains responsible for ensuring free appropriate public education (FAPE) when the student is placed in a private school.
- The IEP team, with all of the appropriate members including the parent, private school or facility staff, and district representative will develop the IEP for the child. IEP team members may participate in the meeting through a conference call or other means. The district will ensure that the parent can attend at no cost to the parent.
- Districts may apply for grant funds if the child is placed in a private school or facility that is approved by the Georgia Department of Education (GaDOE). If the private school is out of the state, it must be on the approved list of the state where the school is located.

Parental placement in private school and LEA offer of FAPE

- The Taylor County School Districts is not required to pay for the cost of education, including special education and related services for the child parentally placed at a private school, if FAPE (Free and Appropriate Education) was made available for the child. Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment must be secular, neutral, and non-ideological. According to State Board of Education rules, each local education agency/school system makes the final decisions with respect to the services to be provided to eligible parentally-placed private school children with disabilities prior to the start of the school year. Speech/Language services will be offered to eligible private school students.
- When the student is in private school by parent choice, the student and the parent lose their individual rights to special education services, however, to the extent consistent with their number and location in the state, provisions are made for the participation of private school children with disabilities in programs provided under Part B of the Individuals with Disabilities Education Act (IDEA) by providing children with special education and related services in accordance with this Section. No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.
- Disagreements regarding the availability of a program appropriate for the child or concerning the question of financial responsibility are subject to the procedural safeguards provided in State Board of Education Rule 160-4-7-.09.

Provision of Written Notice by Parent to Place in Private School

- When FAPE is at issue between the parent and Taylor County School Districts, and the parent determines that he or she is going to place the student in a private school at public expense, the parent must notify Taylor County School Districts in writing at least 10 business days prior to the removal of the child or at an IEP meeting prior to the removal. If the parent does not provide the notice, then the cost of reimbursement for private school services may be reduced or denied.

Reimbursement and Limitations on Reimbursement for Private School Placement / Expenditures

- When Taylor County School Districts and the parent disagree regarding the availability of an appropriate program for the child, due process hearing procedures may be initiated by the parent. An Administrative Law Judge (ALJ) may find that Taylor County School Districts did not make FAPE available to the child in a timely manner prior to the child's enrollment in the private school and that the private placement is appropriate, resulting in reimbursement to the parent of the cost of the private school. A parental placement may be found to be appropriate by an ALJ even if it does not meet Georgia's standards that apply to education provided by Georgia or the district.
- The cost of reimbursement described above may be reduced or denied if:
 - At the most recent IEP Team meeting that the parents attended prior to the removal of the child from the local education agency, the parents did not inform the IEP Team that they were rejecting the placement proposed by the school system to provide FAPE to their child and did not state their concerns or their intent to enroll the child in a private school at public expense.
 - At Least 10 business days prior to the removal of the child from the local education agency, the parents did not give written notice to the school system that they were rejecting the placement proposed by the school system to provide a FAPE to the child and did not state their concerns or their intent to enroll the child in a private school at public expense.
 - If, prior to the parent's removal of the child from the school system, the system informed the parents through the notice requirements of its intent to evaluate the child, including a statement of the purpose and scope of the evaluation that was appropriate and reasonable, but the parents did not make the child available for evaluation.
 - Upon a judicial finding of unreasonableness with respect to actions taken by the parents.

Exception to Limitation on Reimbursement:

- The cost of reimbursement must not be reduced or denied for a parent's failure to provide the notice to the local education agency described above, if:
 - The school prevented the parents from providing the notice;
 - The parents had not been provided a copy of the parent's rights under IDEA and, therefore, had not been notified of the requirement to provide the notice described in above; or
 - The provision of notice would likely result in physical harm to the child.
- The cost of reimbursement may, in the discretion of the court or administrative law judge, not be reduced or denied for a parent's failure to provide the notice to the school system described above, if:
 - The parents are not literate or cannot write in English; or
 - The provision of notice would likely result in serious emotional harm to the child.
- The cost of reimbursement will not be reduced or denied for the parent's failure to give the required notice **if** Taylor County School Districts prevented the parent from providing the notice, the parent had not received the information regarding the notice requirement, the parent is not literate or cannot write in English, or the notice requirement would result in serious emotional or physical harm to the child.
- Each LEA must ensure that a child with a disability who is placed in or referred to a private school or facility by the LEA as a means of providing special education and related services
 - is provided special education and related services in conformance with an IEP (Rule 160-4- 7-.06 Individualized Education Program)
 - at no cost to the parents;
 - is provided an education that meets the standards that apply to education provided by the GaDOE and the LEA; and
 - as all of the rights of a child with a disability who is served by the LEA [34 C. F. R. § 300.146]
- To meet the requirements for provision of services to parentally-placed private school children/homeschooled students, the district must follow these guidelines:

- For children ages 3-21, the district must expend an amount that is the same proportion of the district's total Part B of the IDEA flow-through funding as the number of private school children with disabilities, ages 3-21, attending private and home schools in its jurisdiction is to the total number of children with disabilities in its jurisdiction.
- For children ages 3-5, the district must expend an amount that is the same proportion of the district's preschool funding as the number of private school children and home-schooled children with disabilities, ages 3-5, attending private and home schools in its jurisdiction is to the total number of children with disabilities, ages 3-5, in its jurisdiction.
- If the district has not expended all of the funds required by the end of the fiscal year, the district must carry over funds for a period of one additional year to be used for proportionate share.
- The district must consult with representatives of the private school in deciding how to conduct the annual count of the number of private school children with disabilities who reside in its jurisdiction.
- The district must ensure that the child count is done on October FTE-1 of each year since this count is used to determine the amount the district must spend in the following fiscal year.
- Parentally-placed private school provisions are to be applied to preschool-aged children only when these children who are eligible for a service plan attend private nonprofit elementary school (grades K and higher).
- Preschool students who attend private preschools within their district of residence are served by the district through an IEP.
- Parentally-placed private school preschool students who attend private preschools (that are not considered elementary or Secondary schools) outside their residential district are not entitled to services from that district.

Home schooled students

- Children who are home-schooled within the boundaries of the district are considered parentally-placed private school children for the purposes of special education.

Child Find process and children in private schools

- Taylor County School District is required to carry out child find activities to locate, identify, and evaluate children attending the private schools within the jurisdiction of the district.
- The district must consult with representatives of the private school to complete child find activities. These activities must be similar to activities undertaken for the children in the district and must be completed in a timely manner comparable to other children attending the district.
- Child find activities include any parentally-placed children who attend a private school within the jurisdiction of the district, even if the student resides in a different district or in a state other than Georgia.
- For additional information about child find, please see the Section titled **Homeschool or parentally placed in private school** under **State Rule 160-4-7-.03 Child Find Procedures** found in **Area of General Supervision 1: Identification Process**.

Part B and Related Services for private school students

- Transportation may be provided by the district, but it cannot transport the child from home to the private school.
- Transportation Service Plans must contain a statement of the special education and related services, and supplementary aids and services, to be provided to the child; be in effect at the beginning of each school year; and be developed, reviewed, and revised periodically, but not less than annually, in accordance with IEP requirements in Georgia Rules.

Provision of IEPs and Service Plans to privately placed students (home schooled students)

- If a private school/homeschool student is found to be eligible for Speech/Language services, an Individual Service Plan (ISP) will be developed to provide Speech/Language services. Services will be provided on the campus of a Taylor County School District. Special Education transportation is not provided.
- The Individual Service Plan (ISP) will be reviewed annually.
- An Individual Education Plan (IEP) will be offered if the student intends to enroll in Taylor County School Districts; and if the student does not enroll, a new Service Plan will be written as long as the student remains eligible.

- When the Individual and subsequent Individual Service Plans are developed, Taylor County School District will ensure that a representative of the private school attends the meeting.
- If the representative cannot attend, Taylor County School District shall use other measures to ensure participation, including individual or conference telephone calls.

Consultation with Private Schools for Child Count

- The consultation process is important to ensure the provision of equitable services. Consultations with the representatives of private schools, parents of private school students, and parents of home-schooled students must be timely and meaningful.

Consultation requirements include:

- how parentally-placed private school children suspected of having a disability can participate equitably in the Child Find process
- how the parents, teachers, and private school officials will be informed of the Child Find process
- how the determination of the proportionate share of federal funds available to serve the children with disabilities was calculated
- how the process will operate throughout the school year
- how, where, and by whom the special education and related services will be provided
- how funds will be apportioned if funds are insufficient
- how and when those decisions will be made
- how the district will provide to the private school officials a written explanation of the reason why it chose not to provide services directly or through a contract
- The district must obtain a written affirmation signed by the representatives of the participating private schools as documentation of the consultation process and must be prepared to submit this documentation to the GaDOE upon request.
- If the private school officials believe that the district did not engage in the consultation in a meaningful or timely manner or did not consider the views of the private school officials, it may submit a complaint through the Formal Complaint Process to the GaDOE. If the private school is not satisfied with the decision of the GaDOE, they may submit the complaint to the United States Department of Education (USDOE).

Private School Representatives at IEP's

- Taylor County School Districts will ensure that a representative of the private school attends each meeting. As with IEPs, in-person participation in the meeting is encouraged, but participation may be through conference call or other means.

- Services provided to private school children must be provided by district personnel who meet the same standards as personnel providing the services in the district, except they do not have to meet the highly qualified special education teacher requirements.

Equitable Services Determination and Limitations of Service

- No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in the district.
- Taylor County School Districts only has an obligation to provide these children an opportunity for equitable participation in the services funded with Federal Part B dollars that the district has determined, after consultation, to make available to its population of parentally-placed private school children with disabilities.
- These children with disabilities may receive a different amount of services than children in public schools. Some children will not receive any services.
- Taylor County School Districts will make the final decisions regarding services to be provided prior to the start of the school year.

Materials Provision: Secular, Neutral, Non-ideological

- Special education and related services provided to parentally-placed private school children with disabilities, including materials and equipment must be secular, neutral, and non-ideological. [34 C. F. R. § 300.138(c)(2)]
- Location of services. Services provided to private school children with disabilities may be provided on site at the child's private school, including a religious school, to the extent consistent with law. [34 C. F. R. § 300.139(a)]

Location of Services and Transportation

- Services may be provided at the private school, or children may be transported to the public school or community setting to receive services.

Provision of Property, Equipment and Supplies to Private Schools

- Costs will be included in calculating whether the district has met the requirements of proportionate funding.

- The district may provide materials, equipment, and property purchased to implement the services to the children with disabilities in the private school; but these must be used only for those purposes and must be returned when no longer needed.
- No funds may be used for repairs, minor remodeling, or construction of private school facilities.
- The district may not use the IDEA Part B flow-through or federal preschool funds to finance the existing level of instruction in a private school, the needs of the private school, or the general needs of the children in the private school.

4. Maintenance of Effort (MOE) and Comparability, Assessment Security, Reporting, EL Participation—All Federal Programs (Except Title I, Part C; Title IV, Part A)

[34 CFR §300.203, 34 CFR §300.204, 34 CFR §300.205(Sec. 1120A; Sec. 1114, 1118)]

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. The Federal Programs Director/Coordinator will pull the MOE information from the Consolidated Application each school year for documentation purposes.

4.1 A. ESSA Documentation for Ensuring Maintenance of Effort (MOE) for ESSA programs

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. The Federal Programs Director/Coordinator will pull the MOE information from the Consolidated Application each school year for documentation purposes.

4.1 B. IDEA Documentation for Ensuring Maintenance of Effort (MOE) for IDEA

The GaDOE determines that the district’s budget for students with disabilities is at least the same amount as the amount the district spent for that purpose from one of the following sources: local funds only; the combination of state and local funds; local funds on a per capita basis only; or the combination of state and local funds on a per capita basis only. Funds provided to the district under the Individuals with Disabilities Act (IDEA) cannot be used to

reduce the district's expenditures for the education of students with disabilities for the preceding fiscal year.

4.2 A. Written Procedures for Meeting Comparability Requirement as outlined in Sec. 1118(3) (A)

Comparability is achieved through the use of two forms of documentation: The October FTE count and the faculty and staff listings from each school. The state comparability report provided by the GaDOE is used to report the appropriate numbers to GaDOE. The total number of non-federal employees that are included per payroll distribution codes are counted and placed in the comparability report, which automatically calculates comparability. The enrollment numbers submitted for comparability are from the October FTE count with the exclusion of Pre-K enrollment. High Poverty Attendance Area Schools are compared to Low Poverty Attendance Area Schools. 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 Poverty Attendance Area Schools averages do not exceed 110% of the average of Low Poverty Attendance Schools. Included in the count are instructional teachers, instructional paraprofessionals, music, art, and physical education teachers, guidance counselors, speech therapists, media specialists, school social workers and psychologists. No federally funded personnel or Pre-K personnel are included in the count.

Comparability will be determined and established by the deadline established by the Georgia Department of Education each school year. LEAs that only have one school per grade span (i.e. one primary school, one elementary school, one middle school, and one high school) are exempt from comparability. TCSD currently has one school in each category.

In the GaDOE portal, the Title I Director will run the Comparability Report. A chart will be completed to determine if each school is comparable. If all schools are comparable, the Title I Director and Superintendent will submit the Title I Comparability Application to GaDOE. In the event that comparability is not met, the Title I Director will work with school system and school leaders to re-assign personnel to ensure comparability of services to students in all Title I Schools. Taylor County School District has only Title I schools; therefore, a Resource Allocation with RAM/P is not required. In the event that comparability is not met, the district will utilize their Resource Allocation Methodology/Plan (RAM/P) to demonstrate that all of their schools were equitably funded with state and local funding in order to show comparability.

4.3 Assessment Security [ESEA: Sec. 1111]

Taylor County Test Security Plan

The Taylor County Board of Education implements the assessment program in the Taylor County School District (TCSD) as specified by the State Board of Education and the State School Superintendent. Testing includes all state mandated tests as well as local assessments.

Tests in the TCSD are administered in accordance with the requirements of the governing agency for the assessment and with a high level of security to ensure an appropriate testing environment, the integrity of the assessment and the validity of the data provided by the assessment.

In accordance with the guidelines provided by the State Board of Education and the Professional Standards Commission each test in the TCSD is administered in such a way that prevents, mitigates and reports any irregularities arising at any time before, during or after testing. Test Coordinators and other employees have an obligation and are trained to report testing irregularities.

Employees of the district must comply with all Georgia Professional Standards Commission rules with regard to testing ethics. Employees who violate these provisions will be subject to disciplinary action, up to and including termination.

Taylor County School District Test Security Plan Procedures

Testing security procedures and guidelines for the TCSD are based on the training provided by the Georgia Department of Education (DOE) Assessment Division. This plan includes information taken directly from the Georgia DOE Student Assessment Handbook. The handbook can be accessed at the following link:

[Student Assessment Handbook](#)

Assessment Security Procedures

The following is a list of items to be considered prior to testing. The list should not be considered all inclusive. Where applicable, the list applies to both online and paper/pencil testing environments. This document is recommended as a training resource prior to test administration.

Must Do:

1. Contact the School Test Coordinator if any question arises about tests or test security. The Principal must also be made aware of any issues involving testing or test security.
2. Keep all testing materials stored in a secure place accessible only by the Principal and the test coordinator. The GaDOE recommends that tests be stored in a locked cabinet in

a locked room. If an adequate number of locked cabinets are not available, then test materials are to be stored in a locked room to which only the Principal and test coordinator have access. Restricted access should be confirmed prior to receipt of test materials.

3. Be certain that everyone involved in the testing process has been properly trained and informed of responsibilities in the area of test security. Provide sign-in sheets and rosters as well as training agendas. Attendance at training must be mandatory and well-documented. Untrained examiners must not be allowed to test.
4. Be certain that all materials issued to persons administering tests are counted carefully when given out and when returned. Keep a daily log of checkout times and return times. If a problem occurs, notify the School Test Coordinator immediately.
5. Distribute testing materials as close to the actual testing time as possible.
6. Be certain that all persons receiving materials sign a checkout sheet when they receive the materials. This sheet should show date and time.
7. Make certain that all materials are returned immediately after the testing session. Teachers are responsible for turning them in and coordinators are responsible for verifying that they do.
8. Be certain all persons returning materials sign a check-in sheet. This sheet should show date and time.
9. Be certain that materials are issued only to persons who have been carefully advised of their responsibilities for test Security. Only staff members who have been trained on the proper management of **secure** test materials should handle such materials.
10. Follow instructions in the test manual exactly. This is very important because manuals change each year. Not doing so can invalidate test scores.
11. Be certain that the test coordinator, Principal, or Principal's designee is present when demographic data (name, student number, etc.) is entered on test booklets for grades K-12 if this is done in advance. This should be done in a central and well supervised location.
12. Take down or cover any content materials displayed in the classroom if the item(s) could provide assistance to students during the test.
13. Teachers should collect and turn in to the School Test Coordinator any scratch paper used during a standardized test and the School Test Coordinator should destroy it. Scratch paper must not be used for a test if the test directions do not allow it.
14. Teachers should notify the School Test Coordinator of any problems that occur during testing. School Test Coordinators should immediately notify the Principal in writing of any problems and then notify the System Test Coordinator. If necessary, the System Test Coordinator will notify the GaDOE.
15. Make certain that everyone involved in testing in any manner is aware of the items in this list and the list below.
16. Make certain that everyone involved in testing is aware of professional practices and the consequences of violations.

Must Not Do:

1. Allow anyone to see test forms for any state-mandated test before they are administered—not even for a brief look regardless of the reason.
2. Copy tests or test materials in any way—no photocopies, no handwritten copies, no notes may be made about test content, including secure GAA portfolio entries.
3. Allow anyone else to copy tests, testing materials, or make notes about test content.
4. Keep tests or testing materials at the end of the testing session or the assessment window.
5. Give students the answer, or any clues to the answer, to any test item.
6. Make notes about test content during test administration.
7. Use any information about actual test items, regardless of how it is obtained, to help students prepare for the test. Such information may not be shared with anyone for any purpose. This does not include appropriate sample test items or practice materials.
8. During instruction, teach a particular problem or bit of information because it is known to be on the test. (This does not mean that skills and concepts, which are listed in the objectives or on test profiles, should not be emphasized—they should be.)
9. Add anything to, or delete anything from, the directions in the test manual. This violates standardized test conditions and may invalidate scores. Directions may be clarified.
10. Discuss test items or actual test content with anyone at any time. This does not prohibit discussions about test objectives, test profiles, test results, or test preparation.
11. Select and distribute test materials, test forms, writing prompts, etc. in a manner designed to provide a student/group of students with an advantage over others.
12. Alter or interfere with a student's responses.
13. Remove secure test materials from their secure storage location for reasons other than the preparation of materials for testing, actual test administration, and the completion of tasks prescribed by test administration manuals or the *Student Assessment Handbook*.

I received a copy of this three-page document about my responsibilities during standardized testing and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Name: _____ Date: _____

I received specific training on the administration of the _____ on _____.
assessment date

I have read the examiner's manual and understand that I am required to be aware of its contents and to share this information with everyone who assists me with testing.

Name: _____ Date: _____

4.3 A.2 Evidence of Communication to Local Educators Regarding the LEAs Test Security Policy/Plan Which Includes Consequences for Violation

Consequences of Failure to Follow Procedures/Violations of Professional Ethics: All school system personnel are expected to follow prescribed procedures and to operate within ethical guidelines in regard to student assessment. Failure to do so can result in the full variety of disciplinary actions up to and including termination of employment. Violation of the Code of Ethics for Educators will be reported to the Professional Standards Commission (PSC) who may impose a variety of sanctions that can include revocation of the professional credentials of offending educators.

The District Testing Director communicates with local educators regarding the LEAs test security plan which includes consequences for violation. The following is evidence that is maintained:

- Emails
- Agenda
- Sign in sheet
- District and School snapshots of web postings for current updates

4.3 B.1 District/School State Report Card Provided for Public Access on District and School Level Website(s)

The Taylor County School District must widely disseminate to the public an annual district report card for the district as a whole and each school served by the district. The Governor's Office of Student Achievement (GOSA) furnished each district a link to their system and each of their schools' report cards. Under the Elementary and Secondary Education Act, the information must be accessible to the public. The placement of the report card must be in an easily accessible location for parents and stakeholders and should not require more than two clicks. TCSD places the report card link on the main district webpage under the Quick Links and each school's "About Us" tab on their main webpage. The link is listed as "GOSA District & School Report Card."

4.3 B.2 Procedures for Who is Responsible for Ensuring that the Appropriate Link for the School Report Card has been posted on the District Website (Sec. 1111)

The district has hired a part time webmaster that is tasked with keeping the school and district webpages current. School and district officials will email pertinent information to the webmaster who will post it to the school and district pages. The Taylor County School District must widely disseminate to the public an annual district report card for the district as a whole and each school served by the district. The district follows the best practices to ensure all schools send to the webmaster the information as it relates to the report card. The Director of Teaching and Learning and Technology Director collaborate to make sure the webmaster have the appropriate links for Assessment and School and District Report Cards.

5. Internal Controls, Expenditures, Inventory, Drawdowns, Cost Principles – All Programs

5.1 A Internal Controls Required to Be in Writing by 2 CFR Part 200

Taylor County School District operates their federal grants in accordance with the Code of Federal Regulations.

5.1 A.1 Written Allowability Procedures – 2 CFR Sec. 200.302(b)(7); 2 CFR Sec 200.403

Any purchases made with federal funds must follow the guidelines for allowable costs. Taylor County School District's Federal Programs will follow guidelines as detailed in EDGAR, OMB Circulars (such as A-87), and applicable memos, letters, handbooks, and/or communication regarding allowable/unallowable purchases provided by the Georgia Department of Education. The appropriate program coordinator will direct any questionable expense to the GaDOE Area Program Specialist for that program for further clarification.

Federal funds cannot be used to purchase incentives for students, teachers, or to entice participation in professional learning activities. Food for parent engagement activities must be considered "light refreshments." Light refreshments has been defined as items such as donuts, fruit, muffins, juice, coffee, chips, pretzels, popcorn, raw vegetables and dip, nuts, cookies, brownies, punch, soda, and water. Light refreshments do not include pizza, sandwiches, or anything that could be considered any part of a meal. Federal funds can only be expended for events that "build capacity." Thus, it would be allowable to fund a snack for a workshop teaching parents a specific skill, but would not be allowable to provide snacks to parents volunteering.

The Federal Programs Director/Coordinator will review all expenditures to determine allowability prior to the authorization of charges to the grant. The following is adhered when reviewing and authorizing expenditures.

- Aligns with program purpose and the LEA's prioritized needs of the (SIP) (allowable if addresses need identified in CLIP and addressed in district/school plan. If not, it is not allowable).
- Supplement does not supplant.
- Aligns to cost principle allowability.
- Monitors and addresses certain allowable items as charges to a grant as referenced in 2 CFR, Part 200.420-200.475.
- Necessary and reasonable.
- Adheres to period of performance.
- Avoids conflict of interest.

Supplement not Supplant:

District federal programs expenditures are supplemental to those provided to schools from state and local funds. Federal funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of federal funds, be made available from non-federal sources for the education of students participating in the federal programs. The grant administrators ensure that supplemental services are provided by reviewing all expenditures for pre-approval. All schools are Title I Schools in Taylor County School District. We are not required to have a RAM/P.

Financial Management – Process to Review Expenditures to Determine Allowability

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

1. Each budget, after prepared at the system or school level, is reviewed by the appropriate program coordinator to ensure alignment to system (CLIP) and school improvement plans (SIPs), revised as necessary, and approved by the program coordinator. Once the system or school makes the necessary changes and the budget is submitted and approved by the GaDOE, each department or school completes requisitions to submit to the appropriate program coordinator.
2. Requisitions must include:
 - Complete vendor information including phone number (and fax number if applicable)
 - Ship to information including the address for the school
 - Appropriate account number assigned by the system coordinator, Principal or designee based on the budget sheets
 - Sufficient detail to determine if each cost item is allocable, reasonable, and necessary.
3. The requisition is then sent to the appropriate Federal Program Director/Coordinator. The Federal Program Director/Coordinator will make sure that the items are included in the School Improvement Plan and meet federal guidelines for purchasing, including allowability, are reasonable, and necessary.

4. The Federal Program Director/Coordinator also ensures that the items are purchased from the appropriate funding sources and enters items into the accounting software where they are processed and turned into a purchase order by the Finance Department. An electronic signature will be utilized during unforeseen circumstances.
5. If rejected, a reason is noted on the requisition and the school is contacted regarding disapproval.

Invoices

The following procedures are followed for invoices:

- Purchasing Coordinator will process purchase order and send copy of the purchase order to vendor.
- Purchasing Coordinator will submit copy of the purchase order to school/department.
- When the item has been received, the school/department will sign off on the goldenrod copy of the purchase order and return to the Finance Department along with the original packing slip and any other pertinent information that may be required.
- The Finance Department will process payment once the invoice is received.

Payment of Invoice:

The following procedures are followed for payment of invoices:

- The Purchasing Coordinator matches the invoices to the appropriate purchase order and charges the expenditures to the proper fund/program designated on the purchase order by the program coordinator.
- If invoices received that are charged to a federal program exceed the amount of purchase orders, the Purchasing Coordinator alerts the appropriate program and they work together with the coordinator and determine a solution.
- Disbursement is made to the proper vendor for payment.
- Open purchase order reports are provided by Purchasing Coordinator to the federal programs bookkeeper/coordinator as needed to determine if goods or services have in fact been received but not invoiced by the vendor. Contact is made with the vendor to secure an invoice if such instances are noted.

5.1 A.2 Segregation of Duties - GAO-14-704G Standards for Internal Controls for the Federal Government 10.03; 10.12-10.14; 2 CFR Sec. 200.303(a)

Duties are segregated in order to ensure that the grants are handled with fidelity and to help prevent fraud, waste, abuse, and corruption in the internal control system. The Federal Programs Director/Coordinator manages their respective grants and are responsible for exercising good stewardship over the funds and ensuring that the costs incurred are necessary/allowable, reasonable and allocable. They notify the Finance Director when the budget has been approved or amended, as well as if there is an issue or discrepancy concerning

purchase orders, payments, payroll, or journal entries in an effort to reduce and prevent errors, fraud and waste.

The Taylor County School District (TCSD) requires the following segregation of duties associated with cash management to prevent errors, fraud and waste.

Finance Director

Under the supervision of the Superintendent, the Finance Director will carry out the following duties:

- Prepare monthly and annual financial statements for inspection by the Board of Education.
- Establish accounting procedures to ensure that proper internal controls are maintained for the district business office.
- Manage cash flow and investment of available funds.
- Assist the Superintendent in preparation of financial data for the tax digest, state allotments, and other financial areas. Open all bank accounts and reviews prior to reconciliation. Approves reconciliations of other staff members.
- Oversee the reconciliation of all accounts.
- Supervise operation of the business office to include payables and payroll.
- Compile annual budget for board approval and submit it to the Georgia Department of Education.
- Coordinate accounting procedures to ensure that central office and local school administrators follow proper procedures in the budgeting, record keeping, and expending of program funds for which they are responsible.
- Oversee, approve and post monthly and year-end adjustments, run and balance reports.
- Oversee and assist with the preparation and submission of year end and interim financial reports to the Georgia Department of Education.
- Manage funds for SPLOST, Capital Projects and Debt Service.
- Ensures a yearly audit is completed and submitted to the Department of Audits and Accounts.
- Compile data for audit, work with auditors during audit, and prepare MD&A for audit report.
- Assist in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.
- Perform journal entries, budget adjustments, and bank reconciliations.
- Assist in the budget process and enters the budget into the financial software.
- Close books at month and year end.
- Maintain a wide variety of financial records to ensure compliance and the availability of documentation.
- Perform payroll accruals and reversals.
- Oversees internal audits.

- Ensure drawdowns are based on actual expenditures and minimize the time between the transfer of funds.
- Request federal and state grant reimbursements.
- Submit annual completion reports on all federal and state grants.
- Process receipts.
- Enter journal entries into the financial software.
- Facilitate budget preparation.
- Calculate salary adjustments
- Prepare year-end reporting, including W-2's and 1099's.
- Prepare quarterly tax reporting.
- Oversee and consult on any liability insurance issues
- Perform other related duties as assigned by the Superintendent.

Payroll Bookkeeper

Under the supervision of the Finance Director, the Payroll Bookkeeper will carry out the following duties:

- Process monthly payroll and reporting for all system employees.
- Invoice information for any payroll reimbursements.
- Records Management
- Oversees verification of employment
- Compile data for audit; work with state auditors during audit.
- Pay benefits invoices as they become due
- Perform other duties as assigned by the Finance Director.

Accounts Payable Bookkeeper

Under the direction of the Finance Director, the Accounts Payable Bookkeeper will carry out the following duties:

- Assist with annual audits.
- Balance travel reports monthly.
- Match invoices with checks for all bank accounts and keep a running check number listing
- Pay all accounts payable invoices.
- Manage requisitions and purchase orders.
- Enter vendors into the accounting software.
- Process all check requests.
- Perform other duties as assigned by the Finance Director.

Director of Title I, Part A

Under the direction of the Director for Teaching and Learning the Title I Director will carry out the following duties:

Coordinate, monitor, and provide technical assistance to schools for Title I, Part A.

- Monitor all purchases to ensure that expenditures are allocable, reasonable, and necessary. Ensuring all system policies for purchasing, expending funds, and

inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and all items purchased must be a part of the approved budget.

- Approve each purchase requisition/order, travel expense statement and professional learning (PL) leave that is funded through Title IA. Communicate with the Finance Director, Accounts Payable Bookkeeper, Payroll Bookkeeper as needed and request financial reports to ensure alignment and balance prior to each drawdown. Meet with and/or email principals or designees to ensure accuracy of school budgets.
- Ensure system and school inventories are maintained electronically and kept up to date.
- Complete a physical inventory check at each facility each year. Purchase Orders are pulled from object codes 615, 616 to verify if each item is included in each school's and the central office's inventory.
- Ensure each employee is trained annually on his/her responsibility regarding fraud and the channels to report it if suspected.

Secretary/Bookkeeper of Federal Programs

Under the direction of the Director of Title I, the Secretary/Bookkeeper of Federal Programs will carry out the following duties:

- Follow all board policies and procedures.
- Demonstrate prompt and regular attendance.
- Provide daily administrative support by performing a variety of secretarial/clerical functions.
- Assist with development of budget for Federal Programs, (Title I, II, III, IVA & B, V and CARES Act, etc.
- Document, support, and make appropriate timely daily, weekly, or monthly reports.
- Competency in the use of technology-based resources including computers, faxes, printers, productivity software, such as internet use, word processors, spreadsheets, email, as well as understanding the concepts of data management and system security.
- Codes and classifies fiscal documents and posts a variety of accounts, ledgers and other records.
- Copies, scans, and uploads documents into the software program Title 1 Crate, SLDS, Infinite Campus, or other platforms as required by GaDOE.
- Inventory and request office supplies and materials as needed for daily operations.
- Possess and maintain valid and appropriate license, certificate and/or credential as may be required for this position.
- Perform other duties as assigned.

Title II Coordinator

Under the direction of Superintendent, the Title II Coordinator will carry out the following duties:

- Responsible for coordinating, monitoring, and providing technical assistance to schools for Title II, Part A. Review and authorize all expenditures and if necessary, reconciliation of costs charged to Title IIA.

- Monitor all purchases to ensure that expenditures are allocable, reasonable, and necessary. Ensure all system policies for purchasing, expending funds, and inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and all items purchased must be a part of the approved budget.
- Approve each purchase requisition/order, travel expense statement and professional learning (PL) leave that is funded through Title IIA. Meet with the Accounts Payable, Payroll Clerk, Accounting Specialist, and Accounting/Audit Coordinator as needed and request financial reports to ensure alignment and balance prior to each drawdown to monitor drawdowns to ensure they are based on actual expenditures.
- Assist auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and all Title IIA cross functional monitoring documents).

Title III Coordinator; Title IV-A; Migrant Education Coordinator

Under the direction of the Director of Teaching and Learning, the following duties are performed:

- Ensures compliance with all applicable guidelines.
- Provides technical assistance
- Assists in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.
- Assists the Finance Department processing purchase requisitions, verifying available funds for accounts charged to system accounts, and payment of invoices.
- Reviews financial information for potential budget variances and ensures fund balances are accurate.
- Maintains a wide variety of financial records to ensure compliance and the availability of documentation.
- Approves purchase requisitions, employee expense statements, and registration payments for compliance and accuracy.
- Assists with the development of grant proposals.
- Performs the needed administrative tasks for effective implementation of several federal and state sponsored programs and other grant management tasks as assigned.

Director of Special Education

Under the supervision of the Director of Teaching and Learning, the Director of Special Education will carry out the following duties related to IDEA, CEIS, and Special Needs Pre-K:

- Maintains accurate records and internal controls (e.g. ledgers) ensuring compliance with all applicable regulatory requirements and accuracy of fund balances (object codes).
- Reviews detail and summary reports for potential budget variances and ensures fund balances are accurate.
- Maintains a wide variety of financial records to ensure compliance and the availability of documentation.

- Approves purchase requisitions, travel expense statements, and registration payments for compliance and accuracy.
- Manages Consolidated Application budgets.
- Assists with database activities related to the financial system.
- Ensures the special education inventory is accurate.
- Assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and all IDEA monitoring documents).

Segregation of Duties for Cash Management

- Cash receipts will be handled by the accounting clerk in the Finance Department that is not responsible for making the deposit, recording the entry into the books, and reconciling the bank statement.
- Check receipts may be handled by the accounting clerk in the Finance Department. Copies of the checks will be maintained with the record of the receipt in the receipt book.
- A secondary signature by an accounting clerk is required on receipts to verify the amounts receipted.

Segregation of Duties for Purchasing

- Requisitions will be approved at the school or department-level by the appropriate administrator authorized to make purchasing decisions prior to being entered into the accounting software. This will be the grant administrator for federal awards.
- The Finance Director or designee will review the requisitions for appropriateness and for proper account use. Once determined appropriate, the requisition will be approved and returned to the Purchasing Coordinator. Purchase orders for federal grants will be forwarded to the appropriate grant manager for approval before sending to the requestor. The applicable grant manager for ALL of the federal programs will compare the purchase with the budget approved by the State.
- After the purchase has been made, the invoice will be sent to the Finance Director where the Purchasing Coordinator will stamp received and send to the appropriate department or school for verification prior to payment. Each grant administrator/designee will approve payment of the invoice.
- The bookkeeper and administrator verify that the product or service was received to satisfaction and that the correct account code was used. The invoice is approved for payment at this level and returned to the Purchasing Coordinator in the Finance Department.
- The Purchasing Coordinator matches the approved invoice with the purchase order and submits them to the purchasing department and finance office for final approval.
- Once approved by the Finance Director, the accounts payable clerk enters the invoices as a claim into the accounting software

5.1 A.3 Written Procurement Procedures – Specific Levels Described in §200.317 through §200.327; 2 CFR Sec. 200.318(a)

The Taylor County School District implements procurement procedures that include a clear and accurate description of the technical requirements of the material, product or service being procured.

Purchasing Policy (DJE)

The Taylor County School District Board of Education authorizes the use of purchasing cards and credit cards by authorized employees and board members for purchases of items or services that directly relate to such card user's duties or responsibilities for the school district in accordance with procedures established by the Superintendent or designee. Such procedures shall provide for the following:

- (1) Designation of users who are authorized to be issued district purchasing or credit cards
- (2) A requirement that, before being issued such cards, authorized users shall sign and accept an agreement that they will use such cards only in accordance with the district's policy and procedures
- (3) Transaction limits for the use of such cards
- (4) A description of purchases that shall be authorized for use of such cards
- (5) A description of purchases that shall not be authorized for use of such cards
- (6) Designation of the district's card administrator
- (7) A process for auditing and reviewing purchases made with such cards
- (8) Provisions for addressing a violation of purchasing or credit card policies or procedures and imposing penalties for violations including, but not limited to, revocation of card privileges.

Purchasing Authority Policy (DJE)

The Taylor County School District shall always strive for honest and fair business relationships in purchasing. Quality services and products based on competition shall be the guiding philosophy of purchasing. Purchasing authority shall be vested in the Superintendent of Schools. All purchases shall conform to the Official Code of Georgia, board policies, and accounting standards.

No board member or employee should accept gifts from any person, agency, or firm doing business with the Taylor County School District System.

When quality of service or product is equal and competitive in price, preference should be given to local firms. The Taylor County School District shall select local vendor on basis of price,

quality of product, and service. The Taylor County School District shall strive to distribute the purchases among local vendors using the selection criteria.

Domestic Preferences for Procurements (200.322)

“To the greatest extent practicable,” must provide a preference for the purchase of goods and materials produced in the U.S. This section must be included in all subawards, contracts, and purchase orders.

All purchase orders/requisitions shall be approved by principal/immediate supervisor. Purchase orders/requisitions from the school/department shall contain:

- a. Signature of principal/supervisor
- b. Listing of item(s) to be purchased
- c. Quantity of item(s) to be purchased
- d. Price of item(s) to be purchased (optional)
- e. Name of vendor, complete mailing address, complete phone and fax number
- f. Name of person completing request

Blank purchase orders shall not be approved.

“Open purchase orders” shall not be approved.

Any purchase not complying with procedure shall not be approved for payment. Purchase orders/requisitions from the maintenance or transportation departments shall contain:

- a. Listing of item(s) to be purchased
- b. Price of item(s)
- c. Name of vendor with complete mailing address, complete phone and fax number
- d. Person completing request
- e. School/vehicle for which item purchased
- f. Cost center (optional)

Entering into a contract (object code 300). Contracts should be detailed enough to specific:

- Service(s) being purchased/provided
- When service must be delivered (date)
- Names entering into contract, contract rate (total fee/per hour)
- Timeframe of contract
- Method of payment
- Where services will be provided (location)
- Signatures/date
- Any other relevant information

5.1 A.4 Written Method for Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients – 2 CFR Sec. 200.320(d)(3)

Guidelines for Purchased Professional Services Contracts

Requirements for Purchased Professional Services Contracts for Federal Grants:

- Funds from the approved federal grant budget for the district or a school may be used to purchase professional services from allowable sources to increase teacher capacity, increase student academic achievement and promote parent engagement between the district, schools, and community.
- Purchased Professional Services Contracts must be approved by the grant director/coordinator, the Finance Director, and the Superintendent **prior** to the start of services.
 - Services started prior to approval of the Purchased Professional Services Contract by **all** approvers cannot be paid with federal funds.
- The grant administrator will determine if the purchased professional services are reasonable and necessary, allocable to the grant being used to fund the services, and allowable under federal compliance guidelines.
- Examples of allowable services that may be purchased using a Purchased Professional Services Contract are as follows:
 - Professional learning for teachers, school, and district staff delivered by a consultant or company.
 - Professional learning may be delivered through the following methods:
 - On-site
 - Live or pre-recorded webinars
 - Services to increase student academic achievement.
 - Examples of these services may include:
 - Online or paper student assessments
 - Services to translate district and school Title I, Part A parent engagement information into another language.
 - District and school parent engagement documents that may be translated include:
 - Parent and family engagement policies
 - Newsletters
 - Parent compacts
 - Flyers and invitations for parent workshops or events
 - Handouts to be disseminated at parent workshops or events
 - Parent surveys to obtain feedback regarding parent engagement and parent workshops or events.
 - Services to interpret Title I, Part A information presented at district or school parent engagement meetings and workshops for students and parents/guardians with language barriers who attend.

- All district and school purchases made through a Purchased Professional Services Contract must be listed as an identified need in the district/school Comprehensive Needs Assessment (CNA) or in the District/School Improvement Plan (DIP/SIP) as applicable AND in the district's/school's grant budget.
- All district and school purchases made through a Purchased Professional Services Contract must adhere to the following federal purchasing guidelines:
 - Any purchase in excess of \$10,000 for single or multiple services must address termination stipulations 2 CFR 200.327 Appendix II (A) and must have a minimum of three quotes unless the vendor is a sole source vendor.
 - The three quotes must be submitted to the grant administrator with a written justification for review and approval.
 - If a sole source vendor is used, a justification must be included in the written justification detailing why the sole source vendor was selected.
 - A copy of the vendor's sole source letter must be submitted with the written justification.
 - District Board of Education approval is required for services totaling \$50,000 or more.
 - If a vendor will provide services through multiple Purchased Professional Services Contracts throughout the school year and the total fee for services on all contracts totals \$50,000 or more, District Board of Education approval is required.
 - If a purchase will be over \$250,000, a cost or price analysis must be completed. A cost analysis means evaluating the separate cost elements that make up the total price (including profit). 2 CFR 200.324 (a)(b)
 - Independent estimates will be gathered before receiving bids or proposals.
 - The coordinator or team leader will verify that the services provided/delivered are acceptable before payment is made.
 - The records will be maintained by the Finance Director to detail the history of procurement. If a request for proposal is made, that documentation will also be maintained by the Finance Director.

Completing the Purchased Professional Services Contract

- Forms:
 - The most current form published by the grant administrator must be used.

Changes to Purchased Professional Services Contract

- Changes to an approved Purchased Professional Services Contract must be requested in writing **prior** to the service date as listed on the contract.
- Requested changes should be submitted to the grant administrator via email and should detail all changes needed to the contract.

Payment of Purchased Professional Services Contracts

- The grant administrator will request payment of the Purchased Professional Services Contract from the Finance Department after completion of services listed on the contract.
- Payment to the vendor will be made **only** after services are verified and required documentation has been received, reviewed, and approved by the grant administrator.
- The following documentation must be submitted to the grant administrator as evidence of fulfillment of services for professional learning or consulting services:
 - Approved agenda for **each** day of service listed on the contract.
 - Complete sign-in sheets for **each** day of service and session listed on the contract.
 - The sign-in sheet template provided by the grant administrator should be used.
 - Sign-in sheets must contain all requested information for each participant.
 - Sign-in sheets must contain the same heading as listed on the approved agenda(s).
 - Separate sign-in sheets received grouping multiple sessions during a single day of service together will be returned and must be corrected.
 - Separate sign-in sheets for each session must be created, signed by all participants, and submitted to the applicable grant coordinator/director.
 - Copy of the presentation, talking points, and/or handouts.
 - Training materials must be consistent with the topics listed on the approved agenda and Purchased Professional Services Contract.
 - Invoice from the vendor for all dates of services to include the following information as listed on the Purchased Professional Services Contract:
 - Vendor name and address
 - Invoice date that is **on or after** the last date of service listed on the Purchased Professional Services Contract
 - Description of services
 - Total fee for services
- After approval of the documentation required as evidence of fulfillment of services listed on the Purchased Professional Services Contract, the grant administrator will authorize payment of the contract by initialing, dating, and annotating 'OK to Pay' on the contract. The Purchased Professional Services Contract, supporting documentation, and invoice will be submitted to the Finance Department for processing.
- Payment of Purchase Professional Services Contracts should be made in a timely manner (preference 30 days).

Contract Oversight

The grant administrators will only authorize payment of federal funds to contractors that perform in accordance with the terms, conditions, and specifications of the contract. Payment will only be made after deliverables are received. **Multiple year contracts should include the opt-out clause to clearly state “if Title I funds are no longer available the contract will be void.”**

Statewide Contracts

To the extent that a need exists for purchasing contracted services or equipment with federal funds, TCSD may utilize Georgia’s statewide contracts for the procurement of services in the same capacity as state agencies and universities. The use of statewide contracts may benefit federal programs in that these contracts can, oftentimes, fill a need for specialized supplemental supports such as interpreting and translation services. In exercising this option for the procurement of services, TCSD will follow the ordering instructions listed on the individual contract information sheets and the system’s internal processes. Products on State Contract are not required to be bid. The following should be adhered to:

- If utilizing a statewide contract for a federal purchase between \$10,001 and \$250,000, a statewide contract should suffice without additional quotes.
- If using a statewide sole source contract, the school/department should either attempt to get additional quotes or document that the provider is sole source for their individual needs.
- If utilizing a statewide contract for a purchase in excess of \$250,000, TCSD must ensure all federal requirements are met.

Even if using a Statewide contract, if the purchase is \$50,000 or more, Board approval is required.

Period of Performance Flexibility

The intent of federal funds is to benefit students, teachers, and school leaders in that fiscal year through the grant period as indicated on the Grant Award Notice (GAN). For purchases that cross grant periods (software, computers, equipment) the system is provided flexibility from GaDOE as follows:

- Purchases: Purchases may be extended beyond one year to take advantage of cost reductions only if the students, teachers, and school leaders in the current fiscal year receive benefit from the purchase.
- Leases and licenses: If instructional software subscriptions are purchased after January, TCSD must provide an explanation within the budget description indicating how students in the current fiscal year will benefit from the purchase. Professional learning

and/or recruitment software and/or licensing do not require an explanation within the budget description.

- Professional development registration: To maximize cost efficiency, TCSD may take advantage of early bird professional development registration where early bird registration occurs in the original grant period and the actual professional development occurs in the carryover period. Supporting documentation should be kept on file.

TCSD will ensure that all purchases align to the grant period as much as possible to reduce the risk of non-compliance. Additionally, in the planning process, TCSD will weigh all options and ensure the students and staff are receiving the maximum benefit of the federal award.

Record Maintenance (2 CFR Sec. 200.318(I))

Records that detail the procurement history are maintained by the Finance Department for a period of five years. Records include:

- Method of procurement
- Contract type
- Selection or rejection of contractor
- Basis for the contract price

Bids shall be obtained for any single purchase or multiple purchases of a single item or service during the fiscal year which is equal to or exceeds \$50,000 and shall be approved by the Board.

Quotes shall be requested from at least three (3) vendors for any single item purchase equal to or greater than \$10,000. Quote sheet listing vendors and bids shall be attached to the requisition.

The Taylor County School District School System shall purchase single source items or items from the Georgia bid list without complying with the request for quotes or bids. Purchases from reimbursable funds administered by state and/or federal agencies shall comply with the regulations of those agencies. Purchase orders/requisitions shall be signed by the Superintendent or designated representative. Purchase orders shall be prepared on all goods purchased. Purchases shall not be made from vendors who do not participate in the system's purchase order procedure.

Invoices shall bear signature of person receiving goods and approval of supervisor(s). Purchaser shall return invoice to immediate supervisor for attachment to purchase order.

Methods of Procurement with Federal Funds

In addition to local requirements, procurement with federal funds is based on one of four levels:

- Micro-Purchase (\$0-\$10,000)
- Small Purchase (\$10,000-\$250,000)
- Sealed Bids (>\$250,000)
- Competitive Proposal (>\$250,000)
- Sole Source

Procurement levels are periodically adjusted for inflation.

Micro-Purchase: A micro-purchase is an acquisition of products/supplies or services using simplified acquisition procedures where the aggregate amount does not exceed \$10,000 (micro-purchase threshold). Micro-purchase procedures are a subset of the system's small purchase procedures. TCSD uses micro-purchase procedures in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and costs. Micro-purchases may be awarded without soliciting competitive quotes if the system considers the price to be reasonable. To the extent practicable, purchases must be distributed equitably among qualified suppliers with reasonable prices. TCSD calculates the aggregate dollar amount for each purchase order of products/supplies or services.

Small Purchase: Small purchase procedures are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold. Under the small purchase procedures, price or rate quotes must be obtained from an adequate number of qualified sources (at least two).

Sealed Bids: Procurement by sealed bids (formal advertising) are when bids are publicly solicited and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The following conditions must be present for sealed bids:

- A complete, adequate, and realistic specification or purchase description is available.
- Two or more responsible bidders are willing and able to compete effectively for the business.
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

The following requirements apply for sealed bids:

- The invitation for bids will be publicly advertised and bids must be solicited from an adequate number of known suppliers, providing them sufficient response time prior to the date set for opening the bids. Invitations are placed on the Georgia Registry and the website.
- The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond.
- All bids will be publicly opened at the time and place prescribed in the invitation for bids.

- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the lowest bid when prior experience indicates that such discounts are usually taken advantage of.
- Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals

Procurement by competitive proposals is normally conducted with more than one source submitting an offer and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. For competitive proposals, the following requirements apply:

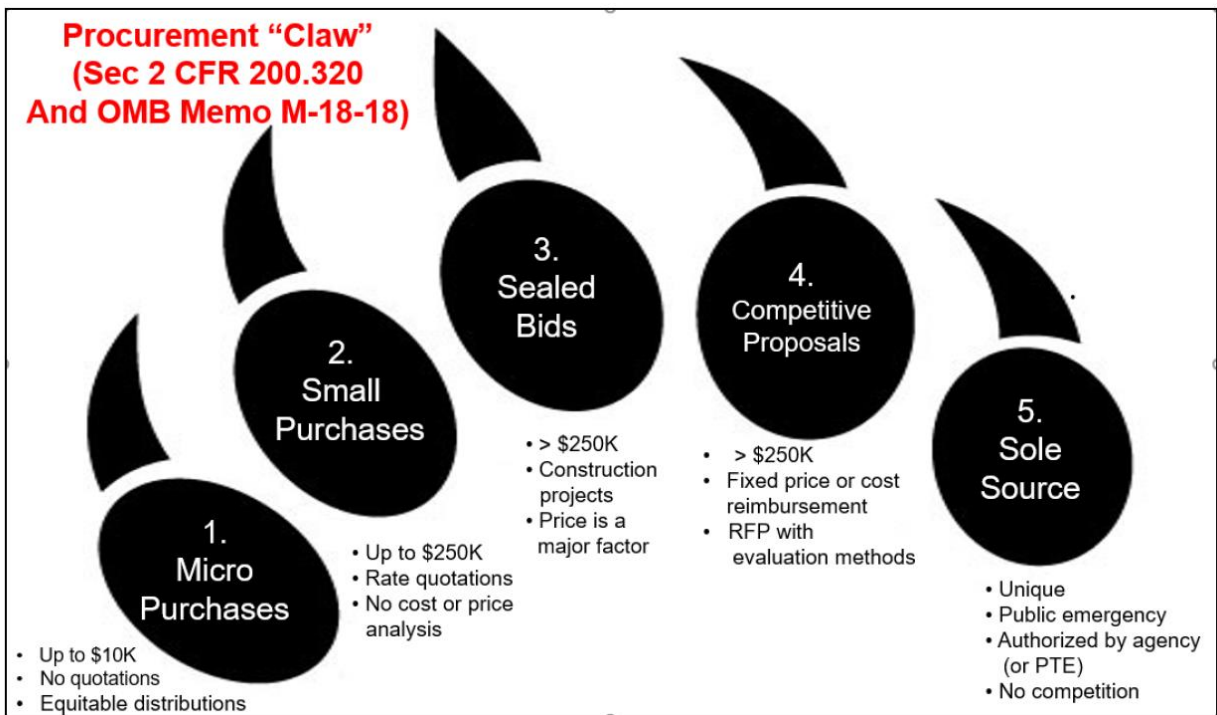
- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical.
- Proposals must be solicited from an adequate number of qualified sources.
- The system must have a written method for conducting technical evaluations of the proposals received and for selecting recipients.
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program with price and other factors considered.

Noncompetitive Proposals

Procurement by noncompetitive proposals (sole source) is conducted through solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

- The item is available only from a single source.
- The public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation.
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the system.
- After solicitation of a number of sources, competition is determined inadequate.

Procurement by sole source should be limited.



Taylor County School District 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 detailed 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.
- 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.

The Board of Education may reject any or all bids. The Board may in its judgement consider such factors as service, location, and timeliness of delivery; therefore, they may accept the bid that appears to be in the best interest of the school system even if it is not the lowest bid. The Board reserves the right to waive any formalities in or reject any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids.

Contracts binding the school district can be made only by the Board or the Superintendent or approved agent.

5. 1 A.5 Written Conflict of Interest Policy [2 CFR §200.318(c)(1)]

Definition

Conflict of interest is defined as a situation that has the potential to undermine the impartiality of a person because of the possibility of a clash between the person's self-interest and professional or public interest.

Standards of Conduct

The Board, Superintendent, and administrative employees of TCSD have the responsibility of administering the affairs of the Taylor County School District. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with Taylor County School District Board of Education or knowledge gained for their personal benefit. The interests of the organization must be the first priority in all decisions and actions. Employees who are engaged in the selection and administration of contracts shall abide by the following:

- No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, agent, or member of his/her immediate family, his/her partner, or an organization that employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a vendor considered for a contract.
- Officers, employees, and agents of TCSD may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontract.
- For situations in which the financial interest is not substantial, or the gift is an unsolicited item of nominal value, these items are considered to be reasonable and not given in order to improperly influence business decisions. Items of nominal value are those items that are \$25 or less in value and may include a certificate, meal, perishable item, plaque, or token promotional item.

Staff Conflict of Interest Policy

Nepotism

In compliance with Georgia Board of Education Rule 160-5-1-.36 Local School Board Governance, the Taylor County Board of Education ("the Board") adopts the following nepotism provisions:

No person who has an immediate family member sitting on the Board or serving as Superintendent or as a Principal, assistant Principal, or system administrative staff shall be eligible to serve as a member of the Board, provided that the immediate family member's employment in his or her position began on or after January 1, 2010. This paragraph shall apply only to Board members elected or appointed on or after July 1, 2009. Nothing in this paragraph shall affect the employment of any person who was employed by the Board on or before July 1, 2009, or who is employed by the Board when an immediate family member becomes a Board member.

No person shall be eligible to be appointed, employed, or to serve as Superintendent of Schools who has an immediate family member sitting on the Board or who has an immediate family member hired as or promoted to a position as Principal, assistant Principal, or system administrative staff on or after July 1, 2009, provided that the immediate family member's employment in his or her position began on or after January 1, 2010. Nothing in this paragraph shall affect the employment of any person who was employed on or before July 1, 2009, or who is employed when an immediate family member becomes the Superintendent.

Reporting Potential Conflicts

All employees and staff members of TCSD involved in a potential conflict of interest shall immediately report it to their immediate supervisor and/or the superintendent or his/her designee, who shall have the primary responsibility for initiating the investigation. If the reporting employee is involved in the potential conflict, then it should be immediately reported to the superintendent or his designee.

Violations of these standards will result in reporting of said personnel to the superintendent or his/her designee, and if appropriate, local authorities. If an investigation substantiates occurrence of fraudulent activity, the superintendent/designee shall issue a report to the appropriate personnel and Taylor County School District 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.

Conflict of Interest Training

The Director of Human Resources, Title I Director, and school Principals conduct training on Fraud, Waste, Abuse, and Corruption at the beginning of each school year with all school

Principals and it is also provided to ALL staff via the Safe Schools Professional Learning Platform. Principals are responsible for ensuring that all staff members complete required modules in Safe Schools at the beginning of the school year to ensure that they fully understand all policies and procedures. The Principal, as well as Director of Human Resources, is responsible for monitoring the Safe Schools Platform to ensure that the staff members complete the modules.

[Board of Education DIE: Fraud Prevention](#)

5.1 A.6 Written Personal Compensation Policies [2 CFR §200.430(a)(1); SBOE 160-3-3.04]

Compensation for personal services includes all remuneration, paid currently or accrued, for services rendered by employees during the period the grant is awarded, which includes but is not limited to, salaries and wages. Salaries are paid based on the Taylor County School District Schools Salary Schedule for the current year. Substitute pay is based on the educational background of the substitute.

Time and Effort

Taylor County School District maintains time and effort records for all employees whose salaries or other compensation are paid in whole or part with federal funds (not to exceed 100%). In order to ensure that compliance is maintained, the following procedures should be adhered to:

- Federally funded staff follows the sign-in procedures established by the district and/or school. Electronic signatures will be utilized during unforeseen circumstances.
- Professional qualifications are reviewed prior to hire and maintained by the Human Resources Department.
- Job descriptions are provided to all applicable employees.
- Program Coordinators, along with the designated supervisors, monitor the duties and responsibilities of all federally funded staff.
- General ledgers are reviewed on a regular basis to ensure that payments are aligned with the approved federal positions and work performed.

Periodic Certifications

Periodic Certifications are required twice a year after-the-fact for staff working solely on a single cost objective and account for the total activity during the certification period. The process takes place after the first semester in January/February, and then again, after the second semester in July/August. A group form is used to complete Periodic Certifications. The forms are signed by the direct supervisor and are kept on file in the appropriate office. Electronic signatures will be utilized during unforeseen circumstances. For certifications with multiple grants, the programs should be listed next to the employee's name under the Federal Program's column. The Secretary/Bookkeeper of Title I collects and maintains a file of all of the Periodic Certifications from the Principals or program coordinators after each certification period has occurred.

Personnel Activity Reports (Time Logs)

Split-funded personnel are required to maintain a Personnel Activity Report (PAR) or a time log describing the specific federally funded duties performed. The format used is the time log from GaDOE. The split time log is filled out after the end of each month and submitted to the immediate supervisor for review and signature. Electronic signatures will be utilized during unforeseen circumstances. The duties on the time log must be specific regarding the grant activities and responsibilities provided by the split-funded personnel. Supporting or source documentation is kept by the person owning the time log, and the signed forms are maintained in the appropriate office. Each month, the Federal Programs Director, the Finance Director, and the Superintendent will review the split-funded log for allowability and monthly percent/time breakdown. If the information is not accurate, payroll will be adjusted to reflect the percentages. A timeline for reconciliation and adjustments is completed by the end of the year so that the final amount charged to the federal award is accurate, allowable, and properly allocated. Program directors ensure that the timelines are discussed at the monthly meeting and they are also included in the procedural manuals. Revisions are made to the timeline as received from GaDOE.

Stipends/Additional Compensations

1. State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the LEA.
2. For professional learning events that take place off-contract hours, stipends can be paid using Title I funds, either budgeted by the schools through the school's allocation or through district set-asides. After the PL event has taken place, time sheets or sign-in sheets are submitted to the Office of Federal Programs, along with supporting documentation of PL event such as handouts, agendas, copies of presentations, and evidence for implementation or implementation artifacts. Stipends will be paid once evidence for implementation or implementation artifacts have been provided. Documentation of evidence must be related to information received in the training session. These documents are signed by the employee, supervising staff person, Director of Federal Programs.
3. After reviewing for accuracy and adding appropriate account codes, the documentation is submitted to the Business Office for payment. Stipend payments are made directly to the employee through the payroll process.
4. Stipends/Additional Compensations are funds awarded by the district to certified personnel for successfully completing learning opportunities that have occurred at any time during the fiscal year outside of the employee's normal contract/work hours (GaDOE Rule 160-3-3.04). Learning opportunities include successful completion of conferences, workshops, or courses approved by the professional learning coordinator and federal grant administrator. The Director of Federal Programs will work with other

program coordinators/directors to annually determine and give input for rates to have board approved.

5. The plan for FY 21-22 is to provide funds at the following rates:

- Professional learning stipends: \$150 for a full day session, and \$85 for a half-day session for teachers.
- For extended day and summer school contracts: \$15.00 non-certified paraprofessionals/tutors that are non-certified and do not work within the district
- \$20 certified paraprofessionals
- \$35 teachers

Stipends/Additional Compensations may be awarded only if the following conditions exist:

- There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, school/district initiative, product, and/or specific goal
- There is evidence that the knowledge, skills, practices, and dispositions developed through participation in or facilitation of professional learning have been implemented/demonstrated in the classroom/work setting
- Participation occurs beyond regular contract hours, days, or school year

A request for payment for the stipend/additional compensation is initiated by the Principal or Program Coordinator. A description, as well as the list of personnel receiving payment, should be included with the stipend/additional compensation request. The Federal Programs Department verifies that the professional learning is a part of the School/District Improvement Plan. Once verified, the Federal Programs Department identifies the appropriate account number and forwards the paperwork to the Payroll Coordinator for processing of payment.

Professional Learning Stipends/Additional Compensation for Federal Funds

1. Guidelines for stipends/additional compensations must follow the Taylor County School District Board of Education guidelines.
2. Stipend/Additional Compensation activities must be aligned to district/school improvement plan and professional learning needs.
3. A Professional Learning Planning Form must be completed at least 10 working days prior to the professional learning activity for approval.
4. Once the professional learning activity is completed, the Principal or person providing the professional learning sends the sign-in sheets, agenda, and documentation of work completed to the appropriate Federal Programs Director/Coordinator.
5. Stipends/Additional Compensations may not exceed \$150 per day for certified staff.
6. A periodic certification sheet will be completed for the participants.

5.1 A.7 Written Travel Policy - 200.474; 200.475; OCGA §50-5B-5; OCGA §20-2-167(b;) SBOE 160-5-2-.23; Financial Management for GA LUAs Chapter 40

Written Travel Reimbursement for Travel Expenses

Employees may be reimbursed for travel expenses incurred that are related to their job duties as a result of having to travel to an offsite work location. Participation of an individual must be necessary to the federal award. Allowable expenses may include transportation, subsistence, lodging, and other related expenses (i.e. parking fees) incurred by employees who are in travel status on official business for TCSD, which are subject to certain limitations that are reasonable and allowable with the proper documentation only to the extent such costs are consistent with the district's written reimbursement policy. Prior approval must be granted by the Program Coordinator for all travel where reimbursement will be requested. Travel Reimbursement Forms should be completed within thirty (30) days of returning from the training and must be signed by the Principal if funds are school-based managed prior to forwarding to the Federal Programs Director/Coordinator. If grant is managed at the district level, each grant administrator will sign-off prior to submitting to the Finance Department. Electronic signatures will be utilized during unforeseen circumstances. After forty-five (45) days, IRS regulations require travel reimbursements to be paid through payroll and subject to payroll taxes. Proof of the conference/training session attendance is required by either attaching the conference agenda, certificate of completion (if applicable) or PL Training Log to the Travel Reimbursement Form. Hotel and parking receipts should also be attached (if applicable). Exemptible hotel taxes are non-reimbursable. Mileage should be calculated from the employee's work location to the conference destination at the State Mileage Reimbursement Rate. Reimbursement for business use of a personally-owned vehicle is calculated per mile, from point of departure after deduction for normal commuting mileage, based on the current reimbursement rate.

Business Miles versus Community Miles

Round-trip mileage between the employee's Residence and Primary Work Station is personal commuting expense and is not eligible for travel reimbursement.

Residence: The primary location (tax home base) where you personally reside.

Primary Work Station: The location a State employee regularly reports to for work. An employee's manager must use good judgment and declare one of the following as employee's Primary Work Station (PWS).

Normal commuting miles must be deducted when calculating total mileage reimbursement, which is mileage traveled by State travelers between their Residence and Primary Work Station.

Exceptions:

- If travel occurs on a weekend or holiday outside of the normal work schedule, mileage is calculated from the point of departure with no reduction for normal community miles.
- If an employee's Primary Work Station is his/her Residence, the requirement to deduct normal commuting miles does not apply since, by definition, there are none.

Tolls and reasonable parking charges incurred while on official State business will be reimbursed, in addition to the mileage allowance. While there are no maximum limits for parking, employees are encouraged to utilize low-cost, long-term parking to minimize the cost.

Meal Reimbursement

Meal reimbursement is calculated at the state rate according to location. The standard in-state per diem rates are as follows:

- Breakfast - \$6.00
- Lunch - \$7.00
- Dinner - \$15.00

The high cost in-state per diem rates for Atlanta, Savannah and Brunswick are as follows:

- Breakfast - \$7.00
- Lunch - \$9.00
- Dinner - \$20.00

Meal reimbursement cannot be claimed for a single day travel nor can any meals be claimed that are provided as a part of the conference/training session. Because the meal reimbursement rates are based on the State of Georgia Meal Allowance Rates, meal receipts are not needed. Once the Travel Reimbursement Form is received with supporting documentation, the Federal Programs Director/Coordinator will add the appropriate funding source, retain a copy for the appropriate office, and forward to the Finance Director for approval and processing.

Meal Per Diem During Non-Overnight Travel:

Employees who travel more than 50 miles and are away for more thirteen (13) hours may receive per diem for the noon meal, even when there is no overnight lodging. In addition to the noon meal:

Employees who depart prior to 6:30 a.m. are entitled to per diem for breakfast.

Employees who return later than 7:30 p.m. are entitled to per diem for dinner.

Employees must meet the eligibility requirements outlined above for per diem related to the noon meal before per diem for breakfast and/or dinner will be considered.

5.1 B.1 Procedures to Support Suspension & Debarment [34 CFR 85.110 and 2 CFR 180.200.]

Each Federal Program Director/Coordinator and/or district designee must check the System for Award Management (SAM website), prior to approving any contract or subcontract expected to equal or exceed \$25,000 to ensure the vendor is not on the list of suspension and debarment.

Evidence of the verification will be in the form of a search result screenshot printed, signed, dated, and placed in the debarment and suspend binder. Our district cannot and does not purchase from any vendor or contracted person/company identified on this website as being suspended or debarred. In the event the vendor or contracted person/company is not registered with the System for Award Management, a debarment statement is sent to the vendor or contracted person/company. Vendor or contracted person/company will return debarment statement verifying that they are not debarred or suspended.

5.2 Written Procedures for Managing Equipment [2 CFR §200.62(c); 2 CFR §200.313]

Taylor County School District may only use federal funds for the purpose the program is intended. Federal programs ensure that students who are socio-economically disadvantaged have equal access to educational resources in order to assist them in meeting the state standards. Any equipment purchased with federal funds must be reasonable and necessary to implement designed projects for eligible students.

An inventory of tangible personal property having a useful life of more than one year will be maintained at the system and/or school level. This includes all items purchased under state object codes 615 (expendable equipment) and 616 (expendable computer equipment). In addition, pilferable items are defined as technology items that cost less than \$5,000 per unit, such as cell phones, iPads, tablets, graphing calculators, projectors, cameras, camcorders, DVD players, computer equipment and televisions. All equipment, as well as pilferable items, with a shelf life of one or more years will be placed on the inventory spreadsheet. Laptops are entered into the spreadsheet for inventory purposes.

Supplies are generally considered to be consumables because they have a shorter shelf life, and therefore, do not have to be entered. However, the district is still required to have a process for labeling and locating supplies purchased with federal funds. Non-equipment supplies, such as novels, leveled readers, and teacher's kits, which will be recycled and used by other students and/or teachers, will be included on each school's Federal Programs Non-Equipment Inventory Spreadsheet.

Other classroom supplies that are consumable, such as student workbooks, copy paper, pencils etc. are not required to be entered on the Federal Programs Non-Equipment Inventory Spreadsheet; however, supplies should be monitored when distributed.

5.2 A.1 Acquisition of Equipment

All newly acquired equipment must support initiatives in the district and/or a school's improvement plan. The school Principal will order Federal Programs purchases based upon the school needs and School Improvement Plan. The Principal will have the bookkeeper or technology director to create requisitions to submit to him/her prior to submitting requisitions to the Federal Program Director/Coordinator. Procurement procedures as outlined in this

document must be followed to obtain equipment. The Federal Program Director/Coordinator will make sure that the items are included in the School Improvement Plan and meet federal guidelines for purchasing, including allowability, reasonable, and necessary. The Federal Program Director/Coordinator also ensures that the items are purchased from the appropriate funding sources and enters items into the accounting software where they are processed and turned into a purchase order by the Finance Department.

5.2 A.2 Method of Entering Information into the LEA's Inventory Management System

Inventories will be maintained by the district technology director. The director will ensure that a designee at each site is aware of the items on a spreadsheet that at minimum includes the following: description of property, vendor, serial number or other identification number, funding source, FAIN number (on grant award), use of equipment, acquisition date, purchase price, location of asset, current condition, disposal date, sale price of property. Equipment must be entered within 30 days of equipment being received and prior to use.

All equipment purchased is monitored by the appropriate system-level Federal Program Director/Coordinator, school level administration. The Director of Technology keeps up with the master spreadsheet and communicates with all federal programs coordinators/directors. All equipment purchased by schools must be properly labeled with an identification number and documented on an inventory sheet. Inventory is documented on a spreadsheet/ and will soon be converted next year to a new software program called Hayes. All federal program property is identified by a label/barcode on the equipment. The database, Hayes, once implemented will include a description of the item, serial number, and date of purchase, funding source, cost, school/location, and current condition. In the event equipment needs to be repaired or replaced, a notation is placed on the inventory stating where the equipment is taken for repair. Until then, the Director of Technology will utilize the spreadsheet that has been established. Each item must be checked and/or noted on the inventory record specifically for condition and location. Principals attest that the equipment is as identified on the inventory record submitted to the Director of Technology. Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed of, surplus forms are completed and kept on file. Disposal occurs according to the Taylor County School District disposal procedures. Hard and electronic copies of the inventories are filed with the Federal Programs Director/Coordinator. Each Federal Programs Director/Coordinator will receive a signed copy of document from the Director of Technology or designee who conducts onsite monitoring of inventory at least one time a year.

5.2 A.3 Off-site Use of Equipment

Every precaution must be taken to ensure that equipment used off-site by personnel and students is used for academic purposes and that the equipment is returned at the end of use free of damage and in good working order. A designee at the school level must maintain

detailed records of the equipment, its location, to whom it is checked out, and when it is returned and submit to the Director of Technology.

5.2 A.4 Physical Inventory

District-level fall physical inventory: The appropriate Federal Program Director/Coordinator of each funding source or designee will complete a physical inventory check along with the Director of Technology at each facility annually, beginning in the fall and completed prior to the end of November. Purchase orders will be pulled from object codes 615, 616 to verify each item having a useful life of more than one year is included in the inventory, is located as assigned, and is being used for the intended purpose. The appropriate Federal Program Director/Coordinator of each funding source will be informed and invited to provide feedback on inventory monitoring to each Principal and school level inventory contact(s). A second inventory monitoring is often conducted for spot checking new equipment for current school year.

5.2 A.5 District Equipment Disposition Procedures

The following guidelines must be followed:

- Once a piece of equipment that was purchased with federal funds is no longer being used or capable of being used for its originally intended purpose, it can be designated as surplus. School-based representatives must request approval from both the Principal and the appropriate Federal Program Director/Coordinator before items are designated as surplus so that a consensus is reached that the original purpose or intent has been met. The Principal or school designee will complete and submit a surplus form to the Director of Technology to achieve this process.
- Once designated as surplus, the item can be used for a different purpose outside of the Federal Programs guidelines. Items that are no longer usable will be disposed of by following the district procedures.
- Equipment costing <\$5,000 at the time of purchase and more than three years old can be retained, sold, or disposed, with no obligation to the GaDOE.
- Equipment costing \$5,000 or more at the time of purchase may be retained or sold with the awarding agency (GaDOE) having rights to the state's share at \$500 or 10 percent of sales.
- A surplus form must be completed by the site inventory contact for any item that is declared surplus or will be disposed of because it has met its originally intended purpose or because it is no longer usable. The district disposition policy is followed for all surplus items for federal programs.
- The date of surplus must be entered on the inventory sheet.

- Once the surplus form has been completed and the surplus date has been entered onto the inventory form, the item can be repurposed or disposed of. However, the item must remain on the surplus tab of the inventory spreadsheet for five years from the date of surplus before it can be removed from the inventory spreadsheet.

5.2 A.6 Adequate Safeguards Related to Loss, Damage, or Theft of Equipment

Every effort must be made to prevent loss, damage, or theft of equipment. The first strategy to safeguard equipment is to date inventory. In addition, all items must have a label or barcode approved by the appropriate Federal Program Director/Coordinator. Inventory will be completed each fall and/or spring by the school bookkeeper.

In the event equipment or technology purchased with federal funds is intentionally damaged or stolen, the following procedures will be followed:

1. File an incident report with the Principal or designee
2. Submit the original copy of the incident report to the federal program coordinator
3. Make corrections to the inventory spreadsheet
4. Send an email notifying the appropriate Federal Program Director/Coordinator that the inventory has been updated

5.2 A.7 Safeguarding Funds, Property, and Assets from Unauthorized Use or Disposition

Materials purchased for use in federal programs will be properly labeled and utilized in the capacity for which it was purchased. Any equipment, materials and/or supplies with federal funds are considered solely for the use of that program until such time the equipment is no longer needed to meet the original purpose for which it was purchased. Proper procedures must be followed before equipment disposal.

5.2 A.8 Equipment Use for Title I, Part A Targeted Assisted Programs

Taylor County School District does not have any targeted assistance schools. If the district should open a targeted assistance school, the school would follow the same procedures as the rest of the school district.

5.2 A.9 Equipment Used for Private Schools

We currently do not have any participating schools. In the event that we do in upcoming years, Private Schools requesting equipment must facilitate the purchases through the school system. The same internal controls will be followed to create requisitions and inventory and maintain equipment. If equipment is designated for student use, it can only be used by eligible students

as determined through a mutual agreement between the LEA and private school within federal program guidelines. The appropriate Federal Program Director/Coordinator will work cooperatively with private school officials to ensure equipment is properly maintained and is safeguarded from theft, damage, loss, and abuse.

5.2 A.10 Maintenance Procedures to Keep Property in Good Condition

The Director of Technology will ensure that equipment is maintained on an inventory sheet. Additionally, each Federal Program Director/Coordinator work cooperatively with the Technology Department to ensure that equipment purchased with federal funds is properly maintained. When equipment is not functioning, members of the Technology Department are responsible for making necessary repairs or service.

Process for Disseminating Inventory Procedures

The Federal Program Directors/Coordinators and Director of Technology are responsible for ensuring that Principals and site coordinators are knowledgeable about allowable procedures for the use of federal program equipment and established procedures for maintaining an accurate inventory of equipment. These procedures will be shared annually during an administrative or technical assistance meeting.

5.3 A. Written Cash Management (Payment) Procedures [§200.302(b)(6); §2 CFR 200.305]

Taylor County School District ensures that time is minimized between the transfer of funds from GaDOE and disbursement by the district. Federal funds are drawn down on a reimbursement basis for all allowable expenditures incurred within their respective participating federal programs.

Drawdown of Federal Funds

Upon receiving allocations, the Program Coordinator will use a spreadsheet to develop a budget for the use of federal funds. The budget is then entered into the consolidated application system for approval by the Superintendent and GaDOE. Once approval is granted, the Federal Programs Director/Coordinator notifies the Finance Director so that the budget can be entered into the financial system against the consolidated application for accuracy and allowable use of funds.

The Finance Director will drawdown funds in a timely manner, typically occurring on a monthly basis, for reimbursement of allowable expenditures. When the expenditure is incurred and the goods and/or services are received, the district can seek reimbursement as a part of the monthly drawdown. Before the drawdowns are completed, the Finance Director will provide each Program Coordinator with a copy of the Drawdown Report for their respective grant(s),

along with the Expenditure Report. The Program Coordinator compares the Expenditure Report to the budget in the consolidated application to ensure that expenditures are in accordance with the approved consolidated application. Any discrepancies between the entered budget in the local system and the consolidated application are reported to the Finance Director so that they can be corrected immediately. Once verified, the Program Coordinators will sign the document, and submit to the Finance Director to complete the drawdown. Once the payment request or reimbursement has been processed by the grantor or pass-through agency, the deposit is entered to the proper account(s) by the Finance Director.

Completion Reports

Completion reports are annual reports required by the GaDOE that must be submitted no later than 30 days after the grant period ends. These reports compare the total amount awarded through the grant to the total amount of funds that were expended. Georgia Online Accounting uses the completion reports to determine the amount of unexpended funds that is available for carryover. At least three weeks prior to the Finance Director preparing the completion report at the end of the grant period, the general ledger report will be reviewed by each Federal Program office to ensure that all expenditure postings are correctly recorded. The Federal Programs Director/Coordinator will notify the Finance Director of any corrections that need to be made prior to submitting the report. The Federal Programs Director/Coordinator will then conduct a final review and sign off that the completion report may be entered.

6.1 Title I, Part A – Within District Allocation Procedures **Allocating Funds to Eligible Attendance Areas** ***[ESEA: §1113; 34 CFR §200.70 and §200.71]***

Taylor County School District adheres to the procedure established by the GaDOE for the ranking of school attendance areas to determine eligible attendance areas and the rank order in which to allocate Title I, Part A funds. These funds will be allocated to participating attendance areas based on the total number of children enrolled in the school, minus the number of pre-kindergarten children enrolled in the school and upon a poverty measure selected by the LEA.

The number of low-income children will be based on either of the following poverty measures:

- (1) The total number of children eligible for free or reduced meals (FRM) under the Richard B. Russell National School Lunch Act who are enrolled in the school, minus the number of pre-kindergarten students eligible for FRM under the Richard B. Russell National School Lunch Act.
- (2) The total number of students eligible using direct certification data minus pre-kindergarten students, such as data from the Supplemental Nutrition Assistance Program (SNAP) or Temporary Assistance for Needy Families (TANF) program. This is commonly known as the Community Eligibility Provision (CEP).

The LEA allocates Title I, Part A funds to participating school attendance areas or schools in rank order based on the total number of children from low-income families in each area or school. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.

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

If an LEA serves any areas or schools below 35-percent poverty, the LEA must allocate to all its participating areas or schools an amount for each low-income child in each participating school attendance area or school that is at least 125-percent of the LEA's allocation per low-income child. This is commonly known as the 125-percent Rule.

Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) permits LEAs to carry over not more than 15 percent of Title I funds not expended within the fiscal year awarded to the next fiscal year. The budget template and expenditure spreadsheets 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 LEA will use the options below when determining how to spend carryover funds and may:

- Allocate the funds back to all the schools on an equal basis to give each school an opportunity to spend the carryover funds.
- Allocate funds back to the school that originally earned the dollars and give that school an opportunity to spend the funds. (This carryover amount is not to be included in the PPA for the current fiscal year.)
- Allocate the funds for district-level activities, for example, professional development. While using carryover for district-level activities, LEAs implementing this option must ensure that private schools have equitable participation, if appropriate.

The above procedures for Title I carryover of funds do not apply for the carryover of funds for equitable services to private schools. Should carryover occur in private school set asides, those amounts will be added to the following year's private school set aside funds

6.2 A. Reservation of Funds [ESEA: §1113; 34 CFR §200.70; §200.71]

6.2 A.1 Written Procedures for the Calculation of Funds for Required Set-Asides

After receiving notification of the Title I, Part A grant amounts from GaDOE, reservations in each budget are set aside for required components such as parent involvement, professional learning, 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. The remainder of Title I funds are allocated to schools based on per pupil allocation, as determined by the percentage of students qualifying for free and reduced price meals.

Homeless Children and Youth

FY 21-22 TCSD is a recipient of the McKinney-Vento Homeless Assistance Grant Act. Even so, funds are still required to be set aside for all Title I schools to meet the needs of homeless children within the district. The Title I Director determines the amount that is set aside to adequately meet the needs of homeless students. These funds are used to provide supplies and other support services for homeless children. The Homeless Liaison is also consulted if a homeless student needs transportation to a school of origin.

Neglected and Delinquent Children

The Taylor County School District does not currently have any centers that serve neglected and/or delinquent children. Therefore, no funds are reserved for these purposes. We did have a Center, but it closed June 30, 2021. The district received the allocations for the facility even though it closed. The funds were budgeted to support the most at risk subgroups to include: SWD, EL, Migrant, homeless, foster, teen moms, at-risk youth, and interventions to support the subgroups.

Parent and Family Engagement

Districts that receive a Title I allocation of \$500,000 or more are required to set aside one percent of the total allocation for the Family-School Partnership Program. TCSD refers to the amount listed on the Title I Allocation and Set Asides Report provided by GaDOE to ensure that the correct amount is set aside for parent and family engagement. If an additional amount is transferred into Title I from other grants, then the one percent is re-calculated based on the updated total.

Parent and Family Engagement Carryover

The amount of the Parent and Family Engagement Carryover is calculated by reviewing the End-of-Year Budget Report to determine the total amount spent in the Parent and Family Engagement Set Asides and deducting it from the one percent that is required. If this amount

spent is less than the required amount, the unspent funds must be carried over to the next school year. This amount is redistributed to schools and divided equally among them.

Private School Proportionate Share including Carryover

TCSD currently does not have any participating private schools. Should we have schools to participate, we would calculate the Title I Private School Proportionate Share; the most recent Title I Private School Proportionate Share Calculation Worksheets must be obtained from the State Ombudsman website at <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/StateOmbudsman.aspx>.

Information is entered into the header of the worksheet. Some fields are automatically calculated. Information includes the following:

- FY21 Title I Total Allocation
- Federal Funds Transferred into Title I, Part A from Title II, Part A and/or Title IV, Part A
- Total LEA's Title I, Part A Funds Eligible for Equitable Services with Private Schools (automatically calculated)
- Total of Private School Poverty Students Residing in Title I Attendance Zones (Previous Year Agreed Upon Count)
- The prior year's October FTE day is used as the count day
- LEA's Total Number of Poverty Students in LEA's Title I Schools (using the prior year's October FTE data)
- Total Poverty Count of LEA and Private Schools (automatically calculated) - % of Private School Poverty to Total Poverty "**Private School Proportionate Share**" (automatically calculated)
- LEA's Private Schools' Proportionate Set-Aside for Title I Equitable Services W/O Carryover (automatically calculated)
- Prior Year's Private Schools' Carryover Due to Extenuating Circumstances (Approved by Ombudsman) (if applicable)
- LEA's TOTAL Private Schools' Proportionate Set-Aside for Title I Equitable Services (automatically calculated)
- LEA's FY20 Private Schools' Administrative % Agreed Upon with Private Schools (0% - 10%) and Associated Dollar Amount
- TCSD does not set-aside costs to administer the private school's proportionate share

The total amount for each private school's Title I, Part A equitable services is used as the private school's total allocation. The proportionate amount for parent and family engagement, as well as instruction and professional development, are used for the identified categories. These two proportions make up the entire private school amount since TCSD does not set-aside administrative costs.

6.3 A. Ranking Ordering Within Schools /ESEA: §1115/

Targeted Assistance Programs and Schoolwide Programs Targeting Specific Students

LEAs serving schools that are either ineligible for a schoolwide program, or that choose not to operate a schoolwide program, may use Title I funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. TCSD does not have a Targeted Assistance Program in any of its schools. All schools receiving Title I funds conduct Title I Schoolwide Programs. Any program targeting specific groups of students within a schoolwide program must have acceptable criteria for selecting students to participate as determined by the Title I Director.

If the district has a school that qualifies for Targeted Assistance, then the following procedures would be followed:

- Restrict Title I, Part A resources to help eligible, participating students meet the Georgia Standards of Excellence (GSE) that are expected of all students.
- Ensure that planning for identified students is incorporated into existing school planning
- Use effective methods that are evidence-based and strengthen the core academic component, as well as gives primary consideration to providing or increasing extended learning time.

Eligible children are identified by the school as failing, or most at-risk of failing, to meet the GaDOE's challenging student academic achievement standards on the basis of multiple, educationally related, objective criteria established by the district and supplemented by the school. Selection is based on the scores of more than one test. Students eligible for federal funds must be identified separately and must be ranked using a multiple criteria selection process. Furthermore, targeted assistance schools must meet similar requirements of schoolwide programs, such as emphasizing accelerated curricula, scheduling extended learning time, using effective methods and instructional strategies that are scientifically research based, providing adequate professional development, and coordinating the Title I activities with other school reform activities.

New students who enroll after the school year has begun will be evaluated for placement as follows:

- Records for prior Title I services will be reviewed by the homeroom teacher and information will be shared with the Principal, FTE clerk, and Title I Director.
- If no prior Title I services are noted, and the student's records indicate that the student qualifies for Title I consideration, the regular Targeted Assistance ranking instrument will be used.
 - Data will be collected as listed on the ranking instrument. The scoring rubric will determine the student's placement for targeted Title I services.

- If student comes from out of state or a private school where Georgia Milestones data is not available, other assessment instruments as listed on the ranking instrument will be used.
 - Once ranking is completed, the student will receive services as space becomes available and need is documented.
 - If the student cannot be served immediately, then the student's name will be placed on a waiting list.
 - If the ranking instrument determines there is no need for immediate placement for Title I services, the student will be monitored by the homeroom teacher, and assessment data will be re-evaluated periodically.

Parents' Right to Know

At the start of school, each school must notify parents of their right to request the professional qualifications of their child's teachers and paraprofessionals. This should be sent home in the student handbook and posted to the District webpage. A sample of the handbook acknowledgement form should be on file at each school.

7.1 A. Professional Qualifications/20-Day Notifications

[Sec. 1112(c)(6); Sec. 20-2-200; Sec. 20-2-206; Sec. 20-2-216; Sec. 1112(e)(1)(8)(ii)]

Professional Qualifications of Teachers

Taylor County School District (TCSD) believes that equal access to quality instruction is the right of every student and the responsibility of the district to ensure that all teachers are professionally qualified. The Human Resources Director and Principal will check the certification status of applicants considered for hire or transfer via the GaPSC website prior to any decision. At the beginning of the school year, a meeting is scheduled with the Human Resources Director, Finance Director, Principals, Data Collections Specialist, Director of Special Education, and The Title I Director to ensure all teachers are professionally qualified. During this meeting, the Human Resources Director reviews the special education teachers' certificates to make sure appropriate special education teachers serve the students. The Director of Special Education and Title I Director cross check the special education teachers as the Human Resources Director reviews the certifications. After this meeting, the Human Resources Director and the Director of Special Education, if appropriate, communicates with the Principal(s) to give notification and next steps for professional qualifications. The results of this meeting are communicated to the Superintendent.

TCSD strives to employ teachers who meet in-field certification requirements as outlined by GaPSC. The Human Resources Director meets with the Title I Director, Director of Special Education, Principals, and Data Collections Coordinator to review the in-field and out-of-field. The district recognizes that some positions are difficult to fill and/or a high needs area, in which

instances, **the minimum qualifications are a clearance certificate and a bachelor's degree.** The Title I Director submits LEA PQ requirements in the CLIP District Improvement Plan.

A Remediation Plan will be developed by the Principal or immediate supervisor for all teachers who do not meet the professional qualifications and submitted to the Human Resources Director and Director of Teacher and Learning. Candidates are expected to complete the Remediation Plan by the end of the school year, and significant progress towards the completion of the plan must be shown in order to request an extension.

Information will be shared about Professional Qualifications throughout the year during Principal's meeting, administrative meetings, and email communication. The Human Resources Director, Title I Director and the Director of Special Education will work together to provide written procedures for compliance which include a timeline of notification as well as ensuring that verification of content, verifying dissemination of notification and maintaining notification documentation. School and district administrators, coordinators, and directors will be reminded of the timeline for 20-Day Notifications. Copies of the parent notifications and documentation will be filed in both the Human Resources and Federal Programs Departments.

When it is determined that a teacher does not meet Professional Qualifications, the Human Resource Director will work with the Principals and complete the following:

- Disseminate the appropriate 20 Day Notifications. The Title I Director provides the updates and/or revisions template after receiving GaDOE updates.
- Ensures that IDEA/ESSA/GADOE/LEA requirements for teachers and paraprofessionals have been met.
- Maintains equivalent qualification documentation to support Strategic Waiver assertions.
- Remains aware of how PQ may impact teacher recruitment and training.
- For verification purposes, notifications must contain:
 - Day/Month/Year of notification
 - Name of the teacher who has not met professional qualification requirements
 - Name of the LEA and/ or school/program
 - Statement that the teacher has not met State certification OR LEA strategic waiver professional qualification requirements for the grade level(s) and/or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.

Copies of the 20 Day Notification Letter will be available at the school and on the website.

The Title I Director communicates with the Human Resource Director, Director of Special Education, Student Records Coordinator, and the Principals to ensure that ESSA requirements have been met for monitoring purposes: professional qualifications and notifications.

An excerpted chart from [GaDOE publications](#) April 2021 and [ESSA PQ & Infield Implementation](#) is in the appendix.

Professional Qualifications of Teachers and Paraprofessionals

The District recognizes the importance of ensuring all teachers and paraprofessionals employed by the system meet applicable federal, state, and/or District professional/certification requirements. To this end, the following procedures will be followed:

1. Each time a teacher or paraprofessional is hired, his/her qualifications will be verified. The qualifications will be based on the guidelines provided by the [GaDOE](#). Prior to the beginning of each school year, all paraprofessionals who will work in the upcoming year will have their certifications reviewed to ensure they are current.
2. The information to be reviewed will be their education and certification, to be sure they are still in compliance.
3. Once a teacher or paraprofessional candidate has been selected, their certification will be reviewed to ensure they meet the requirements, before being hired. This will take place within three days of being selected for a position. For currently employed teachers and paraprofessionals, their qualifications will be reviewed two weeks before school begins.
4. The Human Resources Director will secure and provide the documentation. The Human Resources Director, Principal, and applicable members of other departments (see Figures 7.1 and 7.2) will meet to review each teacher/paraprofessional's credentials. Once they have verified the credentials, the Human Resource Director will meet with the Federal Programs Director and Data Collections Specialist to verify each teacher/paraprofessional's credentials again. This will ensure no teacher/paraprofessional is overlooked and that they are all credentialed for the position they will be in during the school year. The Data Collections Specialist will enter the credentials and the same group will check that they have been entered correctly.

LEA Stakeholders Who Support PQ and ESSA In-Field

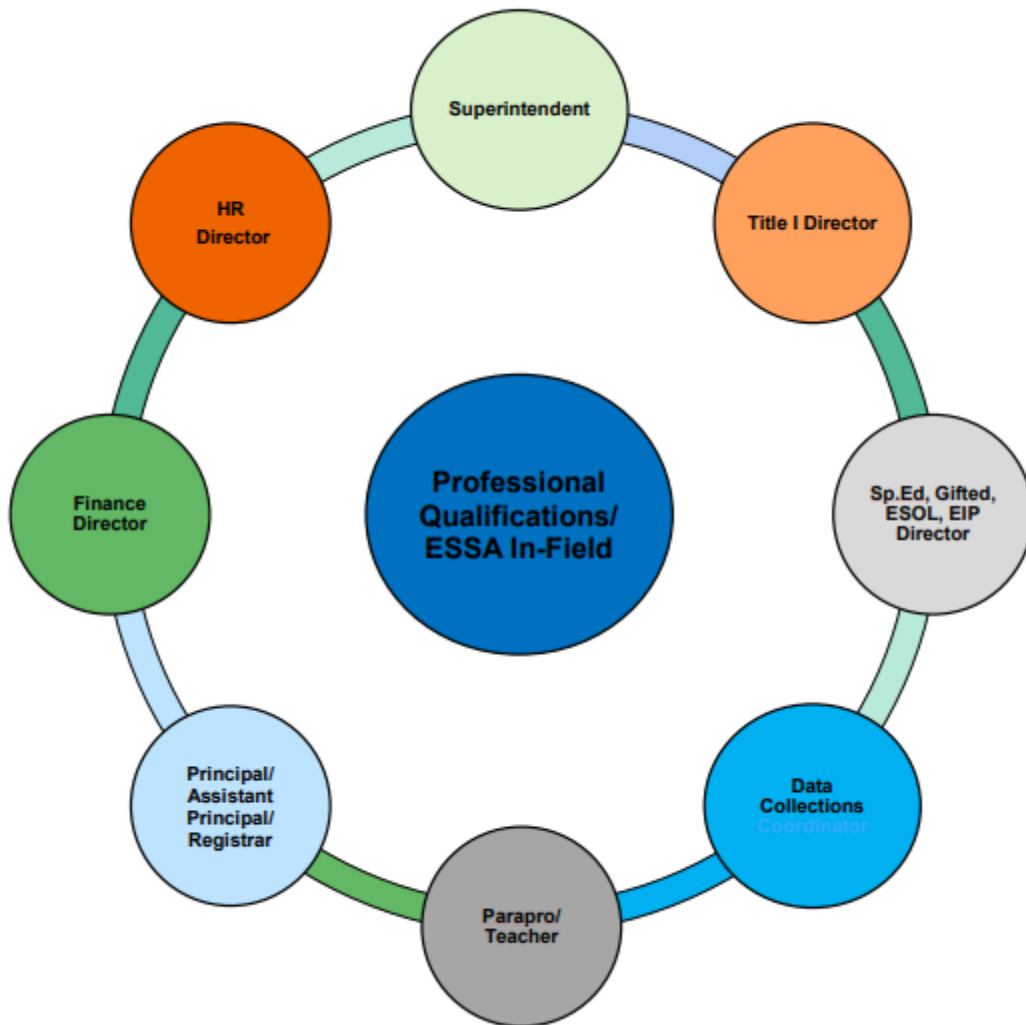


Figure 7.1

Superintendent	<ul style="list-style-type: none"> • Knows that PQ requirements impact many district and school positions and must be consistently implemented. • Recognizes that each LEA in Georgia has its own unique PQ requirements. • Understands that waiving certification may impact LEA funding, budgeting and public reporting.
Finance Director	<ul style="list-style-type: none"> • Ensures the LEA maximizes the use of Federal and State resources. • Knows how certification requirements impact budgeting. This includes funding related to Training and Experience (T & E) and funding/ budgeting to support educator preparation and credentialing.
HR Director	<ul style="list-style-type: none"> • Ensures that IDEA/ESSA/GaDOE/LEA requirements for paraprofessionals and teachers have been met. • Maintains equivalent qualification documentation to support CPI charter/ SWSS assertions. • Knows how PQ may impact teacher recruitment and training. • Works with Title I Director to ensure documentation of notifications.
Data Collections Coordinator	<ul style="list-style-type: none"> • Ensures that all CPI and Student Class data is entered accurately. • Uses CPI CHW codes only for teachers for whom certification is waived. • Coordinates with HR and Title I to verify that CPI entry aligns with approved CLIP District Improvement Plan PQ requirements.
Principals/ Assistant Principals / Registrars	<ul style="list-style-type: none"> • Recognizes that each LEA in Georgia has its own unique PQ requirements. • Supports paraprofessionals/teachers in meeting Federal, State and Local requirements. • Ensures hiring and scheduling/job assignments align with LEA PQ requirements. • Coordinates with HR and Title I for the publication of Right to Know notifications. • Disseminates required 20 Day notifications if a teacher does not meet State and/or LEA PQ.
Title I Director	<ul style="list-style-type: none"> • Submits LEA PQ requirements in the CLIP District Improvement Plan. • Ensures that ESSA requirements have been met for monitoring purposes: professional qualifications and notifications. • Coordinates with HR and Title I for the publication of Right to Know notifications. • Coordinates with HR and Title I to verify that CPI entry aligns with approved CLIP District Improvement Plan PQ requirements.
Special Education Director	<ul style="list-style-type: none"> • Verifies IDEA/ESSA/GaDOE/ LEA requirements for special education paraprofessionals and teachers have been met for monitoring purposes: professional qualifications and notifications. • Recognizes that PQ requirements and in-field reporting may impact teacher assignments, recruitment, and training.
Paraprofessionals/ Teachers	<ul style="list-style-type: none"> • Recognizes that each LEA in Georgia has its own unique PQ requirements. • Knows that additional qualifications may be required by the employing LEA. • Understands that PQ/ESSA In-Field is based on educator qualifications and job assignment (course/grade level). • Realizes 20 Day Notifications are required if a teacher does not meet State and/or LEA PQ requirements. 20 Day Notifications are not required for paraprofessionals.

Figure 7.2

8.1 TITLE I, PART A – Notice to Parents

[ESEA Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4)]

The Taylor County School District School District (TCSD) provides a language acquisition program supplemented with Title I, Part A and/or Title III, Part A funds. The district is required to inform parents of an English learner identified for participation in language acquisition programs no later than 30 days after the beginning of the school year. Additionally, for English learners identified during the school year, the district must notify the parents during the first two weeks of the child being placed in a language acquisition program. Both participating and newly identified students will receive the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services Form, which contains the following:

- the reason for identification and placement
- the student's level of proficiency and how proficiency was assessed
- how the program will meet the educational strengths and needs of their child and help their child learn English
- the option for parents to waive direct ESOL support
- the contact person to receive additional information

TCSD ensures that the notifications are sent home in English, as well as in a format and language the parents can understand. The date of distribution is located on the notification in order to monitor when the notification is sent home to the parent. In addition, the district will use one of the following methods to distribute parent notices of the participating English Learners (ELs): (a) signed and dated district or school staff dissemination statement indicating the language(s) and the date(s) the notification was distributed or (b) mailed letter with dated postage and list of mailing addresses.

Notification to Parents in an Understandable Format:

The Title I Parent Notification of Student Eligibility for Supplemental Language Support Services is sent to parents of participating students in English as well as their primary language. Monitoring of the Distribution of Parent Notifications for Participating English Learners is done as follows: The Title I Director and Title III Coordinator work collaboratively to monitor the distribution of the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services. A meeting at the beginning of the year outlines the distribution timeline to ensure that the 30-day and two-week deadlines are met. Both departments monitor the timeline to ensure distribution occurs by the required deadlines.

9.1 A. Title I, Part A – Parent and Family Engagement

**[ESEA: Sec. 1116(a)(2)(D); Sec. 1116(b); Sec. 1116(c); Sec. 1116(d);
Sec. 1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4)]**

9.2 LEA Technical Assistance to Schools

The District Family Engagement Coordinator is responsible for collecting all school and district level documentation and reviewing it for effectiveness. Technical assistance is provided on the collected documentation. The District Family & Community Engagement Coordinator or Title I Director monitors parent and family engagement programs by:

- Providing feedback on monthly documentation to the School Family Engagement Coordinators and the school Principal on needed basis via e-mail or a meeting.
- Reviewing the Parent & Family Engagement Policy Checklist and providing written feedback regarding each month's responses to the coordinator.
- Ensuring that the School Family Engagement Coordinator corrects any noted deficiencies by the next review.

Monthly meetings are also held with the Family Engagement Coordinators to provide professional development and technical assistance. Information may include:

- Review of common errors in documentation
- Monitoring changes
- Parent engagement strategies
- Technology
- Building parent and staff capacity

Building Staff and Parent Capacity

In order to build staff capacity, the Family Engagement Coordinator conducts at least one face-to-face training per semester and maintains continuous communication on a monthly basis, which may include tip sheets, handouts, brochures, announcements, calendars, website articles, etc. In order to ensure that the training is effective, the Family Engagement Coordinator reflects on the following questions:

- What strategies/materials have been offered to parents on parenting?
- What tips/advice has been offered to parents about communicating with the school?
- How have parents been encouraged to volunteer at the school?
- What information has been distributed to parents about helping their children learn at home?
- How have parents been involved in the decision-making for their child and the school?
- How does the school collaborate with the community as a type of involvement?

In order to build parent capacity, the Family Engagement Coordinator facilitates Family Engagement activities on a variety of topics. Some, of which, include: an emphasis on reading and literacy skills including resources to use at home for enhancing literacy skills, math skills, science and social studies night, cyber safety, application trainings, standardized testing

preparation, ways to support students who are transitioning to the next school level, financial aid, and exploring different career options.

10. School Improvement 1003(a)

[ESEA: Sec. 1114(b)(1); Sec. 1116(b)(3); Sec. 1116(b)(3)(A); Sec. 1116(b)(3)(A)(iii); Sec. 1112(c)(1)(D); Sec. 1116(b)(4)-(6); Sec. 1116(b)(4)(B); Sec. 1116(c)(7)]

10.1 Technical Assistance to Schools

TCSD does not receive the SIG grant. Should the district receive this grant, the technical assistance that follows will be used. School Improvement Plans are updated each spring for the following school year. Each school leadership team updates the plans using representatives from each grade level, content area, and department, as well as school administration and parents. During school leadership meetings instructional strategies, parental involvement initiatives, and professional development activities are planned after a careful analysis of various data. Assistance is provided to schools identified as needing comprehensive or targeted support interventions in the use of school improvement funds to accomplish initiatives in their school improvement and schoolwide plans. School administrators submit their school plans to the District Improvement Team. All school improvement plans are reviewed and provided feedback by the Title I Director and the Director of Teaching and Learning. The Professional Learning Plan for each school must have final approval by the Title II-A Coordinator. It is through this process that the LEA oversees the development of school improvement and schoolwide plans.

10.2 CSI/TSI Support

The Taylor County School District does not have any identified CSI and TSI schools needing support. In the future, should we have any CSI or TSI schools, the district will address the needs in the following ways: usage of SMART Goals, carefully reviewing data and action steps, addressing and supporting the Five-Whys Wishbone Strategy and strategically planned leadership implementation and monitoring meetings to support progress and review through prioritization of funds. Technical support will be provided to identified schools throughout the school improvement planning process. Additional technical support is based on identified needs for each school. Technical support is provided by Director of Teaching and Learning, and the Director of Title I Program.

Technical assistance includes assisting in:

- Analyzing data from assessments and other examples of student work to identify and address problems in instruction, in implementing the parental involvement requirements and the responsibilities of the school and district under the school plan, and to identify and address solutions to such problems.
- Identifying and implementing professional development, instructional strategies, and methods of instruction that are based on evidence-based research and that have proven

effective in addressing the specific instructional issues that caused the school to be identified for school improvement.

- Analyzing and revising the school's budget so that the school's resources are more effectively allocated to the activities most likely to increase student academic achievement and to remove the school from school improvement status.

The district will provide ongoing leadership and support to the school. The Principal's supervisor with collaboration of the Teaching and Learning Department will monitor the implementation of the school improvement plan and attend required monitoring meetings. The Director of Teaching and Learning will:

- Establish meeting opportunities for collaboration with District Leadership Teams and GaDOE/RESA personnel
- Develop a plan to support the school that includes strategies, actions steps, timelines, individuals responsible, evidence/artifacts, progress monitoring, and performance goals
- Support the school's implementation of GaDOE's expectations from professional learning
- Complete and monitor the Taylor County School District Plan for Support for Identified Schools
- Leverage district staff and content coordinator support for identified school needs based on needs

10.3 Professional Development

Professional Development is provided by the instructional facilitators, Chattahoochee-Flint RESA, other district and school leaders, and outside consultants based on the needs identified in the School and District Improvement Plans, as well as through data gathered throughout the year. Professional Development is provided to school leaders regularly during Principal Meetings. Professional Learning is provided to teachers during weekly PLC/Collaborative Meetings by the instructional facilitators or Chattahoochee-Flint RESA staff members, which is job-embedded, data-driven, and focused on student instructional needs.

10.4 Plan Development

Members of the school-level leadership teams serve on the planning/revision committee. In addition, other stakeholders, including parents and business/community leaders are invited to serve on the committee as well. Parents are sent information inviting them to participate via email, *Remind*, flyers/newsletters, regular mail, telephone, and/or website. Student achievement data, as well as other types of data, is analyzed to identify significant areas of need and form SMART Goals. A root cause analysis is conducted to analyze high leverage needs. Based on the needs identified, research is conducted to identify evidence-based initiatives and action steps to describe what will be done to improve the high leverage needs and achieve the

SMART Goals. A copy of the previous year's School Improvement Plan is provided to gather feedback for revisions. Additional documentation that is collected includes agendas, sign-in sheets, meeting minutes/notes, email correspondence, and survey responses. The principal or school designee gathers all input and updates the School Improvement Plan, which is then submitted to the Director of Title I and Director of Teaching and Learning for review. The Continuous Improvement Plan Process Annual Timeline is used to provide timely guidance for all steps of the process.

10.5 Data Decisions

Data is collected continuously throughout the year and reported to the district and school-based leadership team. Based on the analysis of the data, principals and their leadership teams are provided with feedback and make changes to the School Improvement Plans. Principals and school leaders meet with teachers during PLC/Collaborative meetings to analyze data and determine progress towards improving student achievement. Schools complete the Comprehensive Needs Assessment (CNA) yearly to analyze their strengths and weaknesses and update their School Improvement Plans. The Director of all Federal Programs reviews budgets and/or purchase requests to ensure that the expenditures are allowable and ensure that evidence-based documentation is included that supports all interventions and professional learning.

10.6 Monitoring Process

All Title I schools within the Taylor County School District conduct Schoolwide Programs. This allows all children and all parents an opportunity to have equal access to all related Title I assistance. The LEA will utilize district members of the school system Teaching and Learning Department to build capacity and support the school improvement process in schools identified as needing comprehensive or targeted support interventions. All schools identified as needing comprehensive or targeted support interventions within the LEA will be involved in school improvement efforts through the work of the LEA, RESA, and GaDOE. Members of Teaching and Learning Department will work with these schools to implement practices that have proven effective with improving schools. Members of the Teaching and Learning Department, along with the GaDOE, will establish clear expectations for personnel as they systematically support continuous improvement in all schools. However, more intensive support will be provided by the LEA and GaDOE School Improvement Specialists in any schools within the Taylor County School District that are designated as needing comprehensive or targeted support interventions.

System leaders in the Teaching and Learning Department support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans during regularly scheduled meetings of administrators and instructional facilitators. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets.

11. School Improvement 1003(g) SIG (84.377)

[ESEA: Sec. 1112(c)(1)(D); Sec. 1116(b)(3)(A); Sec. 1116(b)(3)(A)(iii); Sec. 1116(b)(B)(i); Sec. 1116(b)(7)(C); Sec. 1116(b)(8)(B); Sec. 1116(c)(7); Sec. 9101(34)]

Only Priority Schools are eligible to compete for the SIG 1003(g) grant. Taylor County School District does not currently have any schools that qualify for this grant. In the event that one of the schools becomes Priority and receives the SIG 1003 (g) grant, a 1003g School Improvement Plan will be developed that contains specific reform initiatives based on the school's CCRPI data, and technical assistance will be sought from GaDOE to ensure federal/state guidelines are followed. A Comprehensive Sustainability Plan, which defines elements for continuing the effective components of the grant while utilizing strategies, will be developed in order to ensure the school improvement work continues in subsequent years.

12. Services for Homeless Children and Youth

[ESEA: Sec. 1112 (a)(1) and (O); MV Sec. 722(g)(B); 722(g)(3)(E); 722(g)(3)(C); 722(g)(1)(F)]

Homeless Students (Policy JBC(1))

The Taylor County School District will follow the requirements of the McKinney-Vento Homeless Education Assistance Act to ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools.

Please see Appendix F.

Definition of Homeless

In accordance with the McKinney-Vento Homeless Assistance Act, the term "homeless children and youth" is 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
3. accommodations
4. Living in emergency or transitional shelters
5. Abandoned in hospitals
6. Awaiting foster care placement
7. Living in public or private places not designed for or ordinarily used as a regular sleeping accommodation for human beings
8. Living in cars, parks, public spaces, abandoned buildings, substandard housing, transportation stations, or similar settings
9. Migratory children living in conditions described in the previous examples
10. Unaccompanied youth who are not in the physical custody of a parent or guardian

Appointment of District 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.

Identification

In collaboration with school personnel and community organizations, the homeless liaison will identify children and youth experiencing homelessness in the district, both in and out of school, and maintain access to data regarding homeless students. The homeless liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The homeless liaison will also instruct school registrars and secretaries to offer homeless education information upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison.

School Selection

Each child and youth experiencing homelessness has the right to remain at his or her school of origin, or to attend any school that students living in the same attendance area are eligible to attend. The “school of origin” is defined as the school the homeless child-youth (HCY) attended when permanently housed or the school in which he/she was last enrolled, which also includes preschools and “receiving schools” (i.e., the school a HCY is to attend after completing the final grade level at the school of origin). HCY must be able to remain in the school of origin for the duration of the homelessness and until the end of the school year in which they become permanently housed. Maintaining a student in his or her school of origin is important for both the student and the school district. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not frequently change schools. Therefore, in selecting a school, children and youth experiencing homelessness should remain at their schools of origin to the extent feasible, unless that is against the parent’s or youth’s wishes or is not in the best interest of the child. The same applies if a child or youth loses his or her housing between academic years.

Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent’s or youth’s wishes. Potential feasibility considerations include:

- Safety of the student
- Continuity of instruction
- Likely area of family's or youth's future housing
- Time remaining in the academic year
- Anticipated length of stay in a temporary living situation
- School placement of siblings
- Whether the student has special needs that would render the commute harmful

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school documents readily available. Therefore, the school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to lack of any document normally required for enrollment including, but not limited to the following:

- Proof of residency
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent and previous schools)
- Immunization or immunization/health/medical/physical records
- Proof of guardianship
- Birth Certificate
- Any other document requirements
- Unpaid school fees
- Lack of uniforms or clothing that conforms to dress codes
- Any factor related to the student's living situation
- Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or our district's liaison.

Transportation

At a parent or guardian's request, homeless students must be provided with transportation to and from their school of origin without delay. For unaccompanied youth, transportation to and from the school of origin must be provided at the local liaison's request. If the student's temporary residence and the school of origin are in the same LEA, transportation must be provided. If the student is living outside the school of origin's LEA, the LEA must determine how to divide the responsibility and cost of providing transportation and must share the responsibility and cost equally. In addition to providing transportation to school of origin, the LEA must provide students in homeless situations with transportation services comparable to the services provided to other students. If there is a dispute over transportation, the student

will receive transportation services pending dispute resolution so there will be no delay or interruption in education.

Services

Homeless children and youth and unaccompanied youth must receive comparable services received by housed schoolmates, including transportation and supplemental educational services. They have the right to attend school along with non-homeless children and youth receiving educational programs for which they meet eligibility criteria such as services provided under Title I or similar state or local programs, programs for students with disabilities, programs for students with limited English proficiency, vocational or technical programs, gifted and talented programs and school nutrition programs. The district must work with the prior school to calculate, award and receive partial credits, as well as make any necessary adjustments to the student's schedule to permit the student to complete courses started elsewhere and to participate in credit recovery opportunities. Other services provided to facilitate education include school supplies, school clothes, and tutoring services. Homeless children and youth must not be placed in separate programs or separate settings within the schools. The LEA must ensure that homeless children and youth are not segregated or stigmatized on the basis of their status as homeless.

Free Meals

The U.S. Department of Agriculture has determined that all children and youth experiencing homelessness are automatically eligible for free meals. Upon being identified as homeless, student information should be forwarded to the district homeless liaison immediately. The district homeless liaison shall forward the necessary information to Nutrition Services to facilitate the free/reduced lunch process.

Title I

Children and youth who are homeless are automatically eligible for Title I-Part A services whether or not they attend a Title I school. 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.

Dispute Resolution

If there is a dispute over any issue covered under McKinney-Vento, the homeless child, youth and unaccompanied youth shall be immediately enrolled and receive transportation to the school in which enrollment is sought pending final resolution of the dispute. The student shall have rights to all appropriate services while the dispute is pending. The school where the dispute arises shall provide the parent or unaccompanied youth a written explanation of the school placement decision in a language that is clearly understandable and must include the local and state contact information and information on the right to appeal the decision. The

homeless liaison will work to resolve the dispute as expeditiously as possible. The liaison will work toward a resolution with the Principal, Superintendent, Taylor County Board of Education, Georgia Department of Education, and finally, the State Board of Education as necessary to resolve a dispute. Parents/caretakers or unaccompanied youth must be informed that they can provide written or oral documentation to support their position and that they may seek assistance from advocates and or attorneys. All records of disputes should be kept.

Credit for Full or Partial Coursework

Taylor County School District School District (TCSD) ensures that unaccompanied homeless youth have opportunities to meet the same State academic achievement standards as the State establishes for other children and youth, including by implementing procedures to remove barriers that prevent homeless youth from receiving credit for full or partial coursework satisfactorily completed at a prior school. The school registrar or counselor consults with the prior school about partial coursework completed. Priority enrollment is provided for classes the student has partially completed in an effort to allow for completion. Mastery of partly completed courses is evaluated and accelerated credit recovery is offered when applicable.

If there is an enrollment dispute, the district's liaison will carry out dispute resolution in accordance with state guidelines.

12.7 A1 List of Agencies

Family Connections
JROTC
Chamber of Commerce
Flint Energies
PSTC

13. Services for Neglected and Delinquent Children (Neglected Set-Aside)

[ESEA: Sec. 1112(b); Sec. 1113(c)(3); Sec. 1401]

This does not apply to Taylor County School District.

14. Prevention and Intervention Programs for Children Who Are Neglected, Delinquent, or At-Risk

[ESEA: Sec. 1421-1432]

TCSD does not have any Neglected and Delinquent facilities. The one facility we had closed June 30, 2021. If another delinquent institution moves into the TCSD boundaries, funds will be set aside in the Federal Funds Budget for their students in order to meet the needs of the students

for expenses, such as an afterschool tutor, supplies, and computers, on an as-needed basis. The district homeless liaison will work directly with the delinquent institution to ensure that students receive the services needed. In addition, the Family Engagement Coordinator will collaborate with the N & D facility to ensure that a Parental Involvement Plan is implemented in order to increase student achievement and, if appropriate, decrease negligent behavior.

15. Services for Children in Foster Care

[ESEA: Sec. 1112(c)(5)]

The District Homeless Liaison serves as the Foster Care Point of Contact for the district. The Foster Care Point of Contact collaborates with the schools and local welfare agency to address school stability and ensure that each child placed in foster care will remain in the school of origin or the school in which the local child welfare office, consulting all parties involved, determines the most appropriate placement.

Transportation

Communication among the Foster Care Point of Contact, school, foster parent, and local welfare agency will be maintained to ensure that there is no interruption in the child's education. The local child welfare agency will maintain open communication with the school district and Foster Care Point of Contact regarding foster care placements. School transportation for children in foster care shall be addressed on a case-by-case basis and in compliance with the Foster Care Transportation Plan established by the school district and the local child welfare agency.

16. Title IV, Part A - Student Support and Academic Enrichment

[ESEA: Sec. 4001(A)(B); Sec. 4003; Sec. 4107; Sec. 4108; Sec. 4109; Sec. 4105(c); Sec. 4106(c)(1-2); Sec. 4106(e)(2)(A); Sec. 4106(e)(2)(F)]

TCSD participated in the flexibility option for transfers. In the future should the district not transfer we will do the following. The Title IV, Part A Student Support and Academic Enrichment Initiative is intended to improve academic achievement of students by increasing the capacity of LEAs to provide all students with access to a well-rounded education, improve school conditions for student learning, and improve the use of technology in order to improve the academic achievement and digital literacy of all students. Title IV, Part A funds may be used for the following allowable expenses:

- **Well-Rounded Educational Opportunities:** The purpose of a well-rounded education is to provide an enriched curriculum and educational experiences to all students. A well-rounded education helps students make important connections among their studies, curiosities, passions, and skills that are needed to become critical thinkers and productive members of society. Programs and activities that support a well-rounded education may include:

- Music and the Arts
 - Reading or STEM Endorsements
 - Classroom novel sets
 - Science Training for teachers
 - Foreign Language Instruction
- **Safe and Healthy Students:** When students are healthy and feel safe, they are more likely to succeed in schools. Programs and activities for this area are categorized into two areas:
 - Safe and Supportive Schools
 - Provide professional learning on At-Risk Students, Social, Emotional and Mental Health
 - **Effective Use of Technology:** The use of technology in the classroom can help to improve the academic achievement and digital literacy of all students. Programs and activities that are authorized for this area can include:
 - Support professional learning for STEM/STEAM
 - Provide professional learning for teachers to effectively use technology in the classroom

17. Title V, Part B – Rural and Low-Income Schools Program

[ESEA: Sec. 5222; Sec. 5224-5225]

Purpose: The Rural Education Initiative is designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. Title V, Part B funds must supplement other local, state, and federal dollars. Title V, Part B provides resources above all other resources.

Use of Funds: Title V, Part B may fund activities authorized under any of the following federal formula grants including parent engagement activities:

- Title I, Part A (Improving Basic Programs Operated by LEAs)
- Title II, Part A (Improving Teacher Quality)
- Title III (Language Instruction for English Learners and Immigrant Students)
- Title IV, Part A (Student Support and Academic Enrichment Grants)
- Parent Engagement Activities

TCSD receives Title V funds, the Federal Programs Director/Coordinator will complete and submit an annual budget based on allowable activities addressed in the Comprehensive LEA Improvement Plan (CLIP) as identified in the Comprehensive Needs Assessment (CNA) and the

District Improvement Plan (DIP). All expenditures must show a direct link to increasing student achievement.

Annual Evaluation Report

The Federal Program Director/Coordinator who serves as the Title V, Part B Grant Program Coordinator will review the End-of-Year Completion Report for Title V, Part B, to ensure that it is accurate and no additional revisions are needed. Once verified and approved, the Annual Evaluation Report will be completed in the Data Collection tab of the Consolidated Application by the Program Coordinator to indicate the total amount spent during previous year among the different grant programs. Each activity must have been previously approved in the Consolidated Application. The Federal Program Director/Coordinator will ensure that the data for this report reflects the previous school year and reviews the activities listed to ensure that they match the activities reported on the Rural Education Initiative tab located under the Program Information Page submitted with the approved budget. Once submitted, the report is forwarded to the Superintendent for review and approval and then forwarded to the GaDOE for review and approval.

18. Title III, Part A – Language Instruction for English Learners (EL) and Immigrant (IMM) Students

[ESEA: Sec. 3113; Sec. 3115(c)(1); Sec. 3121(a)(2); Sec. 3121(a)(3); Sec. 3121(a)(4); Sec. 3121(a)(5); Sec. 3121(a)(6); Sec. 3115(c)(2); Sec. 3115(c)(3)]

18.1 English Learner Entrance and Exit Procedures

EL Eligibility and Entrance Procedures

When a student registers at any school in the Taylor County School District School District (TCSD):

- Each student's parent or guardian will complete the required Home Language Survey to determine if a language other than English is used in the home or is the student's native or first language.
- The Home Language Survey consists of four questions, three of which determine the screening of the student for English language proficiency services.
- If any of the three questions have a language other than English listed by the parent/guardian, the student is then administered the W-APT for Kindergarten (2nd Semester Pre K – 1st Semester 1st Grade) children or the WIDA Screener for Grades 1-12.

Entrance Eligibility for Kindergarten students, 2nd Semester Pre K – 1st Semester Kindergarten

- The Listening and Speaking components ONLY from the Kindergarten W-APT will be administered to the student.

- If the student's combined Listening and Speaking Score is ≤ 28 , then the student is eligible to receive ESOL services.
- If the student's combined Listening and Speaking Score is ≥ 29 , then the student is NOT eligible to receive ESOL services.

Entrance Eligibility for Kindergarten students, 2nd Semester Kindergarten – 1st Semester 1st Grade

- All FOUR of the components of the Kindergarten W-APT will be administered to the student.
- If all three of these criteria are met, the student is NOT an English Learner and should not receive services.
 - Combined Listening and Speaking Score is ≥ 29 AND
 - The Reading Score is ≥ 11 , AND
 - The Writing Score is ≥ 12 .

Entrance Eligibility for 2nd Semester, 1st Grade – Grade 12

- If the student's grade-level-adjusted Overall Composite Score is < 5 on the WIDA Screener, then the student is eligible to receive ESOL services.
- If the student's Grade Level Adjusted Overall Composite Score is ≥ 5 , the student is NOT eligible to receive ESOL services.

Continuation of ESOL services

- ELs are assessed annually on the applicable ACCESS test (Kindergarten ACCESS, Grades 1-12 ACCESS for ELs2.0 OR Alternate ACCESS) to determine continued eligibility.
- Parents have the right to have their child participate in the program, remove their child from the program, or decline services. After parents receive notification of student eligibility for enrollment in the program, they may request a waiver of services.

For potential English Learners with Disabilities, the following applies:

- The WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students who have been identified as non-verbal or who have a significant cognitive disability. In such cases, a committee consisting of the parent, ESOL teacher, classroom teacher, SPED teacher, and a school administrator should convene to discuss the best educational option for the student. The IEP Team decision must be maintained in the student's cumulative record, along with supporting documentation, and may be revisited at any time.
- The WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students whose IEP precludes the assessment of one or more language domains (i.e. students who are deaf, blind, and non-verbal). In such cases, the IEP Team should convene to discuss EL eligibility. The IEP Team decision must be

maintained in the student's cumulative record, along with supporting documentation, and may be revisited at any time.

Identification of Transfer Students

- Taylor County School District School District will request and accept the official records of ELs who transfer from another school district within the U.S. or from the Department of Defense School in order to support their pre-determined eligibility and services within the past year, which includes the initial screener results and ACCESS scores from the previous year.
- Transfer students will be placed accordingly in the appropriate language assistance program.
- The school's ESOL Teacher will evaluate the transcripts of EL students transferring from a foreign country prior to them being assigned a class schedule.

EL Exit Procedure

EL Exit Procedures – Kindergarten

- After the administration of the Kindergarten ACCESS for ELLs
 - If the Overall Composite Proficiency Level (CPL) is < 5
 - Or any of the Listening, Speaking or Reading domains are < 5
 - Or the Writing domain is < 4.5

Then the student is still an English Learner and continues to receive ESOL services.

- If the Overall Composite Proficiency Level (CPL) is > 5, then the student no longer qualifies for ESOL services.

EL Exit Procedures—Grades 1 – 12

- After the administration of the ACCESS for ELLs 2.0
 - If the Overall Composite Proficiency Level (CPL) is < 4.3, then the student is still an English Learner and continues to receive ESOL services.
 - LEA Flexibility – An LEA that chooses to consider possible EL Exit for students scoring between CPL 4.3- 4.9 must establish written standardized LEA EL Exit Procedures that include an EL Reclassification Review Team decision to exit or not to exit. The LEA's procedures must be implemented consistently in an objective manner and must be applied in a valid and reliable way. LEAs must use the state-provided EL Reclassification Form.
 - If the Overall Composite Proficiency Level (CPL) is \geq 5.0, then the student no longer qualifies as an English Learner and exits ESOL services.

Note concerning the exit date of ELs for Administrators and FTE Clerks:

- The English Learner must be exited using an **end-of-the-school-year** date or **June 30**.

- The EL Status Exit Date may **not** be recorded in the SIS until the beginning of the new school year (after July 1).
- ESOL teachers provide FTE clerks with an EL document that includes information for placement and coding decisions.

Receiving Exited EL Students from Transfer LEAs

When a Reclassified EL student transfers to another GA LEA, the receiving LEA must honor the EL Reclassification Decisions made by transferring LEA when the transfer occurs after the October FTE count. If the transferring LEA uses a lower EL Exit Criterion than the receiving LEA, and if the transfer occurs during the first two weeks of school, the receiving LEA may observe student performance for two weeks and convene another EL Reclassification Team to review documentation and evidence, when applicable. However, the EL Exit Date must be June 30 of the school year that just ended.

Exiting Procedures for English Learner Students with Disabilities

Since 2013, the Alternate ACCESS for ELLs® assessment of English Language Proficiency (ELP) has been used in Georgia for students in grades 1 -12 who are classified as English learners and have significant cognitive disabilities that prevent their meaningful participation in the regular ACCESS for ELLs® assessment. To participate in the Alternate ACCESS, a student must be eligible to participate in the GAA 2.0

The Alternate ACCESS for ELLs® aligns with the WIDA Alternate English Language Proficiency levels designed to expand upon Level P1 - Entering, by increasing the sensitivity of the measure for students who have significant cognitive disabilities. The alternate ELP levels give students a chance to demonstrate progress within Level P1.

In April 2019, the state established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. To make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:

Alternate ACCESS Overall CPL P2 (Emerging) for two consecutive years with IEP Team recommendation OR any other Alternate ACCESS Overall CPL — the same score — for three consecutive years with IEP recommendation.

EL Exit Procedures:

- The IEP Team will serve as an English Learner (EL) Reclassification Team by completing the state provided EL Reclassification/IEP Team Rubric for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above.
- IEP teams who are considering reclassification of EL/SWD who have met the Alternate ACCESS criteria may want to finalize any possible EL status changes within 30 days of the beginning of the school year and before the October FTE count.

Post-exit Procedures:

- For two consecutive school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the exited student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation must be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

Exiting Procedures for English Learner Students with Less than Four Domains

Under the ESSA, as determined by the student's IEP team or 504 Plan, if a student's disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment.

Note: Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director should seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs.

In April 2019, the state established that an English Learner (EL) with disabilities whose disability precludes assessment of one or more language domains should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided Designate Composite Proficiency Level (D-CPL).

D-CPL Process:

1. Administer the appropriate WIDA ACCESS for ELLs® 2.0 or Alternate ACCESS language domain tests to the EL student as established in the IEP.

2. For each language domain test not administered, clearly mark Do Not Score with a reason code of SPD in the student test booklet or in WIDA AMS.
3. NOTE: Although WIDA ACCESS Individual Student Report will only show results for the language domains administered and will not include composite proficiency levels, the report should still be shared with parents in a language they understand.
4. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the lowest exit score for the missing language domain(s) to allow an overall composite proficiency level calculation.
5. The GaDOE Assessment & Accountability Division will calculate a Designate Composite Proficiency Level (D-CPL) for each EL student whose WIDA ACCESS score results are missing one or more language domains.
6. The GaDOE Assessment & Accountability Division will provide the school system with an ACCESS Designate Composite Proficiency Level (D-CPL) for each one of these EL students.
7. After receiving the GaDOE-generated D-CPL, the appropriate standardized statewide EL exit criteria for the ACCESS for ELLs® 2.0 or the Alternate ACCESS threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not. (See below)

ACCESS for ELLs® 2.0 Exit Criteria

An EL student with disabilities must be exited from EL status when the ACCESS for ELLs® 2.0 D-CPL is 5.0 or when the D-CPL meets the LEA-established exit criterion within the 4.3-4.9 range along with the EL Reclassification Form.

Alternate ACCESS Threshold for Considering Exit

An EL student with significant cognitive disabilities may be considered for exit from EL status when the Alternate ACCESS D-CPL is P2 (Emerging) for two consecutive years with IEP Team recommendation OR any other Alternate ACCESS D-CPL for three consecutive years with IEP Team recommendation. *(See EL Reclassification/IEP Team Rubric)*

ACCESS Score Reports & EL Status Review

The System Test Coordinator will notify the ESOL Coordinator and schools when once ACCESS for ELL Score Reports are received. After receiving score reports, the ESOL Coordinator will meet with the ESOL administrators and ESOL teachers to review ACCESS scores reports and discuss the EL status of each EL student. In addition, the ESOL Coordinator will discuss the procedures for conducting a Reclassification meeting with required participants. After the ESOL Meeting with the ESOL Coordinator, the ESOL teachers will complete the EL Projected Roster that includes all EL students' upcoming EL status for the next school year. The ESOL teacher will submit a copy of the Projected EL Roster to the school Principal, ESOL administrator, and ESOL

coordinator for review before submit to the school FTE Clerk. Feedback will be provided and revisions will be made if requested before submission to the school FTE Clerk. The FTE Clerk will update the EL status for the upcoming school year in Infinite Campus. ESOL teachers and school FTE clerk will be at the beginning of the year to verify changes of EL status in Infinite Campus.

Provisional EL Entrance and Exit Procedures during Extended School Closures

This section of the guidance is only intended for use during extended school closure at the end of the 2019-2020 school year and the beginning of the 2020-2021 school year and does not represent a change in State Board Rule. When schools resume normal operations, the *temporary flexibility* grant will no longer apply.

Rationale

Given that Taylor County School District (TCSD) continues to enroll students using online registration processes and are providing educational services through various means; and given that the statewide standardized English learner (EL) entrance procedures established in State Board of Education (SBOE) Rule 160-4-5-02 require schools to administer an initial English language proficiency screening measure to students new to U.S. schools; and given that face-to-face administration of this screener is not possible during school closures, it is therefore necessary to provide LEAs with provisional procedures to determine whether language assistance services during periods of school closures are in the best interest of potential English learners.

When LEAs receive the 2020 English Language Proficiency (ELP) assessment results, according to SBOE 160 4-4- 02, educators must conduct EL Reclassification review meetings in order to determine whether EL students are English proficient when their scores do not meet the state's clear exit criterion but rather meet the LEA's established exit criterion. In order to provide LEAs with greater flexibility during school closures, the following two options could be considered for conducting EL Reclassification review meetings: (1) consider alternate methods for the EL Reclassification review at the end of the school year or (2) consider holding the EL Reclassification review meetings face-to-face at the beginning of the new school year within the federally-required 30-day window to identify student's EL status.

Purpose of This Guidance

Provisional procedures provide the school with a decision-making process to identify students in need of preemptive English support during the time that schools are closed for normal operations and the face-to-face screening process is not possible. The provisional identification process should only be used when there is not enough documentation from a previous school to make continuing programming decisions within the two-week established timeline, or when the student is new to U.S. schools as provided by Title III guidance from Georgia Department of

Education as of April 27, 2020. These provisional procedures may be updated to include guidance from the U.S. Department of Education, as applicable.

These provisional procedures will no longer be valid once schools have resumed regular operations. They may not be used to replace the formal screening process, which must be implemented as soon as possible once schools resume normal operations for any student who has been given a provisional status. As such, regardless of any provisional status applied through the steps outlined in this document, formal identification using the state adopted WIDA Screener must take place as soon as possible once school resumes. This applies to any student new to U.S. schools who 1) enrolled during the period of school closure with a language other than English on the Home Language Survey and 2) who does not have transferable EL records from another LEA or state in the U.S.

Process for the Identification of English Learners During Periods of Extended School Closures

Step 1: Administer and review the state-required Home Language Survey (HLS) to all students enrolling in the LEA.

The HLS may be embedded in the district's online registration process, or district trained enrollment personnel in the district or school designee could contact the parents to complete the HLS remotely by phone and using a secure device with limited access and no external access, as accessible to both school and families, or the LEA could mail parents the HLS to complete and return to the school district.

- When the answer to all the HLS questions is English, **stop**, do not proceed to any of the next steps.
- When the answer to any of the HLS questions is a language other than English, and the student is new to U.S. schools, proceed to **Step 2** below.
- If the student is transferring from another Georgia LEA or another state and may already have an active or former EL status, the LEA must secure EL records, as applicable, to determine whether the student was previously screened or assessed for English proficiency. Records may be electronic, paper, or verbal as available.

Step 2: Conduct an interview remotely with the student (by phone or using a secure device with limited access and no external access).

Follow the procedures below and complete the listening, speaking, and interaction rubrics found at the end of this document. Both the interview answers and the rubrics should be maintained as documentation of the provisional identification process. These documents can be maintained in a digital file.

Exceptions for which a remote interview does not need to be conducted:

- a. Students transferring from another LEA with records that demonstrate an EL=1, EL=2, EL=3, EL=4, EL=F, or EL= No status. This student is not an EL.

- b. Students transferring from another WIDA state whose most recent ACCESS assessment scores demonstrate they have met the LEA's EL exit criteria. This student is not an EL.
- c. Students transferring from another Georgia LEA or WIDA state with ACCESS assessment scores results from the last calendar year showing the student is still an English learner (EL=Yes). This student is an EL and does not need to be provisionally screener.

The sample Interview Questions below are at progressive levels of difficulty designed to elicit interaction between the interviewer and the student and facilitate a professional decision on the student's language skills (listening, speaking, and interaction). Interviewers must implement strategies to enable students with little or no experience interacting via a computer screen or phone to be comfortable during the remotely conducted interview process. Interviewers must tailor the interaction based on the apparent proficiency and age of the student.

1. Start with the low-level questions.
2. Stop at the level where a student has difficulty responding.
3. Ask a question or two from the previous level to end on a positive note.
4. Complete the listening, speaking, and interaction domain rubrics at the end of this document.

Sample Low-Level Questions:

- What is your name?
- How old are you?
- What do you like to do?

Sample Moderate-Level Questions:

- What do you like to do at school?
- What kind of food do you like?
- Tell me about your favorite (sports team, video game, toy or hobby).
- What would you like to do when you graduate from high school/grow up?

Sample High-Level Questions:

- What is your favorite subject in school and why?
- Pretend you are trying to convince me why I should like your favorite (sports team, video game, toy, or hobby).
- Describe your favorite teacher/friend/family member and explain why this person is your "favorite."
- Describe a job that you think is useful for society and why.

Source: Georgia Department of Education, Massachusetts SBOE, Oklahoma SBOE

Step 3: Using student interview results, determine whether the student might need English language instruction and/or assistance, and then make a provisional placement decision.

Based on the interview information, LEAs must make a provisional decision about the most appropriate academic placement and language support the student may need. Generally,

students who easily communicate at the “high-level questions” are most likely not to qualify for EL status when the screener is later administered.

LEAs should create a provisional decision form to complete and maintain along with the interview results and the original HLS as a record of the provisional identification process. Documentation can be maintained in a digital file until school reopens.

Step 4: Determine the most appropriate academic placement and language supports based on student’s English language proficiency information and the LEA’s chosen method of delivery.

ESOL staff must choose the most appropriate method of ESOL service delivery during school closures and provide the student the opportunity to participate meaningfully and equally in the district distance learning program. The language needs of ELs must be addressed in the distance learning and virtual environments. ESOL staff will want to ensure the content is accessible to ELs during virtual learning, that instructional packets sent home are accommodated for student’s level of language proficiency, and that the teachers manage language access expectations accordingly.

Step 5: Notify parents and/or legal guardians of the interview results and provisional placement decision.

Parent notification may be made by phone, email, or conventional mail services, per the district discretion, and must be in a language parents understand. The notification must include the parent’s right to waive the ESOL services provided remotely. The ESOL staff may adapt their current parent notification letters to accommodate the provisional nature of the services or may choose to create a new notification.

Documentation: Taylor County School District (TCSD) must document the provisional procedures in the manner best suited to their system. Once schools resume, the schools must ensure the formal screening procedures are implemented for all provisionally identified students.

Data Collection Note: TCSD will not need to code provisionally identified ELs in their Student Information System (SIS) because the state is not collecting this information. After schools reopen, and the formal screening procedures have been implemented, students will be coded per established GaDOE Data Collections guidance.

EL Exit Procedures for EL Students in Grades 1-12 during School Closures

Taylor County School District (TCSD) will continue to have two options for making EL exit decisions for EL students in grades 1-12. Each LEA must choose one option and implement it in a standardized manner across all schools in the LEA.

Option A- Clear ACCESS Proficiency Exit

Per SBOE 160-4-5- 02. Section 4. (i), clear exit determinations are based only on the composite score of the state-adopted English proficiency measure. A student who scores a WIDA ACCESS 2.0 Overall Composite Proficiency Level (CPL) 5.0 or higher shall be considered English proficient and shall be exited from EL status and ESOL services, as well as from Title III, Part A services, when applicable.

NOTE:

The statewide standardized Kindergarten EL Exit criteria remain the same. Please refer to Kindergarten EL Exit Flowchart and Kindergarten EL Exit Criteria in Taylor County School District's Federal Programs Handbook.

Option B- EL Reclassification Exit

Per SBOE 160-4-5- 02. Section 4 (ii), students whose composite scores on the state-adopted English proficiency measure do not meet the score required for clear exit determination may be considered proficient following an LEA's reclassification review.

Taylor County School District (TCSD) will implement the minimum EL exit criterion in the WIDA ACCESS Overall CPL 4.3-4.9 range. An EL Reclassification review must be conducted for each EL student whose ACCESS scores met TCSD criterion or higher (up to and including WIDA CPL 4.9) to determine whether the EL student should be exited or not. Some LEAs choose to consider other language-focused data such as the ELA Georgia Milestones achievement level. However, given that these scores are not available as a 2nd exit criterion, LEA may consider using any of the WIDA ACCESS composite or domain proficiency level scores and local assessments (STAR Reading).

TCSD will hold EL Reclassification review meetings at the end of the school year.

Reclassification review meetings will be held virtually (online) with required participants.

Required meeting participants of the Reclassification team are: an ESOL staff, administrator, and classroom teacher.

NOTE:

Although LEAs have flexibility per SBOE Rule 160-4-5- 02 to choose Option B, it is critical during these days of interrupted schooling in English that EL Reclassification review teams have enough data to ensure the student is fully proficient in English and ready to access the general curriculum without English language support services. LEAs will want to consider that students may not have been able to continue learning English during school closures and may not have maintained the level of English language proficiency they demonstrated on the WIDA ACCESS 2.0 test in February. Since standard assessments will not be available to validate or support the language proficiency level scores, the EL Reclassification review team will need to make an informed EL exit decision.

EL Exit Procedures

1. In April or May, TCSD will establish grades 1-12 EL exit criteria for the end of the 2021-2022 school year. (Option B)
2. In May, the Title III Coordinator will notify the state of their chosen EL exit criteria and procedures by completing the EL Exit Criteria Survey.
3. TCSD will review WIDA ACCESS score results in the WIDA AMS platform and in hard copy when they arrive.
4. TCSD will exit all EL students who have met the state's clear exit criterion of WIDA overall CPL ≥ 5.0 .
5. When choosing EL Exit Option B, LEAs will also determine which EL students have met their established grades 1-12 EL exit criterion and higher up to 4.9.
6. After July 1, 2022, the LEA must record these students' EL exit date as June 30 (or the last day of school), reclassify them from EL=Yes to EL=1 (1st year post-exit), and notify parents.
7. All student documentation will be maintained in online data management systems, and, after schools reopen, in student permanent records.
8. LEAs must monitor the academic progress of all exited students for two years to ensure the exit decision was not premature and that English language proficiency is not a barrier to success in school.

Note: If an exited student is struggling academically during the two-year post-exit monitoring period, and it is believed the academic struggle may be due to a premature exit from language services, the LEAs must follow the established MTSS (RTI)/SST procedures.

During periods of school closures, LEAs must adhere to all MTSS (RTI)/SST guidance from the GaDOE Division of Special Education and Supports.

18.2 Language Instruction Educational Programs (LIEPs) for English Learners (ELs)

TCSD provides supplemental Title III-A language instruction educational programs to help English Learners improve their English proficiency and academic achievement. The goal is to have more EL students scoring in proficient and distinguished level on the state standardize test. In addition, our goal is to continue showing positive movement in the CCRPI ELP Progress Performance Bands. TCSD provides EL Language Development tutoring and ELA & Math tutoring for English Learners in the school district. EL Language Development tutoring is determined by reviewing ELP data to select EL students who are struggling with language development and need additional support to help improve his/her English skills. According to CCRPI 2019, there is a high percentage ELs scoring at the beginning and developing level in ELA and Math on the state standardize test. English Language Arts (ELA) and Math tutoring is provided for all English Learners students. All schools are afforded the opportunity to provide EL Language Development tutoring and ELA & Math tutoring.

18.3 EL-Focused Professional Development

Taylor County School District recognizes the importance of coordinating professional learning activities that address the assessed needs of the EL students and staff members who serve English Learners. The Title III Coordinator meets with the ESOL teachers to review EL Eligibility along with various EL updates and procedures throughout the school year. TCSD ensures that professional learning is evidence-based so that staff members can be provided with the knowledge and skills necessary to help EL students meet the academic state standards and support high levels of student learning. In order to continue showing positive movement on ELP Progress, Title III Support meets with ESOL teachers and train them on how to use effective strategies to improve listening and speaking skills. In addition, the ESOL teachers and administrators participate in WIDA Online professional learning on Engaging ELLs and Taking Action for ELLs. ESOL teachers and administrators train the general education teachers on the WIDA online professional learning in order to enhance the ability of teachers to understand and implement instructional strategies for English Learners.

18.4 Parent Engagement to Enhance LIEPs

Families of EL students are invited to attend all of the parent and family engagement activities that are coordinated by the school Family Engagement Coordinator. In addition, the District Family Engagement Coordinator along with the ESOL teachers facilitate EL Parent Outreach Engagement activities that are specifically designed for EL families at least once a semester in an effort to enhance the language, as well as provide strategies that are specific for EL students in demonstrating success in their academics.

18.5 Immigrant Program

The definition of immigrant under Title III, Part A law is unique. A student is considered by Title III, Part A to be an immigrant if he/she meets three (3) requirements:

1. Born outside of the U.S. or Puerto Rico
2. Enrolled in U.S. schools for less than 3 years
3. Is between the ages of 3 and 21

In the event that TSCD shows a significant increase from the previous two-year average and received funds, funds will be used to pay for activities that provide supplemental instruction opportunities for immigrant children and families. Supporting the Unique, Non-linguistic Needs of Immigrant students who qualify for English language assistance services are supported through the ESOL program. Regardless of English proficiency, immigrant students often arrive with myriad non-linguistic needs. Supplemental instructional materials and/or tutoring will be provided to address academic gaps. Assistance with foreign transcript evaluation is provided to students entering with high school credits from another country.

19. Title I, Part C Education of Migratory Children (MEP) Services

[ESEA: Sec. 1301(2); Sec. 1304(b)(3); Sec. 1308(b)(1)-(3)]

Taylor County School System is part of the GaDOE MEP Consortium

Taylor County School District is not funded for indicators 19.3, 19.4, 19.5, and 19.6.

In the event that we become funded, we will establish the appropriate procedures to ensure services for migratory children.

23. Coronavirus, Aid, Relief & Economic Security (CARES); Coronavirus Response & Relief Supplemental Appropriations (CRRSA); American Rescue Plan (ARP)

Facilities/Equipment

Taylor County School District plans to renovate some of the school facilities to include HVAC replacement, paint, water fountain upgrades, and removal of carpet. These improvements will provide a healthier indoor environment for our staff and students by increasing the delivery of clean air and diluting the potential of contaminants.

In response to the economic outcome of the COVID-19 pandemic in the United States, Congress passed three bills that provided immediate and direct economic assistance to state and local educational agencies through the Elementary and Secondary School Emergency Relief funds. These funds were provided to support areas with the greatest need, where the academic and non-academic components for school districts had the greatest impact due to COVID-19. As additional funding was provided, the intent of the funds was to support States and local school districts' efforts to safely reopen schools, address significant gaps in learning, and support measures of implementation that will continue to reduce the effects of COVID-19 on students and families. At times, the Board approves specific supplements to support staff retention.

Taylor County School District has implemented procedures to ensure the district remains compliant in the required transparency and stakeholder components. The district plans to use the funds to improve our facilities via repairs and air quality improvement. We meet monthly with internal and external stakeholders. We make sure all are aware of The ESSER funding dashboard which provides the public an opportunity to access information about how much of the funds have been used so far to improve student learning, address lost learning opportunities, support students' mental health and wellbeing, and more.

Appendix A

TAYLOR COUNTY SCHOOL SYSTEM



Special Education Policies and Procedures Manual

~~Created 5/23/2013 Revision 1/17/17 Approved 8-4-17 Revision 2019 Revised 2021~~

This Special Education Policies and Procedures Manual details the procedures that the Taylor County School System will follow in complying with the state and federal regulations pertaining to educating students with special needs. The school system adopts and incorporates by reference the applicable provisions of IDEA, including those presently set forth in 20 U.S.C. S1415 and State of Georgia Department of Education Rules.

Taylor County Special Education Policies and Procedures Manual Page 1

Special Education Supervision and Monitoring Manual

Ann Hopkins, Special Education Director, Taylor County School System

~~Update completed 9/29/18 revised 2019~~ revised 2021



This manual is to be used as a guide for implementation and in conjunction with the Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) and its regulations, The Georgia State Department of Education's Rules, implemented April 18, 2011, and the Georgia Implementation Manuals 1 and 2. This Special Education Supervision and Monitoring Manual details the procedures that Taylor County School System, Director of Special Education, and School Administrators will follow to ensure compliance with state and federal regulations pertaining to educating students with special needs. If any information in this manual conflicts with current rules, the rules supersede.

Appendix B

2. Establish team roles and responsibilities at initial meeting	Team Meeting Facilitator	Establishing Team Roles PLC Guide (Tucson Unified School District)	
3. Determine purpose and set goals prior to each team planning meeting (curriculum design, instructional strategies, data analysis, professional learning, examining student work, etc.)	Team Meeting Facilitator	Collaborative Planning Self-Assessment Critical Issues for Team Consideration Rubric (All Things PLC) GaDOE Establishing Collaborative Planning Purpose Rubric	
4. Select a protocol aligned to purpose prior to each team planning meeting, if applicable	Team Meeting Facilitator	NSRF Protocols and Activities (National School Reform)	
5. Create and communicate agenda prior to each team planning meeting	Team Leader	Team Planning and Reporting (New Jersey DOE)	
6. Review agenda, norms, team roles and	Team Recorder	PLC Agenda (Random Group)	
		Instruction (GaDOE) (This won't apply to us for this meeting.) PLC Products, Tasks, and Time Lines (Solution Tree Press) (This won't apply to us at this time)	

For full document, please click [here](#).

Appendix C
FY21-22 Title I Program Monitoring Form

School:	Date:	Status: SW
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INITIATIVES	Documentation	M,DNM NI,NA	COMMENTS/RECOMMENDATIONS
<u>MONITORING & EVALUATION:</u> The school conducts monitoring sufficient to ensure compliance with Title I program requirements. <ul style="list-style-type: none"> Monitoring instruction and evaluation of Title I paid employees 	Meeting documentation, inclusion of parents, community, and staff in monitoring SIP and Budget, Walkthroughs, informal visits, observations, evaluations, Program Evaluation, etc.		
<u>TITLE I SW PROGRAMS:</u> The LEA ensures that schools develop school-wide programs that use the flexibility provided to them by the statute to improve the academic achievement of all students in the school. <ul style="list-style-type: none"> Title I SW Budget Title I Professional Learning Plan (SIP,SWP) 	Georgia's Systems of Continuous Improvement, Comprehensive Needs Assessment, SW Plans and checklist inclusive of signatures, Periodic Certifications, Rank Order, Budget, PL Documentation, etc.		
<u>EQUIPMENT/INVENTORY:</u> The LEA maintains records to document the procurement and location of equipment and real property purchased with Federal Funds.	Copy of purchase orders, inventory records, logs of inventory, equipment use plans, School Disposition Policy, etc.		
<u>FAMILY SCHOOL PROGRAM:</u> The school meets parental involvement and parental notification requirements. LEA and schools have carried out the six requirements to build parents' capacity to be involved in school including using Title I funds to support literacy programs and Parent Resource Center. <ul style="list-style-type: none"> Welcoming All Families Communicating Effectively Supporting Student Success 	Parent Checklist (GaDOE), School Input Opportunities, Required Notifications, Building Parent & Family Capacity, Building Staff Capacity, Title I Surveys, Appropriate Language/Parent Communication, EL Notification/Training,		

Click [here](#) for entire document.

Appendix D



PQ and ESSA In-Field Calendar January 2021 – July 2021

	Training Dates
	Programmatic Dates
	Monthly Task
	Data Collection Deadlines

January, 2021	
1/1 – 1/31	Check students' schedules for a change in teachers for 20 Day Notifications Send 20 Day Notifications home for students, if applicable
1/8	PQ and In-Field Back to the Basics 101 Webinar
1/29	PQ and In-Field Resources and Portal Updates Webinar
1/22 – 1/31	Meet with the PQ and In-Field Team in your LEA to discuss the In-Field Data Review the In-Field Portal information and record questions or concerns Contact GaDOE with questions and concerns about the In-field data Request Technical Assistance from GaDOE, if applicable

February, 2021	
2/1 – 2/28	Check students' schedules for a change in teachers for 20 Day Notifications Send 20 Day Notifications home for students, if applicable
	Review In-Field Portal Data and record coding issues to be corrected in Cycle 2 CPI and Student Class as soon as the In-Field Portal opens
	Meet with PQ and In-Field Stakeholders including Data Collections to prepare for Cycle 2 CPI and Student Class submission
2/17	PQ and In-Field Updates Webinar
2/25	Cycle 2 Student Class Start Date/Count Date

March, 2021	
3/1 – 3/31	Check students' schedules for a change in teachers for 20 Day Notifications Send 20 Day Notifications home for students, if applicable
3/4	Cycle 2 CPI Data Collection Start Date/Count Date
3/11	Cycle 2 CPI and Student Class Initial Transmission Deadline
3/25	Cycle 2 CPI and Student Class End Date

April, 2021	
4/1 – 4/30	Check students' schedules for a change in teachers for 20 Day Notifications Send 20 Day Notifications home for students, if applicable
	Review In-Field Portal Data and record coding issues to be corrected in Cycle 2 CPI and Student Class as soon as the In-Field portal opens
	Meet with PQ and In-Field Stakeholders including Data Collections to prepare for Cycle 2 CPI and Student Class submission
TBA	PQ and In-Field Updates Webinar

For complete document, please click [here](#).

Appendix E

7.1 A Professional Qualifications

[Sec. 1112(c)(6)); OCGA Sec. 20-2-200; OCGA Sec. 202-206; OCGA 20-2-216; ESEA Sec. 1112(e)(1)(B)(ii)]

Professional Qualifications of Teachers

Taylor County School District (TCSD) believes that equal access to quality instruction is the right of every student and the responsibility of the district to ensure that all teachers are professionally qualified. The Human Resources Director and Principal will check the certification status of applicants considered for hire or transfer via the GaPSC website prior to any decision. At the beginning of the school year, a meeting is scheduled with the Human Resources Director, Director of Special Education, and The Title I Director to ensure all teachers are professionally qualified. During this meeting, the Human Resources Director reviews the special education teachers' certificates to make sure appropriate special education teachers serve the students. Director of Special Education and Title I Director cross check the special education teachers as the Human Resources Director reviews the certifications. After this meeting, the Human Resources Director or the Director of Special Education, if appropriate, communicates with the principal(s) to give notification and next steps for professional qualifications.

TCSD strives to employ teachers who meet in-field certification requirements as outlined by GaPSC. The Human Resources Director meets with the Title I Director, Director of Special Education, principals, and data collections coordinator to review the in-field and out-of-field. The district recognizes that some positions are difficult to fill and/or a high needs area, in which instances, **the minimum qualifications are clearance certificate and a bachelor's degree**. The Title 1 Director submits LEA PQ requirements in the CLIP District Improvement Plan.

A Remediation Plan will be developed by the principal or immediate supervisor for all teachers who do not meet the professional qualifications and submitted to the Human Resources Director and Director of Teaching and Learning. Candidates are expected to complete the Remediation Plan by the end of the school year, and significant progress towards the completion of the plan must be shown in order to request an extension.

Information will be shared about Professional Qualifications throughout the year during principal's meetings, administrative meetings, and email communication. The Human Resources Director, Title I Director, and the Director of Special Education will work together to provide written procedures for compliance which include a timeline of notification as well as ensuring that verification of content, verifying dissemination of notification and maintaining notification documentation. School and district administrators, coordinators, and directors will be reminded of the timeline for 20-Day Notifications. Copies of the parent notifications and documentation will be filed in both the Human Resources and Federal Programs Departments.

When it is determined that a teacher does not meet Professional Qualifications, the Human Resources Director will work with the principals and complete the following:

- Disseminate the appropriate 20 Day Notifications. The Title I Director provides the updates and/or revisions template after receiving GaDOE updates.
- Ensures that IDEA/ESSA/GADOE/LEA requirements for teachers and paraprofessionals have been met.
- Maintains equivalent qualification documentation to support Strategic Waiver assertions.
- Remains aware of how PQ may impact teacher recruitment and training.
- For verification purposes, notifications must contain:
 - Day/Month/Year of notification
 - Name of the teacher who has not met professional qualification requirements
 - Name of the LEA and/or school/program
 - Statement that the teacher has not met State certification OR LEA strategic waiver professional qualification requirements for the grade level(s) and/or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified

Copies of the 20 Day Notification Letter will be maintained at the local school, parent/student handbooks, and one copy maintained by HR.

The Title I Director communicates with the Human Resources Director, Director of Special Education, Student Records Coordinator, and the principals to ensure that ESSA requirements have been met for monitoring purposes: professional qualifications and notifications.

We use the ESSA Professional Qualifications and In-Field Implementation Handbook, also, which can be accessed by clicking this link: [GaDOE](#).

Appendix F

Board Policy JBC(1): Homeless Students

Status: ADOPTED

Original Adopted Date: 10/10/2011 | **Last Revised Date:** 07/09/2018

Introduction

Many young people leave their homes due to abuse, neglect and family conflict. Children and youth who have lost their housing live in a variety of places, including motels, shelters, shared residences, transitional housing programs, cars, campgrounds and others. Their lack of permanent housing can lead to potentially serious physical, emotional and mental consequences. Taylor County School District will ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools. Taylor County School District will follow the requirements of the McKinney-Vento Act.

Under federal law, homeless children and youth must have access to appropriate public education, including preschool, and be given a full opportunity to meet state and local academic achievement standards. They must be included in state- and district- wide assessments and accountability systems. Our schools will ensure that homeless children and youth are free from discrimination, segregation and harassment.

Definitions

Homeless children and youth means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence, including:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, camping grounds or trailer parks due to lack of alternate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- children and youth who have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- children and youth who are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and
- migratory children and youth who are living in a situation described above.

A child or youth shall be considered to be homeless for as long as he or she is in a living situation described above.

For the entire document, please click [here](#).