

Heard County School System

Federal Programs Policies and Procedures

FY 20

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Purpose of This Handbook

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

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

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

Federal Programs

Director of Federal Programs	Sheri Calhoun
Director of Special Education	Sheri Calhoun
CTAE Director	Brent Tisdale

LEA Monitoring of Schools and Programs

Heard County School System Federal Monitoring Process

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

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

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

Federal Programs Director will provide technical assistance to local schools.

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

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

In years when LEA does not receive an on-site visit, Federal Programs Director will complete the Self-Assessment Checklist and submit it to the Georgia Department of Education (GaDOE).

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

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

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

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

- Ensuring that all federal programs activities are carried out in accordance to federal compliance guidelines
- Equipment usage monitoring
- Academic

- Budgetary

The ESEA requires the State educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds. Georgia’s monitoring process consists of four major components:

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

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

- Selection of LEAs to be Monitored
- LEAs are monitored on a four year cycle. Approximately one-third of the LEAs are monitored each year.
- LEAs were initially randomly selected from each of Georgia’s ten service areas.
- LEAs with audit or monitoring findings requiring a return of monies, or receiving a high number of complaints from parents and other stakeholders are monitored within the year of the LEA auditor monitoring report and the written complaint. For example, if an LEA is audited in FY16 for FY15 and the Division receives the report of findings in FY17 before the end of the monitoring cycle, the LEA would be included in the LEAs to receive an on-site monitoring visit. In addition, on-site monitoring outside of the scheduled cycle may be arranged as needed if an LEA evidences serious or chronic compliance problems.

Federal Program Specialists must follow the Division protocol when conducting an on-site monitoring of an LEA. A copy of all documentation is maintained with the SEA.

Communication and Monitoring

Monitoring of Title I schools is a critical component of ensuring that compliance is taking place at each school. During the summer and after the Annual Federal Program Conference in June, the district Federal Programs Director convenes a meeting of all principals during a summer orientation. School Bookkeepers and Assistant Principals for each of the Title I Schools are also invited and encouraged to attend the meeting. Principals receive training on policies and procedures and guidance for operating a Title I program. A separate Parent Coordinators meeting is scheduled prior to the beginning of the school to discuss the parental involvement aspects of the Title I Program. Principals are given an overview of Parent Involvement Requirements.

Principals are given detailed information of expectations and copies of program guidance. Specific training is provided in all facets of Title I. The Federal Programs Handbook is online and discussed in detail by the Federal Programs Director. This handbook includes timelines, budget forms, inventory information, schoolwide/ targeted assistance implementation, Flexible Learning Plans (FLPs), Intra-district Transfers, parental involvement, fraud policy and other areas of Federal Programs as needed. The summer meeting also includes discussions on the chart of accounts, the budgeting process, and the correlation of the budget and Title I Schoolwide Plan. The Director of Federal Program attends each Title I Schools review of end of year data, needs assessment, and development of the School Improvement Plan meeting(s). Soon after the completion of those meetings, the Director of Federal Programs meet with each Principal to discuss items and budgetary needs to address the action/strategies within the School Improvement Plan. From these meetings, the budget is derived. The budget is entered into the GADOE Consolidated Application for approval. The budgets are referenced when invoices, timesheets, requisitions, and professional learning forms are submitted to the Director of Federal Funds for approval.

Formal and informal meetings as well as phone calls and e-mails provide technical assistance and monitoring feedback. A Title I Timeline is distributed at the Title I Principals meeting that outlines the federal required documents with the necessary due dates. Email invitations often serve as calendar reminders for item due dates. If/When schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an e-mail is sent describing the issue and how to correct it.

Monthly meetings are also held with principals. Specific budget information is given out at these meetings. Title I principals are given the opportunity to share best practices during these meetings. Phone calls and emails are a daily occurrence between Director of Federal Programs and school staff.

In addition to meeting with principals, district staff also meets with, Title I Bookkeepers and Title I Parental Involvement Coordinators at the beginning of each year. These meetings are an opportunity to discuss Title I in detail and also an opportunity to discuss content specific information with each of the above. Parental Involvement staff meets monthly with the district Federal Programs Director.

All Title I services are supplemental. This process is monitored through ongoing technical assistance, site visits, and through the budget process.

Onsite Monitoring Procedures

All Title I schools are subjected to ongoing monitoring by the Director of Federal Programs throughout the school year. The Director of Federal Programs and Associate Superintendent conduct on-site monitoring of all schools a minimum of three times per year for compliance. The first visit takes place in the summer, the second in winter, and the third in spring. Feedback is provided to the principal's via checklists and descriptive information. In addition, emails, staff meetings, and phone conversations take place throughout the year as a means of providing ongoing monitoring and communication with each Title I school.

Timeline for Monitoring of Title I Schools

- June-July-Provide Summer Workshop for Principals of all Title 1 Schools following our Title 1 state training in June to update them on any new guidelines and to provide guidance for "new" Title 1 principals;

Workshops will include but not limited to the following topics:

- Budgets
- Ordering
- Compliance Issues
- Parental Involvement
- School wide/Targeted Assistance
- Monitoring
- Multiple Criteria Selection/ Models
- Academic Achievement
- Teacher/ Instructional Lead Teachers Scheduling
- Ethics/ Fraud/ Compliance
- McKinney-Vento
- Inventory

➤ Programmatic and Financial

July

- Using CCRPI information determine the schools that will need to offer FLP services and work with principals to create the required letters and get those mailed in a timely manner. Two-day annual planning/compliance orientation is held. At this point Heard County has no FLP schools
- All departments submit final revisions of CLIP to Director of Federal Programs by July 15
- District meeting with principals and Parent Involvement Coordinators to revise district parent involvement policy and plan.
- Meetings to Discuss Needs based on CNA and Budget Allocations (Title I, Title II, Title IV, Title V, Homeless set-aside and/or Neglected Set-Aside).
- CLIP due to GaDOE by July 31

August

- Submit names of Title I Paid Employees (Teachers/Paraprofessionals)
- Submit Paraprofessional Daily Schedules for review/approval
- Title I Certified Staff submit daily schedule for review/approval
- Annual Title I Meeting Window Begins
- Submit a copy of “Parent’s Right to Know” letter for review/approval
- 1st Approved FLP Parental Notification Letter Distribution Deadline (Focus Schools Only)
- Post/Send Screenshot of Approved 1st FLP Parental Notification Letter (Focus Schools Only)
- Parent Involvement Coordinator Schedule due
- Parent’s Right to Know/School Status letter **mailed to parents by schools**
- Post Parent’s Right to Know Letters on school website
- Submit Parent’s Right to Know Assurance Form
- Submit Principal Attestations and Assurances Form
- Parent Resource Area Notification Form

September

- August Monthly Signed Class Schedules-Split-Funded Personnel Due
- August Monthly Signed Time and Effort sheets due
- Submit the Title I Schoolwide Plan for review/approval
- Onsite review of federal programs inventory and Title I Schoolwide Plans

October

- Title I, Part A; Title II, Part A budgets due in Consolidated Application—Oct. 1
- Title II Attestation Forms due—Oct. 1
- September Monthly Signed Class Schedules-Split-Funded Personnel Due

- September Monthly Signed Time and Effort sheets due
- Copies of Parental Involvement Plans placed in Parent Resource Centers
- Submit Annual Title I Meeting documents (after school meeting)
- Deadline for Annual Title I Meeting (Oct. 31)
- School Parental Involvement Plans due for review/approval
- School Parent Compacts due for review/approval
- Distribution of School Parent Compacts , Parent Involvement Plans, Deadline
- School Parent Compact Due with checklist
- Submit a copy of the School Parent Compact Assurance Form
- Distribution of Parental Involvement Plans/Post on School's Website
- Submit Parental Involvement Plan Distribution Assurance Form
- Submit 5 Samples of complete School-Parent Compacts per grade level
- Deadline to notify parents of the location of the Title I Schoolwide Plan
- Deadline to notify parents of the location of the Parent Resource Center
- Deadline for all parent documents to be posted on Parent Involvement section of school web page (compacts, Parent Involvement Plans, Parent Right to Know, Title I Schoolwide Plan,
- Completion Reports for all Federal Programs
- Title V, Part B Annual Report

November

- October Monthly Signed Class Schedules-Split-Funded Personnel Due
- October Monthly Signed Time and Effort sheets due
- Six Requirements to Build Capacity Forms

December

- November Monthly Signed Class Schedules-Split-Funded Personnel Due
- November Monthly Signed Time and Effort sheets due

January

- December Monthly Signed Class Schedules-Split-Funded Personnel Due
- December Monthly Signed Time and Effort sheets due
- Periodic Certification for all Personnel Fully Funded (100%) by Title I and Title II Due
- Submit for approval 2nd FLP Parental Notification Letter sent to parents (Focus Schools Only)
- Approved FLP Parental Notification Letter Distribution Deadline (Focus Schools Only)
- 2nd Approved FLP Parental Notification Letter Distribution Deadline (Focus Schools Only)
- Post and Send Screenshot of Approved 2nd FLP Parental Notification Letter sent (Focus Schools Only)

February

- January Monthly Signed Class Schedules-Split-Funded Personnel Due
- January Monthly Signed Time and Effort sheets due

March

- February Monthly Signed Class Schedules-Split-Funded Personnel Due
- February Monthly Signed Time and Effort sheets due
- Stakeholder survey opens for Title I and Title II

April

- March Monthly Signed Class Schedules-Split-Funded Personnel Due
- March Monthly Signed Time and Effort sheets due
- Summary of Title I stakeholder survey due
- Begin review/revisions of Title I Parental Involvement, Title I Schoolwide Plans, and School-Parent Compacts
- Stakeholder survey for Title I and Title II closes

May

- April Monthly Signed Class Schedules-Split-Funded Personnel Due
- April Monthly Signed Time and Effort sheets due
- Spring Title I Input meeting
- Deadline for Spring Title I Input meeting documents (revision of compacts for FY17, revision of Parent Involvement Plans , FY17 1% of Parent Involvement Budget input
- Submit End of the Year Parent Coordinator Evaluation (if applicable)
- Final Budget Amendment for Title V, Part B

June

- May Monthly Signed Class Schedules-Split-Funded Personnel Due
- May Monthly Signed Time and Effort sheets due
- Periodic Certification for all Personnel Fully Funded (100%) by Title I Due
- Onsite review of federal programs inventory and Title I Schoolwide Plans (18 components)

Ongoing Throughout School Year

- Work with principals on annual revision of plans. The Federal Programs Director and the Associate Superintendent review the plans and the budgets to insure that funds are being spent according to the plan and the plan has all the necessary components
- Monthly meeting with Principals. Additional training as needed.
- Inventory all items purchased by Federal Programs.
- Homeless and N&D programs are monitored by the Federal Programs Director. (if applicable)
- Ongoing review of school improvement data and plans in conjunction with other central office staff
- 3 times a year (Fall, Winter, Spring) the Federal Programs Director and Associate Superintendent make on-site visits to review the progress of the school wide plan, school improvement plan and inventory.
- Budgets and purchase orders are reviewed monthly by the Federal Programs Director to assist schools in spending the funds as planned.
- May – PIC's have Spring Meeting with parents to review parent survey results, revise parent involvement plan and policy; District meeting to revise district parent involvement policy and plan.
- On going – The Federal Programs Director provides technical assistance and meets regularly with principals.

School Improvement Plans (SIP) includes data which drives student achievement and are monitored by Federal Programs Director and Associate Superintendent at least three times per year. Based on continuous data analysis, principals and leadership teams make changes to the school improvement plans. The Heard County School System follows the AdvancEd process as part of our continued district Southern Association of Colleges and Schools (SACS) accreditation.

Feedback on the schoolwide/targeted assistance plans are sent to each principal via the schoolwide checklist. Corrections to the plans are made as needed by principals and updated copies are sent to the district office.

Monitoring of Neglected & Delinquent Facilities

There currently are no Neglected & Delinquent facilities in district. If such a facility opens it will be monitored on the same timeline as other schools in the Heard County School System.

Monitoring of Private Schools

The Federal Programs Director monitors private schools. Invitations for private schools to consult in participation in federal programs the following calendar year are sent in the fall, usually October, via receipt delivery. A meeting is held, usually the first week in November, to present information about the programs available to students in private schools. Currently the Heard County School System is not serving any private schools.

Data Analysis

Data review for all schools are compiled and discussed during administrative meetings and at the Board of Education meetings. Schools meet and analyze data with the intent of improving instruction. The Plan, Do, Check, Act Cycle is used as the basis for continuous improvement review from the classroom level up to the central office. Administrators and staff review all process and events using this model. All Title I schools have professional learning rooms that are used during the data analysis process. Principals are required to discuss this information with all staff to ensure that they fully understand the data presented. Principals are required to demonstrate to the Federal Programs Director and the Associate Superintendent they fully understand the needs of their school by identifying the root cause of the problems that keep the school from achieving academically. This information is discussed in detail in the updated schoolwide plans each year.

Corrective Action Process

(Audit and Monitoring Findings)

Corrective action from previous monitoring is discussed with principals in order to assist them in understanding the critical need for compliance in Federal Programs. In addition, GaDOE monitoring findings from all districts is shared with principals as a means of understanding the impact of non-compliance. Professional learning is provided based on the needs but, in addition, professional learning is used as a preventive measure to ensure that all staff has a clear understanding of all expectations of every facet of federal programs. The Federal Programs Director, along with district level staff, and outside consultants, provide ongoing training as a means of ensuring that all staff are in compliance at all times. Anticipatory training is conducted throughout the year that ties in directly with all facets of Federal Program compliance. All correspondences related to Title I are maintained at the central office level by either the Director of Federal Programs or the Secretary for the Title I Program. The Corrective Actions were shared with the Principals, along with the Corrective Action Plan(s). Technical Assistance is maintained either as an archived email or in a monitoring file to include an agenda and sign-in sheet documenting the assistance. There will be follow up by the Director of Federal Program to check for compliance.

Technical Assistance

Schools are provided a wealth of technical assistance. There is an open door/phone/email type policy with the Director of Federal Programs. Besides the technical assistance provisions

following, principals, assistant principals, bookkeepers, and any other Title I personnel call or email with questions for guidance.

- Summer administrative meeting with Title I schools administration
- LEA and School Annual Title I Meetings
- Formal meetings held by the central office(Title I, Administrative, Principals, Parents)
- Formal meetings held by the school
- Informal meetings and conversations held before, during or after other administrative/principal, and other meetings held by the central office
- Informal meetings and conversations held before, during or after meetings held at Title I schools
- Parent involvement meetings/workshops/activities
- Phone calls to and from school personnel
- Emails to and from school personnel
- Title I Timeline
- Checklists
- Title I Parenting Notebooks listing required documents and due dates
- Samples of required documents
- Face-to-Face Consultations with N&D Administrators
- One-on-One Technical Assistance with Title I School Administrators/Bookkeepers
- TA is provided as needed to address the varying components concerning Parent Engagement

Equipment Inventory

All schools are required to maintain an active inventory of all items purchased with federal funds. All regular federal program items are marked with a label. The label is placed on the equipment in a location easy to see. A web-based inventory is also kept on Big Web Apps with the location of the item and the fund from which it was purchased

An inventory is conducted once a year by each school's media specialist and the Federal Programs Director.

Comprehensive LEA Improvement Plan (CLIP)

Section 1112 of the Title I, Part A Elementary and Secondary Act (ESEA) of 1965 specifies that LEAs may receive funds under ESEA if the LEA has an approved plan on file with GaDOE. The LEA plan is submitted as part of a Consolidated Application under Section 9305 of ESEA. The CLIP has three major components: ESEA/IDEA Plan Descriptors; System Profile; LEA Implementation Plan. The following programs are a part of the CLIP: Title I, Part A – Programs for Disadvantaged Children; Title I, Part C – Education of Migratory Children; Title I, Part D – Programs for Neglected and Delinquent Children; Title

II, Part A – Teacher Quality; Title II, Part D – Enhancing Education Through Technology; Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students; Title IV, Part A – Safe and Drug-Free Schools; Title V, Part B – Rural Education Achievement Programs (REAP); Individuals with Disabilities Act (IDEA) – Programs for Exceptional Students; Carl D. Perkins Vocational and Applied Technology Act – Vocational Education Programs; Title X, Part C McKinney-Vento Education of Homeless Children and Youth (EHCY) and State Professional Learning.

Comprehensive Needs Assessment

Each school participates in a comprehensive needs assessment process. The superintendent, all central office personnel, principals, assistant principals, and other lead school personnel review system data from the state mandated assessments and local benchmarks. These needs assessments drive the action/implementation planning for the upcoming year. A comprehensive professional learning needs assessment survey is completed by schools with teachers/schools identifying their professional learning needs.

Heard County School System CLIP Review Process

The LEA Comprehensive Improvement Plan is updated annually.

CLIP revisions take place annually using prior year data and needs assessment information.

The CLIP serves as the plan detailing coordination of various federal programs and identification of needs and in-turn budgeting for such needs with federal funds. Department Directors, school and system leaders, as well as community and parent stakeholders are involved in the revision process. All parents are sent information inviting them to participate via mail, email, telephone, newspaper, social media, flyers, website, and newsletters. The district conducts an annual survey each year that allows parents to provide input on district policies and procedures. Parent input is examined and considered from these surveys. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. Copies of comments are kept on file and put in meeting minutes. Several subsequent meetings are arranged to gather input from all stakeholders. For example, input is solicited from district, school, and curriculum leaders at monthly Principal, Administrative Council, and Curriculum Advisory Council meetings. Input is also sought from district leaders and parents during the annual district parent meeting held in June. The Federal Programs Director gathers all input and updates the CLIP. The plan is submitted to Superintendent for final approval.

All Central Office Directors, principals, and staff members are required to participate in the planning, revision, and implementation process. In addition, parents and business leaders in the community are also asked to serve on the revision committee. All parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Parents are asked to provide written input during this process.

Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. Copies of comments are kept on file and put in meeting minutes.

Parental Involvement

Plan Review Procedure

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

Parent Involvement Policy Overview

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

Parent Notification and Communication in an Understandable and Uniform Format

When parents mark on the enrollment form that they need correspondence in another language, to the extent practical, efforts are made to provide either written support or support through an interpreter. If it is a Title I document or activity, Title I Funds are used to provide the translation or interpretation. If it is a document or activity that is not considered Title I allowable, local funds are used to fund the translation or interpreter. Outside translators are also used for meetings as needed. Furthermore, all parent communication is written in a format so that the content is easily understandable. Title I related activities and meetings needing translations or interpretations are requested on the form below.

Heard County School System Federal Programs Activity/Document Interpreting/Translation Request

Directions: Please complete the form and submit to translator assigned to your school five (5) working days prior to the date of the needed service. Form should be faxed after the administrator has signed off of the request to Mike Roberts at central office.

**If more than one request is needed, and you already know the dates and times, multiple requests may be placed on this same document.*

Today's Date: _____ **School:** _____

Person Requesting Support: _____

School: _____

Name of Federal Document: _____

Date Submitted for Translation: _____

Requested Completion Date: _____

Language Requested: _____

Email a completed copy of this form and the document to be translated to the Director of Federal Programs. Please send at least one week prior to the completion date to allow enough time for translations.

Meeting Types:

SST – Student Support Team

RTI – Response to Intervention

SPED – Special Education

PC – Parent Conference

PI—Parent Involvement

GED – Gifted Education

LAC – Language Assessment Conference/ESOL

TRIB - Tribunal

O – Other:

Administrator's Signature

Date

Director of Federal Program's Signature
Parent Notifications

Date

School Designation Status - Priority Schools

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

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

Using the U.S. Department of Education's (US ED) definition and methodology for identification, schools identified, as Priority Schools will receive school improvement support and intervention for a period of three years. Schools will be exited from Priority School status when the school no longer meets the definition of a Priority School for three consecutive years and has reduced the number of non-proficient students by 25 percent over a period of three years. High schools identified as Priority Schools based on graduation rate must increase their graduation rate by eight percent over a period of three years. The eight percent mark represents one-half of a deviation above the statewide annual average increase between 2003-2011.

School Designation Status - Focus Schools

The Heard County School System has zero schools identified as Focus Schools. If a school were identified as a Focus School, the GaDOE will work in collaboration with the LEA to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the LEA and the GaDOE will determine the interventions required of the Focus School. LEAs will sign a Memorandum of Agreement with the GaDOE on behalf of Focus Schools. The MOA will outline a set of non negotiable actions and interventions required of each Focus School.

Using the U.S. Department of Education's (US ED) definition and methodology for identification, schools identified, as Focus Schools will receive school improvement support and intervention for a period of three years. Schools will be exited from Focus School status when the school no longer meets the definition of a Focus School for three consecutive years and demonstrates that the individual subgroup or subgroups that caused the school to be identified as a Focus School has decreased the number of non- proficient students by 25 percent over a period of three years.

High schools identified, as Focus Schools due to subgroup graduation rates must achieve a graduation rate that falls at or above the State subgroup graduation rate average for three consecutive years or show an eight percent graduation rate improvement over a period of three years.

The specific intervention implemented in each school will reflect the needs of the identified subgroup and content area.

Annual Title I Meeting

Heard County Schools have their annual Title I meeting by October 31. It is the responsibility of the principal in coordination with the Parent Involvement Coordinator (PIC) to arrange meeting times and invite all stakeholders to the meeting. The PIC and the principal will be responsible for collecting and submitting documentation of the required Title I annual meeting, including a copy of the sign in sheet, agenda, and minutes to the Title I Director. Meetings are announced in multiple ways via paper copies to parents, websites, call system, radio announcements, and marquees at each school. Each principal completes the Title I Annual Meeting Assurance Form.

ESEA Brochures and Notifications

ESEA Flexibility Waiver brochures are provided to schools. The brochures describe current flexibility waiver status. Principals revise the brochures to meet their school's status and other personalization and send them home with students at the beginning of school. Brochures are distributed to parents and documentation of when and how the brochures are sent to parents is required to be sent to the Federal Programs Director. Each school's flexibility waiver status and CCRPI score is also located on the website.

ESEA Public School Choice

The Heard County School System currently does not have to provide school choice under federal law. There is however a local policy in place by which parents can apply to attend another elementary school in the district.

Flexible Learning Programs

Currently, the Heard County School System does not have any schools that are required to have a Flexible Learning Program. All Title I Priority and Focus Schools must offer a Flexible Learning Program (FLP). In addition, all Title I Priority and Focus Schools must develop a written plan that outlines how the Title I Priority and Focus Schools will implement an FLP program. The FLP plan must be approved by GaDOE's Title Programs Unit prior to implementation. All Title I Priority Schools and Focus Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school. All Title I Priority Schools are required to set-aside 10 percent of their school's Title I allocation for professional learning. Focus Schools are not required to set-aside 10 percent of their school's Title I allocation for professional learning. However, Focus Schools may set-aside funds for professional learning if the need for professional learning is addressed in the school's Title I targeted assistance or schoolwide plan. LEAs are required to set-aside a minimum of 5 percent of the LEA's Title I allocation to implement the LEA's FLP program in Title I Priority and Focus Schools. Set-asides above the minimum 5 percent requirement may come from the LEA's total allocation or the Priority Schools and Focus

Schools' allocation and are subject to the equitable services to eligible private school students' requirements (ESEA Section 9401(c) (5)). The Director of Federal Programs meets with the leadership team at the Focus School to provide technical assistance.

Teacher and Paraprofessional Qualifications

Parents are informed of their rights to know the qualifications of their children's teacher. This information is given to every parent in the enrollment packet. The notice will include the specific contact person and telephone number and email address. This information is also made available through district and school websites, and other social media.

Professional Qualifications

Adherence is given to the guidelines of Professional Qualifications as set forth by the Every Student Succeeds Act of 2015. Professional qualifications (PQ) are reported in the annual ESSA application - the Consolidated LEA Improvement Plan (CLIP).

Parent's Right to Know

Parent's Right to Know notification is done at the beginning of school (within 30 calendar days of the start of school). The notification is written using the language of the law. Records of the notifications are maintained by the LEA. Parents are notified using multiple formats in order to ensure accessibility and, to the extent practicable, notifying in a language the parent may understand.

20 Day Notification

Notification will be given to parents when a teacher has not met subject or grade level requirements for professional qualifications for 4 or more consecutive weeks. This notification will be provided within 10 business days following the 4 consecutive weeks.

Parent and Family Engagement Plan

District and school Parent and Family Engagement Plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). The district will hold a meeting for review of the District Parent Involvement Plan at the Central office. All parents, teachers, administrators, and other school personnel in the district will be invited to the meeting to provide input. A notice will be put in the paper of the meeting dates. Parents will be notified in multiple ways (flyers, text, social media, and calling message) of meeting to gather input from parents and community members. District parents that cannot attend the meeting will be given the opportunity to obtain a copy from the school and system websites and submit input before the final revisions are approved. The Federal Programs Director will be responsible for collecting the required information (agenda, meeting notes, and sign in sheets). The district will hold the meeting in the summer to revise plans for the next school year. The LEA Parent Involvement Policy checklist will be applied to district and school plans. Revision dates will be clearly marked on each plan. The Federal Programs Director will review plans during on-site monitoring visits. Plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. School improvement and parent involvement plans are posted on the website and paper copies are available at each school. Each school in the Heard County School System holds stakeholder meetings. These meetings give parents the opportunity to review and provide feedback on system-wide student data,

parent activities, district and school Parent and Family Engagement Plans, Schoolwide Title I Plans, district and school Comprehensive Improvement Plans. Parents are notified about this opportunity through advertisements in local media, school-level flyers, social media, and web sites. The school district uses the comments provided by parents during the annual review/revision of documents at the annual System Leadership Retreat, and parent workshops. After the school system review/revision process, district and school Parent Involvement Plans are made available to parents on the district and school website. Copies are also available in Parent Resource Centers. Parents are given the opportunity to provide feedback about federal programs by completing annual parent surveys. These comments are used by the district and schools when planning parenting programs.

Distribution of Completed Plans

Each school will post their Family and Parent Engagement Plan on their website and keep a hard copy on hand at the school for parents to review.

Plans include district and school Parent and Family Engagement plans, Title I Schoolwide plans, School-parent Compacts, flexible learning program plans, comprehensive LEA improvement plan, parents' right to know, complaint procedures, and policy on ethics and fraud, waste and abuse. An automated calling system and information given at Annual Title I meeting inform parents about the availability of these plans. Parental input into the content of each plan is solicited during multiple meetings throughout the school year. Each principal completes the Parent Involvement Plan Distribution Assurance Form.

School-Parent Compacts

All Title I schools are required to have parent compacts. It is the responsibility of the principal in coordination with the Parent Involvement Coordinator to make sure that all compacts are reviewed and revised annually. The review and revision will occur in the spring of the year. Revision dates will be clearly marked on each compact. An invitation will be sent home to all parents in the school and meeting dates will be shared on the school and district website, text messaging, phone messages, and other social media. The Parent Involvement Coordinator (PIC) will be responsible for setting up meetings and collecting required information (agenda, meeting notes, and sign in sheets).

Parent compacts will include responsibilities for the teacher, parent, and students. Each grade or department gathered input from parents to write the specific grade/dept. compact. Compacts will be distributed to all parties involved for signatures in the fall of the year. Copies of the signed parent compacts are kept on file with the child's teacher and used during parent-teacher conferences. Each principal completes the School Parent Compact Distribution Assurance Form.

Capacity for Parent Involvement

Information is provided to school personnel and parents on how to build parent capacity through presentations made during meetings, through response to parent needs on surveys, through information received from the GADOE Parent Engagement department, and through student handbooks, newsletters/flyers.

The Parent Involvement Coordinator considers and plans based on the six requirements for building capacity by answering the following questions:

1. What strategies/materials have been offered to parents on understanding academic content standards?
2. What training has been offered to parents related to literacy and the use of technology?
3. How have faculty and staff been encouraged to communicate with and involve parents in their child's education?
4. What efforts have been made to foster parental involvement in pre-k programs?
5. What attempts have been made to communicate parental involvement information to parents using language parents can understand?
6. What other support do parents receive for parental involvement activities?

Required 1% Set Aside for Parental Involvement

When the school system receives more than \$500,000 in Title I Funds, the school system sets aside at least 1% of their Title I Allocation for parental involvement. Of the 1%, 100% is distributed among the schools. Parents are offered an opportunity to provide feedback of how the funds can be used during each various stakeholder meetings. Stakeholders are asked to submit their suggestions to the school Parent Involvement Coordinator. The Title I Annual Survey includes a question that asks parents if they were provided an opportunity to provide feedback regarding the funds.

Parental Involvement: Principals have the option of expending the 1% in Parent Involvement funds or submitting them back to the system level. The Heard County School System invites all parents to participate in the planning of the parent involvement budget. This is conducted at the Spring Planning Meeting.

School Improvement Plans

School Improvement Plans are created each spring/summer for the following school year. Each school leadership team conducts a summer retreat at which representatives from each grade level, content area, and department, as well as administration and parents meet to develop a plan. School administrators then present the plan at the annual system leadership retreat as they work with other schools, system leaders, and parents to develop a system improvement plan. It is through this process that the LEA oversees the development of school improvement plans.

System leaders also support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans during monthly Administrative and Curriculum Team meetings. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets. Additionally, system leaders attend monthly leadership team meetings. During the system and school leadership retreat, parents are involved in the planning, revising, and implementing phases of the process. Parents are also sent information inviting them to participate in the revision process at an annual meeting via mail, email, telephone, flyers, website, and social media. Once revisions are made, the plan is placed on the website. Hard copies are also available at the schools. Each principal completes the Schoolwide Improvement Plan Distribution Assurance Form.

Heard County School System

Parents Right to Know Notification Assurance Form

Name of School _____ School Year _____

I, _____, Principal of _____
assure that students currently enrolled in the said school have received a copy of the
current year's revised "Parent's Right to Know Notification." I also assure that the
notifications were sent out within 30 calendar days of the start of school. The letters
were written using the language of the law, were distributed in multiple formats, and to
the extent practicable, in the language the parent may understand.

List the multiple formats used to notify parents.

1. _____
2. _____
3. _____

Principal's Signature

Date

Please return this cover sheet along with a copy of a blank "Parent's Right to Know" letter/notification to the Director of Federal Programs by the 31st day of students returning to school.

Heard County School System
Title I Schools
Assurance of Annual Title I Parent and Stakeholder Meeting

Name of School: _____

Date of Annual Title I Meeting: _____

Location of Title I Meeting: _____

Ways of Announcing Annual Title I Meeting to Parents/Stakeholders:



Agenda Attached



Sign-In Sheet Attached



The "Annual Title I Parent and Stakeholder Meeting" PowerPoint Presentation was presented



Evaluation of the Annual Title I Meeting

Principal's Signature

Date

Please print and return this cover sheet along with the required documents to the Director of Federal Programs by Oct. 31

Heard County School System

Title I Schools
School Parent & Family Engagement Plan Distribution
Assurance Form

I, _____, Principal of _____
assure that all students currently enrolled in the above said school have received a copy of the current year's revised School Level School Parent & family Engagement Plan. The school has the following protocol established for new students enrolling in the school after the date of this assurance. Our school protocol is as follows:
*How did you make the **draft copy** of the Parental Involvement Plan available to parents to provide final input? (Attach Documentation)*

Protocol for Distribution of Parental Involvement Plans for Students Enrolling After This Date:

List the Multiple Ways the Approved Plan was distributed and made available to parents.

- 1.
- 2.
- 3.

Principal's Signature

Date

Please print and return this cover sheet along with the required documents to the Director of Federal Programs by Oct. 31

Heard County School System

Title I Schools
School-Parent Compact
Assurance Form

I, _____, Principal of _____

assure that all students currently enrolled in the above said school have a School-Parent Compact on file. All compacts have been signed/dated by all parties involved to include, the Teacher, the Student, and the Parent.

The school has the following protocol established for new students enrolling in the school after the date of this assurance. Our school protocol is as follows:

Protocol for School-Parent Compacts for Students Enrolling After This Date

Principal's Signature

Date

Please print and return this cover sheet along with the required documents to the Director of Federal Programs by Oct. 31

Heard County School System
FY 20 Title I Parent Resource Area Notification

School: _____

The parents of my school have been notified of the location of the Parent Resource Area in the following three ways:

- School Website—Attach a copy of the screenshot
- Annual Title I Meeting—Attach a copy of the agenda and sign-in sheet

Principal's Signature

Date

Please print and return this cover sheet along with the required documents to the Director of Federal Programs by Oct. 31

School Improvement (1003a) Interventions for LEAs with Priority and Focus Schools

HCSS believes in the use of aligned acts of improvements guided by a single improvement plan for each school and the system. The district's aligned and nested school improvement plans (SIP) give school leaders a framework to use in communicating to internal and external stakeholders the outcomes and by which the district will achieve its Vision, Mission and Strategic Goal Areas. Each plan serves as both the strategic and operational plan for the school and revolves around the four strategic goal areas of the school system:

- Attain High Student Achievement
- Ensure Stakeholder Engagement and Loyalty
- Develop Organizational Effectiveness

These plans should embed the components needed to satisfy the requirements of AdvanceEd, Federal Programs, Consolidated Application, Technology and other individual improvement plans that schools may be required to develop. The SIP is the document that guides all improvement planning for the school. Because it is a living, dynamic document, it is adjusted throughout the school year to reflect changing needs based on student achievement.

How LEA schools may exit Priority Status

The Heard County School System has no schools designated as Priority Status. If in the future a school is identified as a priority school we will use the following policy.

Using the U.S. Department of Education's (US ED) definition and methodology for identification, schools identified as Priority Schools will receive school improvement support and intervention for a period of three years.

Schools will be exited from Priority School status when the school no longer meets the definition of a Priority School for three consecutive years and has reduced the number of non-proficient students by 25 percent over a period of three years. High schools identified as Priority Schools based on graduation rate must increase their graduation rate by eight percent over a period of three years. The eight percent mark represents one-half of a deviation above the statewide annual average increase between 2003-2011.

Focus Schools Interventions by School Improvement

The Heard County School System has no schools designated as Focus Schools. If in the future a school is identified as a focus school we will use the following policy.

The GaDOE will work in collaboration with the LEA to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the LEA and the GaDOE will determine the interventions required of each Focus School. LEAs will sign a Memorandum of Agreement with the GaDOE on behalf of Focus Schools. The MOA will outline a set of non-negotiable actions and interventions required of each Focus School. The MOA will be developed and finalized by August 15, 2016.

How LEA schools may exit Focus Status

Using the U.S. Department of Education's (US ED) definition and methodology for identification, schools identified, as Focus Schools will receive school improvement support and intervention for a period of three years.

Schools will be exited from Focus School status when the school no longer meets the definition of a Focus School for three consecutive years and demonstrates that the individual subgroup or subgroups that caused the school to be identified as a Focus School has decreased the number of non-proficient students by 25 percent over a period of three years. High schools identified as Focus Schools due to subgroup graduation rates must achieve a graduation rate that falls at or above the State subgroup graduation rate average for three consecutive years or show an eight percent graduation rate improvement over a period of three years. The eight percent mark represents one-half of a deviation above the statewide annual average increase between 2003-2011.

Monitoring of School Improvement

Four of the five schools in Heard County conduct Schoolwide Programs. This allows all elementary and middle school students and all parents an opportunity to have equal access to all related Title I assistance. The LEA will utilize RESA School Improvement Specialists to build capacity and support the school improvement process in all schools. All schools within an LEA will be involved in school improvement efforts through the work of the LEA, the RESA, and GaDOE. School Improvement Specialists will work with schools to implement practices that have proven effective with improving schools. School Improvement Specialists, along with the GADOE, will establish clear expectations for personnel as they systematically support continuous improvement in all schools.

Review and Approval of School Improvement and Schoolwide Plans

School Improvement and Schoolwide Plans are updated each summer for the following school year. Each school leadership team conducts a summer retreat at which representatives from each grade level, content area, and department, as well as district and school administration and parents meet to develop a plan. During school leadership retreats, instructional strategies, parental involvement initiatives, and professional development activities are planned after a careful analysis of various data. Assistance is also provided to schools in their use of school improvement funds to accomplish initiatives in their school improvement and schoolwide plans.

School administrators then present their school plans at the annual system leadership retreat as they work with other schools, system leaders, and parents to develop a system improvement plan. It is through this process that the LEA oversees the development of school improvement plans. All HCSS schools use the GaDOE schoolwide/school improvement plan template. It is the responsibility of the Principal to make sure that all Title I Schoolwide plans are reviewed and revised annually. The Director of Federal Programs will provide technical assistance to Principals regarding the required components at the annual Title I Principals Meeting that is held each summer. Schoolwide Plans must include all components identified in the Schoolwide program checklist.

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

Monitoring Focus and/or Priority Schools

The Heard County School System has no schools designated as Focus and or Priority Schools. If in the future a school is identified as a focus/priority school we will use the following policy.

A Face-to-Face meeting is held with Focus or Priority School Principals prior to the beginning of the school year in order to discuss their areas of improvement, Flexible Learning Program/Plan requirements, and budgets. The Director of Federal Programs, Title I Consultant, and RESA Title I School Improvement Specialist provided ongoing technical assistance throughout the year to assist the school with the overarching task of closing the achievement gap between their lowest performing subgroup and highest performing subgroup. All of the professional learning opportunities explored in these three schools and all other Title I Schools are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.

Title I Schools identified as Priority, Focus, or Title I Alert will develop a Flexible Learning Program (FLP) plan that addresses the 10 required components. The plan will be submitted to the GaDOE for approval. The FLP plan outlines the steps to close the achievement gap within their school.

Schoolwide and FLP plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plans and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways, notice of the meeting dates will be placed on each schools marquee, in each schools newspaper and on the website, parents and other stakeholders will be notified by invitation sent from each individual school and all stakeholders will be notified using each schools phone messaging system. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Parent Coordinator in each school will be responsible for collecting the

required Information (agenda, meeting notes, and sign in sheets). Each school will hold its meetings at the beginning of the school year. The revision dates will be clearly marked on each plan.

Monitoring of Use of Funds

The Director of Federal Programs maintains all documentation from the GADOE indicating the approval of the grant and the amount awarded to the school system. A list of all schools receiving the grant is included in the monitoring records of the Director of Federal Programs. The sign-in sheets and agendas for each school receiving 1003a funds is maintained at the system level to provide evidence that school data was used to make decisions of how the funds should be used.

The Federal Programs Director will meet with each school monthly to review and provide recommendations for budgeting decisions.

School Improvement 1003(g) (SIG)

Priority Schools Interventions by School Improvement 1003(g) (SIG)

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

A school identified as a Priority School will receive the support of the School Improvement Division of the GaDOE. This support will be through the assignment of a School Improvement Specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. Support for schools needing comprehensive services will be provided by the GaDOE School Improvement Specialists and will be coordinated with other initiatives such as School Improvement Grants 1003(g). All supports and initiatives will be implemented in the current school year. The LEA would sign a three year Memorandum of Agreement with the GaDOE on behalf of Priority Schools. The Memorandum of Agreement will outline a set of non-negotiable actions and interventions required of each Priority School aligned with the turnaround principles. The MOA will be developed during the spring of the year before it is to be signed in the fall.

ESEA Public School Choice

LEAs must notify parents of the availability of the Intradistrict Transfer option annually.

Parent notification will be mailed no later than July 1st of the upcoming school year. The notification will include the space availability by grade at each school in the district.

O.C.G.A. 20-2-2131 states that LEAs must annually notify prior to each school year the parents of each student by letter, electronic means, or by such other reasonable means in a timely manner of the options available to the parent. In addition to the letter required under O.C.G.A. 20-2-2131, Title I parent notifications must be made through various forms of communication: information flyers, school/LEA newsletters, community/neighborhood newspaper, school Webpage, school meeting, LEA meeting, teacher/parent conference, LEA webpage, FLP parent information packet, etc.

The Intradistrict Transfer option allows a parent/guardian the option to request a transfer from the child's assigned school, to a school of the parent's choice within the school zone/district in which the child resides.

- Transfers will be granted to children, only if there is available classroom space at the school that the parent chooses to transfer the child.
- Parents will complete the "Intradistrict Transfer Form" at the school where the child is originally zoned to attend, and return it to the school by the date listed on the letter. The Principal where the student is zoned to attend signs the letter and sends it to the receiving Principal. The receiving school principal must sign to verify classroom space is available. The form is then sent to the Director of Student Services at the district office, who will send the parent a letter notifying them of the school districts approval or denial of the request.
- Parents/guardians are responsible for the transportation to and from school if the Intradistrict transfer is granted.
- Students who transferred under ESEA Public School Choice may stay at the school until the highest grade level
- Georgia's approved Flexibility Waiver allows but does not require, Heard County School System to continue to pay for Choice transportation. Heard County School System has chosen not to transport NCLB Choice students.

Procedure for LEA's Process and Timelines for Receiving, Processing, and Implementing Intradistrict Transfers

May	District and school level staff determine space available.
June 30	Mail Intradistrict letters and post information about Intradistrict transfer process
July 15	Parents must complete Intradistrict request to the central office

August 1 Send parent notification of acceptance or denial of Intradistrict transfer request

Under the authority local board policy JBCCA:

- Heard County School System resident students will be notified annually of the right to transfer within the district under the provisions of O.C.G.A 20-2-2131. Transfer requests may be accepted if the transfer meets the class size requirements of the receiving school as determined annually as part of the open enrollment selection procedures.
- The order of priority for approving transfer requests is:
 - Student resides within the district
 - Students whose Individualized Education Plan or Individualized Adaptation Plan specifies services which are provided at a centralized location.
 - Students who have the right to transfer under Unsafe School Choice Provisions
 - Students who meet other federally defined requirements
 - Student is the child of an employee
 - Student resides outside of the district
 - Student has a sibling already attending Heard County Schools
 - Students is a child of an alumni of Heard County Schools

HCSS will follow the procedure listed below for resolving Intradistrict Complaints

Complaint Procedures

Any individual, organization, or agency (“complainant”) may file a complaint with the Heard County School System if that individual, organization, or agency believes and alleges that HCSS is violating a federal statute or regulation that applies to a program under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing. To file a complaint that a violation of federal

regulation has occurred with any federal program, an individual should follow the procedures found on the district webpage (www.heard.k12.ga.us) under the Title I Content Page

Georgia's ESEA Flexibility Waiver and Flexible Learning Program (FLP)

Required Set-Aside for Flexible Learning Programs (FLP):

Flexible Learning Programs (FLP) will initially be funded through a minimum five (5) percent set-aside requirement for any Title I Priority or Focus school. Additional Title I, Part A funds may be set-aside to ensure that a viable FLP program is implemented with fidelity.

Required Interventions for Priority and Focus Schools:

- All Title I Priority and Focus Schools must offer a Flexible Learning Program (FLP).
- In addition, all Title I Priority and Focus Schools must develop a written plan that outlines how the Title I Priority and Focus Schools will implement an FLP program. The FLP plan must be approved by GaDOE's Title Programs Unit prior to implementation.
- All Title I Priority Schools and Focus Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.
- All Title I Priority Schools are required to set-aside 10 percent of their school's Title I allocation for professional learning. Focus Schools are not required to set-aside 10 percent of their school's Title I allocation for professional learning. However, Focus Schools may set-aside funds for professional learning if the need for professional learning is addressed in the school's Title I targeted assistance or schoolwide plan.
- LEAs are required to set-aside a minimum of 5 percent of the LEA's Title I allocation to implement the LEA's FLP program in its Title I Priority and Focus Schools. Set-asides above the minimum 5 percent requirement may come from the LEA's total allocation or the Priority Schools and Focus Schools' allocation and are subject to the equitable services to eligible private school students' requirements (ESEA Section 9401(c)(5)).

Notification to Parents of Workshop and Eligibility For Services

All parents will be encouraged to participate in the development of a Flexible Learning Program for any schools designated as Priority or Focus Schools. Parents will be invited using multiple means of communication including radio advertisements, newspaper articles, flyers sent home with students

calling messages, social media, and web site announcements. In addition, notification will be sent via U.S. mail to parents informing them of their child's eligibility to participate.

Description of Services

For each Title I Focus or Priority school the LEA must submit an FLP plan that addresses the following:

- Using school level disaggregated data, what are the areas of weakness (content area(s), subgroup(s), and graduation rate(s) if applicable) that will be addressed by the FL offered at this school?
- How will the LEA implement an FLP plan that will ensure supplemental academic instructional time that is designed to support the students meeting identified goals and outcomes?
- How will the LEA provide professional learning (PL) for the FLP staff/contractor so instruction is engaging, enriching and tailored to meeting the needs of the students and is not a regurgitation of the teaching methods utilized with the students during regular instructional time?
- How will the LEA ensure that the instructional goals of the FLP students are aligned with Common Core Georgia Performance Standards?
- How will the LEA maximize the enrollment of the students in FLP?
- How will the LEA maximize the attendance of participating students in the FLP?
- How will the LEA monitor the implementation of the program and the tracking of all the required data?

Submission of the FLP Plan

As part of the Consolidated Application, districts will need to submit:

- A list of Title I schools that are required to offer a Flexible Learning Program (FLP), their classification as to Priority or Focus by school and LEA, and the school's Title I status.
- An LEA will project how much the LEA is intending to budget on their Flexible Learning Program (FLP) in the following areas:
 - Administrative Personnel Costs
 - Supplemental Materials / Supplies - LEA office and / or School
 - Evaluation Costs
 - Transportation Costs of FLP Program
 - Instructor Costs – Current Teachers or Contract Instructors
 - Professional Learning Costs
 - Equitable Services for Eligible Private School Students, where applicable
 - Total Cost of the Public School Choice transportation (parent reimbursement and / or school buses), if applicable
 - Required set-asides
 - Other (as approved by the LEAs GaDOE Flexible Learning Program Specialist)

Budgets (FLP)

- LEA's must submit, through the Consolidated Application, the Title I, Part A Flexible Learning Program (FLP) budget as a part of the LEA's Title I, Part A budget. The descriptions of all budgeted items must be specific and clearly describe the intent of the expenditure.

- All items budgeted must meet the allocable, allowable, reasonable, and necessary tests described in the Education Department General Administrative Regulations (EDGAR).
- Are the expenditures allowable Title I expenditures:
- Do the expenditures appear to be necessary in light of the LEAs goals and objectives?
- Are the costs of the expenditures reasonable?
- Are the expenditures for core subject areas?
- LEAs will utilize general guidelines for the use of Title I funds and equipment when submitting budget for the FLP program. The law provides many flexibilities and opportunities for local educational agencies (LEAs) and schools to meet the purposes of Title I. In schoolwide programs, and LEA may use Title I funds for any activities that are part of the schoolwide program plan. Remember that Priority and Focus Schools may become schoolwide programs with less than a 40 percent poverty level. However, all schoolwide programs must have an approvable schoolwide plan. In targeted assistance schools, however, Title I funds may only be used to meet the needs of participating children, their teachers, and their parents.
- The Elementary and Secondary Education Act of 1965 (ESEA) provides several fiscal requirements that are applicable to Title I, Part A funds. Local educational agencies (LEAs) must maintain the financial effort previously provided with State and local funds to Title I schools. LEAs must provide services to Title I schools that are comparable to those of non-Title I school.
- A local educational agency (LEA) may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant (i.e. take the place of) state or local funds. It is a violation of the supplement, not supplant requirement if an LEA distributes regular state and local funds in a way that discriminates against students in a Title I school. LEAs found to be in violation of the supplement not supplant requirements in the Elementary and Secondary Education Act of 1965 (ESEA) will be required to return all Title I funds used to supplant the LEA's Title I budget. It is important to remember, however, that any determination about supplanting is very case specific; this makes it difficult to provide general guidelines without examining the details of the situation. Because Title I funds are available, the Georgia

Department of Education (GaDOE) uses a set of presumptions of what the LEA would have provided in the absence of the Title I funds based on its behavior in other situations. These presumptions are outlined in Education Department General Administrative Regulations (EDGAR).

Prior to review of any budget submitted for approval, the Title I Education Program Specialist reviews the plans for the LEA's FLP submitted through the Consolidated Application Tab for FLPs. The FLP Plan contains eight questions which the LEA must respond to detailing the LEAs program for those LEAs with Priority and Focus Title I schools that are required to set-aside a minimum of five (5) percent of their Title I, Part A allocation for flexible learning academic interventions and supports.

Timeline

August – Develop list of eligible students based on federal tier guidelines.

September – Mail letters home inviting eligible students.

October – Begin serving students using a Flexible Learning Program.

January – Conduct a second enrollment.

April – Conclude program and complete evaluation.

Complaint Procedures

Any individual, organization, or agency (“complainant”) may file a complaint with the Heard County School District if that individual, organization, or agency believes and alleges that HCSS is violating a federal statute or regulation that applies to a program under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing. To file a complaint that a violation of federal regulation has occurred with the Flexible Learning Program, an individual should follow the procedures found on the webpage in the Title I Content Page

Monitoring and Evaluation

The LEA must submit the following components of an evaluation plan within its FLP plan in the Consolidated Application for *each* Priority and Focus School Served:

- Effectiveness target or overall quantified goal of the program
- Assessment instrument(s) used to measure this target / goal
- Timeline for assessments (rough timelines for administration of pre-test, post-test, etc.)
- LEAs must submit their evaluation plan as a part of their FLP plan.

The Federal Program Director and the GaDOE will monitor program data and evaluate performance according to the overall goal as stated in Title I, Part A legislation – increasing academic achievement on state assessments and attaining proficiency in meeting state standards. The evaluation will qualify core program components in an effort to highlight factors that contribute to effectiveness.

Each FLP will be evaluated on the following dimensions:

- Participant Feedback
 - Evaluation Question: What was the overall experience of stakeholders with program?
 - Data Source: Stakeholder surveys
- Service Delivery– Evaluation Question: Is the LEA and its FLP program in compliance with laws and regulations?
 - Data Sources: Annual monitoring data, Program documentation, Federal reporting, Public reporting, Technical Assistance, etc.
- Effectiveness
 - Evaluation Question: Are programs contributing to increased student academic achievement and performance on state education standards?
 - Data Sources: Student performance on state tests, Pre-Post assessment measures of state standards and academic skills targeting by programs, Performance Flag data, and student growth in schools offering FLP.
 - Evaluation results will be shared with stakeholders and the public and used to inform ongoing program improvement.

In addition, the Federal Program Director will make 2 unannounced visits during the FLP per enrollment period to ensure integrity of the program. Finally, the Federal Programs Director will communicate regularly with the FLP Coordinator and Principal at each Focus or Priority School to identify and solve challenges in a timely manner.

Transportation

Transportation will be provided to students.

Professional Learning

Professional learning will be provided to staff delivering the FLP to ensure appropriate instructional strategies are implemented to ensure the success of the students being served. Documents to be maintained: sign-in sheets, agendas, and description of professional learning.

Required Program Data for the LEA to be Maintained by School

- Criteria used to determine how students were selected for the program and how the subject in which the student received intervention was determined
- Rank ordered list of all eligible students designating whether student is enrolled in the program or not. List should include students, grade level, and subject of tutoring. Students will be ranked based on the following Federal Rank Order:
 - *FLP Rank Order1: Students in the following subgroups that are not meeting standards as identified by state assessment results: Students with disabilities, English Language Learners, or free-reduced price lunch (Direct Certified)
 - *FLP Rank Order 2: All other students that are not meeting standards, as identified by state assessment results
 - *FLP Rank Order 3: Students who are meeting the standards as measured by state assessment results
- Copy of the master schedule for each Focus or Priority School (including dates of service to include days of the week)
- Start and end dates; hours of service; instructor's name; content area assignment; and number of students served by time/day.
- Daily attendance of participants (by grade level)
- Customer satisfaction survey results by school

- Progressive evaluation reports
- Pre-assessment information for each student
- Post-assessment information for each student
- Goal or plan of tutoring for each student
- Progress toward goal by student
- Strategies to be used if goals not met by student
- How is transportation provided and for whom

School wide Plan Development Procedure

The Heard County School System Title I schools made the decision to pursue becoming a school wide rather than a targeted assistance program. The driving reason for this decision is to allow all children and all parents an opportunity to have equal access to all related Title I assistance. If a new school is built in the district, the following procedures will be followed.

Process followed to become a Schoolwide Program

School Responsibility

- Present schoolwide information to parents and staff.
- Assemble a committee of stakeholders to include, but not limited to: principal, teachers, parents, business partners, etc.
- Maintain sign-in sheets, agendas, meeting minutes for each committee meeting
- Assemble committee to write and approve plan
- Post written plan in a language that parents can understand

District Responsibility

- Submit Letter of Intent for each school
- Write the Schoolwide Plan (must include the 18 components)
- Package the Schoolwide Plan
 - Describe how the school will use resources from other sources to implement the 10 required components.

- Describe how the school will provide individual student academic assessment in a language the parents can understand
- Get Local Board of Education Approval
 - When written, the schoolwide plan must be officially approved by local board of Education prior to implementation
 - By statute, only the local board of education has the authority to approve schoolwide plans
- Fulfill program requirements
- Maintain the intent and purpose of each federal program that is consolidated under Schoolwide Plan.
- Uphold requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, and comparability of services.

Continuation Requirements

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

All schools are required to have school improvement plans. It is the responsibility of the principal to make sure that all plans reviewed and revised annually. Plans must include all the components in the

Schoolwide and Targeted Assistance program checklist. School plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plan and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways such as: notice of the meeting dates on each school marquee, social media, website, flyers, and school phone messaging system. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Parent Involvement Coordinator (PIC) in each school will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). The school plans are typically reviewed at the annual Title I meeting in the fall. The revision date will be clearly marked on each plan.

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

Scheduling Models for Schoolwide Plans

A Title I school may use one or a combination of several instructional delivery models.

Class Size Reduction

Support for the federal CSR program was based on research that found that small classes could have a positive influence on student achievement. For example, research from Tennessee's Project STAR (Student-Teacher Achievement Ratio) found that students who had been randomly assigned to small classes (13 to 17 students) in grades K-3 outperformed their peers in regular classes (22 to 25 students) and in regular-plus-aide classes on standardized and curriculum-based tests (Achilles *et al.*, 1996). Additionally, by eighth grade, those students who had been placed in small classes through Project STAR were still outperforming students who had been placed in regular classes or regular-plus-aide classes in K-3 (Finn, 1998; Nye, 1995).

The Wisconsin Student Achievement Guarantee in Education (SAGE) study led to conclusions similar to the STAR study--students in SAGE classrooms (12 to 15 students) achieved higher scores than students in comparison classrooms (21 to 25 students) (Molnaret *et al.*, 1999). In the SAGE study, teachers reported that they had more knowledge about students, more instructional time allowing them to cover more content and individualize instruction, and fewer discipline problems. These changes in their classrooms increased job satisfaction, reduced the stress of teaching many students, and allowed teachers to work with other teachers in more effective ways.

Other researchers, however, have argued that the external validity of the Tennessee experiment (STAR) has not been established sufficiently to warrant generalizing the results across different populations and

settings in the United States. These critics claim that further randomized experiments are needed (Hanushek, 1999) and that class-size reduction in the context of teacher shortages can reduce teacher quality and effectiveness and can shrink or eliminate any benefits of having fewer students in the classroom (Jepsen & Rivkin, 2001). Additionally, researchers suggest that most teachers do not change their instructional practices when class size is reduced, and "only teachers whose instructional methods benefit from smaller classes--e.g., those who work with small groups, those who depend on personal relationships with students, those who emphasize hands-on projects--are more productive with smaller than with larger classes" (Ehrenberg, Brewer, Gamoran & Willms, 2001).

In-Class Model

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

Pull-out Model

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

Replacement/Excess Cost/Extended Pull-out Model

The model pairs a Title I teacher with a classroom teacher. The usual class load, which in this case is composed of all Title I participants, is shared by the two teachers.

Elective Model

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

Add-On (Extended learning time)

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

Targeted Assistance

Heard County Schools has no Targeted Assistance Schools at this time. In the future if the district has a school which would require Target Assistance, this is the procedure we would follow.

In all schools selected to receive Title I, Part A funds under the Elementary and Secondary Education Act of 1965 (ESEA) Section 1113(c) that are ineligible for a schoolwide program or that choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance. The following are adhered to in the district's targeted assistance plan:

- Restrict Title I, Part A resources to help eligible, participating meet the Georgia Performance Standards (GPS) standards that are expected of all students.
- Ensure that planning for students served under this part is incorporated into existing school planning
- Use effective methods and instructional strategies that are based on scientifically based research that:
- strengthen the core academic component of the school
- give primary consideration to providing or increasing extended learning time, such as an extended school year, before-and after-school, and summer programs and opportunities

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. The program has an academic component. Targeted assistance schools are required to separately identify Title I students. These 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. Students must be ranked using a multiple criteria selection process.

Description of the Method by Which Children with the Greatest Need are Selected:

- a. Kindergarten -2nd grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed "at risk", based upon their ranking in the following: classroom performance, Benchmark test scores, local universal screenings, and Teacher recommendation. Note that preschool through second grade students must be chosen solely on the basis of the judgment of the teacher, interviews with parents and other developmentally appropriate measures examined by the teacher.
- b. 3rd-5th grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed "at risk", based upon their ranking in the following: classroom performance, GA Milestones test scores, local universal screenings, and teacher recommendation.
- c. Children, who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children, are eligible for services under this part

on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services:

- A child, who at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under Title I.
- A child, who at any given time in the two years preceding the year for which the determination is made, received services under Title I, Part C, Education of Migratory Children.
- A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
- A child who is homeless and attending any school served by the local educational agency.

The district would make a concerted effort to minimize removal of students from regular classrooms during the day. The needs of each individual student would be considered.

Teacher schedules, class rosters, rankings, would be turned into the Title I office on a monthly basis.

Procedure for Enrolling New Targeted Assistance Students

A new student coming into the school after the school year has begun will be evaluated for placement as follows:

- Records for prior Title I services will be reviewed by homeroom teacher and referral to Title I teacher for possible Title I services will be made
- If no prior Title I services are noted and the students records indicate that the student qualifies for Title I consideration, the regular Targeted Assistance ranking instrument will be used
 - Upon identifying the student's need, homeroom teacher will complete a teacher recommendation checklist
 - 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 no standardized test data is available, other assessment instruments as listed on the ranking instrument will be used
 - Once ranking is completed, the student will be picked up for services, as space is available and need is documented.
 - If student cannot be served immediately, then their name will be placed on a waiting list and the student will be rotated into services, as space is available.
 - If ranking instrument determines there is no need for immediate placement for Title I services, the homeroom teacher will monitor the student and assessment data will be periodically re-evaluated.

Targeted Assistance Schools Equipment Usage

All equipment purchases (i.e. computers, printers) by participating TA schools are to be used only by Title I teachers and eligible Title I students. A list of the Title I students must be available to ensure that the equipment is only used by these students. The district Title I department reserves the right to monitor equipment purchased with Title I funds after the school becomes a non-participating Title I school.

Audits

Resolution of Audit and Cross Functional Monitoring Findings

The Heard County School System makes an ongoing effort to comply with all federal programs requirements. The federal programs office makes a continuous effort to cooperate with state and federal auditors and state monitors.

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

Steps to Audit/ Monitoring Resolutions:

Once the audit/ Cross-Functional Monitoring report is received, the Federal Programs Director will review all items. The Cross-Functional Monitoring report will be pulled from the GaDOE website under the Consolidated Application.

Each item will be examined carefully, and a team of district level staff will determine the best means of corrective action.

Items are gathered, and a report is written by the Federal Programs Director.

The report is submitted to the superintendent.

The completed report is then sent to the GaDOE/ state auditors as a means of resolution.

The district has 30 days from the receipt of the findings to respond to the GaDOE.

The monitoring process and the resolution process are both used as a learning resource.

Maintenance of Effort Procedures

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.

Documentation for MOE is only required for districts that do not meet the required maintenance of effort.

Districts' MOE is completed by the GaDOE.

Federal Programs Director will pull the MOE information from the Consolidated Application.

Attendance Area Determination

New School Eligible Attendance Area Worksheet and Rank Order Procedures

1. Pull Free and Reduced (F&R) information from GaDOE website. You must use the previous year 1st October Free and Reduced Lunch Count and the previous year's 1st October FTE. The FTE count is for enrollment. The Free and Reduced Lunch Count is used for determining the number of free and reduced meals.
2. This process should take place starting in April.
3. If applicable: Determine new schools or schools that are being redistricted/ rezoned. You will also need to request the names of the students being moved from one school to another in this rezoning/redistricting process in order to obtain a count. This information may be obtained from Instruction and/or Transportation Director.
4. Request the free and reduced information for students affected by moving to a different school due to a new school opening or redistricting/ rezoning. This information is obtained from the Nutrition Department.
5. For each school, list the schools receiving students and indicate the number free and reduced lunch students.

Example:

ABC School (receiving students from schools listed below)		
Students From	# of Students	# Free or Reduced
XYZ School	5	2
EFG School	25	23

6. Place all information for all schools in the district on the large spreadsheet. (FY 18 Worksheet for Determining the Number of Students Moved Due to Redistricting for 2017-2018).
7. Complete Worksheet for Determining the Number of Students Moved.

8. Complete the Worksheet for Eligible Attendance for the Consolidated Applications process.

Allocations and Carryover

Procedures for Determining Carryover:

Federal Programs Director tracks the spending of each program/ school through the year via budget sheets.

At the end of the school year, carryover information is updated and reviewed. Parent involvement, Flexible Learning Programs (FLP), and professional development for Alert, Focus, and Priority schools are taken into consideration if applicable.

Funds are redistributed based on GaDOE criteria as listed in the Title I, Part A Handbook

Copy of GaDOE enrollment report is placed in file.

Typically, carryover funds are allocated in one of two ways: (1) to schools by increasing the per pupil amount maintaining rank order, basing that amount on the total number of children from low-income families in each area or (2) the funds are allocated back to all the schools on an equal basis and give each school an opportunity to spend the funds. Either way, schools must submit a written description of the expenditure requests. Set asides are recalculated for private school per pupil amounts. Equitable services are also recalculated depending on an allocation of funds for district level activities.

HCSS was granted a carryover request in FY16.

Procedures for Determining Allocations for Title I:

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. Typically, requests for lesser amounts are submitted for professional learning for high quality teachers.

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

Monthly budget sheets are monitored regularly throughout the year and calculations are made from these near the end of the school year to determine that no more than 15% will be carried into the

following year. Should carryover occur in private school set asides, those amounts will be added to the following year's private school set aside funds.

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

Rank Order of student for School Wide Plan

Students are ranked most at-risk according to multiple types of information and data. STAR, GRASP, GAMS, Benchmark data, RTI data and information, are all considered when determining and serving the most at-risk students. Additional services such as after school tutoring, reviews data and other variables to determine those most at risk and need of services.

Reservation of Funds for Title I

Flexible Learning Programs (FLP): HCSS has no FLP schools at this time. If FLP is identified the district will set aside 5% for FLP.

Professional Development: HCSS has no priority or focus schools at this time.

Parental Engagement: Parent engagement funds will be set-aside at 1% of the grant if the grant amount is \$500,000.00 or greater. Principals have the option of expending the funds or submitting them back to the system level. Should a principal decide to direct those funds to a district level parent involvement activity/project, he/she must sign a District-wide Parent Activity Assurance form. Title I parent advisors participated in the discussion regarding this requirement during the system Title I meeting.

Homeless: To reserve funds for Homeless, one of the 4 methods from the GaDOE option list will be chosen and calculated accordingly.

Administrative: Funds will be reserved for administrative needs/costs but not to exceed 10% of the grant.

District wide Parent Activity-Project Assurance

To comply with federal guidelines, districts that receive an allocation of more than \$500,000 must reserve 1 percent of their total allocation. Ninety-five percent (95%) of the 1 percent must be allocated directly to participating Title I schools.

An exception may be made to this provision if participating Title I principals agree to pool all or part of their parent involvement allocation for a district level parent involvement activity/project.

Districts with schools exercising this flexibility must provide supporting documentation on the Attachments Tab of the Consolidated Application budget.

The following Title I principals have agreed without coercion to pool all or part of their parent involvement allocation for a district level parent involvement activity/project.

Title I School	Title I Principal	Signature of Title I Principal	Amount Toward District wide Activity/Project

Federal Programs Director's Signature _____ Date _____

Superintendent's Signature _____ Date _____

Homeless Children and Youth: Title I schools are required to set aside funds within their budgets to meet the needs of homeless children and youth. A home survey is also used to identify homeless students. The Federal Programs Director is consulted if a student is found to need transportation to a school of origin and one of them will make arrangements through the transportation department. Needs assessments are conducted by the school counselors when a child is identified as homeless. The Homeless Coordinator is contacted and she will provide the needed supplies. The Homeless Grant also provides tutoring services for identified homeless students who are failing a core academic subject.

Neglected and Delinquent Children: The reservation amount provided by GADOE in the Title I, Part A allocation letter and worksheet is the amount set aside for neglected and delinquent children. Currently, there is one residential facility for neglected children, which is Harpst Academy. The Annual Survey of Local Institutions for Neglected and Delinquent Children is completed each year and is based on the number of children residing at the home for 30 consecutive days with at least one day being in October.

Private Schools: The Heard County School System currently has no Private Schools that have chosen to participate in the Title I program. If the Heard County School System ever has any Private School to choose to participate all Title I regulations for private school participation will be followed. The private school worksheet would be completed and attached to the Consolidated Application to ensure that all reservations related to parental involvement, instructional lead teachers, professional learning, and paraprofessionals have been reserved.

The district uses the information provided by the GaDOE to determine reservations for parental involvement, FLP, Private Schools, indirect cost, and Neglected and Delinquent.

Paraprofessionals

Under the Georgia ESEA Flexibility Waiver, the Heard County School System is not required to develop an improvement plan or restrict the use of Federal education funds pursuant to such a plan, and the

state is not required to provide the HCSS the technical assistance that would be required to develop such a plan. Additionally, the state is not required to enter into the agreement required by ESEA section 2141(c) with an LEA. In addition, the system is not restricted in its use of Title I, Part A funds for paraprofessionals, but still must comply with the requirements with respect to paraprofessionals in ESEA section 1119(c) through (g) Currently, 100% of the Title I paraprofessionals meet HiQ.

Requirements of Section ESEA 1119 – Paraprofessionals

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

Expenditure of Funds

Financial and Program Policies and Procedures

The Federal Programs Director will prepare a written report of preliminary Federal Programs budget once this information becomes available from GaDOE. The report is submitted to the superintendent, and the superintendent's leadership team. All approved Consolidated Application budgets for all federal programs will be presented to the Board by the Federal Programs Director once they are approved by the GaDOE. Copies of the meeting agenda, minutes, PowerPoint presentation and approval will be maintained in the Title I office.

All federal grant budgets and the CLIP must be approved by the Superintendent and Federal Programs Director after GaDOE approves the final submitted budget application. Additionally, any significant amendments must be approved by the Superintendent. Each federal program must be identified and budget details must be listed.

The approval process for federal budgets is as follows:

- Funding amounts are approved by the GaDOE Board of Education
- Award letters are sent to districts

- Schools are given the allocated dollar amount for budgeting and work with the school and district leadership team to develop the school level budgets
- The budget is entered into the GaDOE Consolidated Application (electronic grant application process) by the program coordinator or authorized staff
- The budget is approved by the program coordinator
- The budget is approved by the superintendent (budget may be rejected at this level and requests for revisions may be made)
- The budget is approved by the program specialist at the GaDOE (budget may be rejected at this level and requests for revisions may be made)
- The budget amount is approved by GaDOE Accounting
- The budget is adopted by the district BOE
- Monthly the Director of Federal Programs runs the “Budget Summary Report” from Smart Fusion to monitor the program budget and actual expenditures to ensure accuracy and the reconciliation of discrepancies.

Accounting Protocols for Federal Programs----Internal Control

Purchases and Requisition Process:

1. Each school budget is developed and reviewed by Federal Programs Director. All local monies (Fund 100’s) will need to have been 98% expended prior to sending in a Federal Programs request.
2. The Principal sends a purchase requisition to the Federal Programs Director of the items needed at his/her school.
3. The Federal Programs Director reviews the requisition to ensure it is allowable and documented in the school improvement plan, and that it is supplemental.
4. The Federal Programs Director reviews the Requisition Form, to ensure it is complete with:
 - vendor information including phone number (and fax number if applicable)
 - detailed description of the item
 - ship to information including the address for the school
 - department must say which Federal Program (ex. Title I, Title II, Title III)
 - assigns the appropriate account number based on the budget sheets and GaDOE approved list of function/object codes
5. The Federal Programs Director then signs off on the requisition, after verifying the materials being requested are part of the SWP, and forwards the requisition to the Finance Director for

review. The appropriate documentation to support the expenditure for all federal programs is maintained in the office of the Director of Federal Programs

6. The Finance Director then reviews the requisition and signs off to verify appropriate budget amounts and account numbers on the requisition.
7. The Finance Director forwards the requisition to the Purchase Order Clerk.
8. The Purchase Order Clerk assigns a P.O. number, logs the purchase order (P.O.) and orders the merchandise.
9. The Purchase Order Clerk returns two copies of the P.O. to the school or department that made the requisition, and keeps a copy at the Central Office.
10. When the merchandise arrives, the school or department then signs verifying the merchandise is accounted for and returns the receiving copy of the P.O. and invoice to Accounts Payable for payment. Both the receiving copy of the P.O. and the invoice must be signed and dated.

HCSS BOE policy for Purchases

<https://eboard.eboardsolutions.com/Index.aspx?S=4087#>

EXPENSE STATEMENTS for Federal Funds

How to fill out an Employee Expense Statement. This form must be completed online and then printed. The agenda for workshops or conferences must be signed by the participant and attached.

- Fill out the employee information at the top of the expense statement. The form is located on the district webpage (www.heard.k12.ga.us) under the finance content page on the internet. You must complete all parts, ex., employee ID #, Headquarters, Auto License #...
- The date, departure time and arrival time must be completed for each day you are claiming travel. Identify the location of departure and arrival for each date.
- One month per expense statement.

Mileage- Mileage allowance is \$.57.5 per mile (January 1, 2015) from work location to workshop/conference and return. This rate is subject to change. **Odometer readings and the vehicle license number are required.** Parking fees at conference sites are reimbursable, but require a receipt.

Meals- Meals are reimbursed at \$6.00 for breakfast, \$7.00 for lunch, and \$15.00 for dinner. Travel regulations have been revised to allow a higher meal reimbursement for high cost areas in Georgia. Reimbursement in Chatham, Cobb, DeKalb, Fulton, Glynn, and Gwinnett counties will be \$7.00 breakfast, \$9.00 for lunch, and \$20.00 for dinner. **Must be gone for more than 12 hours and 50 miles to claim meals.**

Lunch-is not reimbursable when:

- The meal is included with the conference.

Daily Rate for meals is 75% of 28 or 36 on the day of departure and return and the whole rate for days in between... a conference for example.

Lodging- Lodging expenses may be reimbursed. You are required to attach your hotel receipt to your expense statement. **When registering for lodging the employee should claim exemption from the local hotel sales tax.** The appropriate form is available from the Central Office in paper form. Failure to submit the form at registration will result in the employee having to pay the hotel tax since it is **not** reimbursable.

The fund code for the reimbursement will be added by the appropriate Director and signed by Finance Director.

Secure Approval

Your supervisor must sign the employee expense statement before it is submitted to the Federal Programs Director.

Agenda must be attached to expense statement; Federal Funds (Title I, Title II) will not reimburse for meals if the meals are included as part of the conference registration. If the employee requires a special diet it is their responsibility to notify the conference of the special dietary needs.

Timeline for Approval and Payment

All expense statements should be submitted to the **Federal Programs Director within 30 days of the time the expense incurred.** When this time frame is followed, expense checks should be printed within 10 days. Expense statements received after 30 days may be declined for payment.

***If an expense statement is not completed correctly, it will be returned to the employee.**

Professional Learning Stipends for Federal Funds

1. The request for Stipend must be included as part of the school improvement plan.
2. Have teachers complete the request for Professional Leave form (Code A) and send to the Federal Programs Director at least 10 days prior to the professional learning activity.
3. Once the professional learning activity is completed, the principal sends the sign in sheets, agenda, and the request for stipend payment form to Federal Programs Director.
4. Principal will send a list of all participants and the amount due to each to the Federal Programs Director.
5. Participants must complete a periodic certification sheet and attach it to the completed stipend agreement. The Stipend agreement and individual periodic certification form are located on the district webpage (www.heard.k12.ga.us) under the Title I content page.
6. The LEA will follow the SBOE Rule 160-3-3-.04

Memberships, subscriptions, and professional activity costs.

- (a) Costs of the non-Federal entities membership in business, technical, and professional organizations are allowable.
- (b) Costs of the non-Federal entities subscriptions to business, professional, and technical periodicals are allowable.
- (c) Costs of membership in any civic or community organization are allowable with prior approval by the Federal awarding agency or pass-through entity.
- (d) Costs of membership in any country club or social or dining club or organization are unallowable.
- (e) Costs of membership in organizations whose primary purpose is lobbying are unallowable. See also §200.450 Lobbying.

Accounting Protocols Specific for Priority or Focus Schools

Purchases and Requisition Process:

1. Each school budget is developed by the school and district leadership team.
2. The Principal sends a requisition via Smart Fusion to the Federal Programs Director of the item needed at his/her school.
3. The Federal Programs Director reviews the requisition to ensure it complies with the school and district improvement plan.
4. The Federal Programs Director reviews the Requisition Form to ensure it is complete with allowable purchases and correct account numbers.

5. The Federal Programs Director then approves the requisition and forwards the requisition to the Finance Director for review.
6. The Finance Director then reviews the requisition and signs to verify appropriate budget amounts and account numbers on the requisition.
7. The Finance Director forwards the requisition to the Purchase Order Clerk.
8. The Purchase Order Clerk assigns a purchase order (P.O.) number, logs the P.O. into the system accounting software and orders the merchandise.
9. The Purchase Order Clerk returns two copies of the P.O. to the school or department that made the requisition, and keeps a copy at the Central Office.
10. When the merchandise arrives, the school or department then signs verifying the merchandise is accounted for and returns the receiving copy of the P.O. and invoice to Accounts Payable for payment. Both the receiving copy of the P.O. and the invoice must be signed and dated.

Personal Activity Reports

Split-funded personnel are required to maintain a time log delineating the specific Federal Programs and non-Federal Programs duties.

Forms are signed monthly by the immediate supervisor of the staff member. The Personal Activity Report (PAR) is completed after the end of each month and submitted to the immediate supervisor for review and signature. Supporting documentation (source documentation) is attached to the time log. This source documentation includes calendar entries, etc. Signed forms are maintained in the Federal Programs office.

Consultants, Contracts, Purchased Services for Federal Funds

Contracts are required for all consultants and purchased contract services. The Director of Federal Programs uses the website System for Award Management (SAM) for verification of potential contractors. A value of "Yes" for Delinquent Federal Debt indicates the LEA cannot use federal funds to pay this entity for contracts/orders.

Each contract contains the following:

- Contracts are generated by Federal Programs Director
- Specific duties are specifically spelled out for each contract.
- The person must also submit to be fingerprinted if they are working with students.
- The contract includes the number of hours to work and the rate of pay agreed upon by the consultant or contract service teacher.

- Principals must submit the time logs based on the payroll deadlines from the Payroll Department.

Each contract is signed by the following:

- Contractor
- Federal Programs Director

Verification of Work

The Federal Programs Director provides oversight in ensuring that all contractors' work is complete. Artifacts, daily sign in sheets, and completion of all workshops are kept on file in the Federal Programs office.

The Federal Programs Director signs off on all invoices/ contracts prior to the issuance of payment for services.

These contracts must be maintained and kept in the Federal Programs office.

Periodic Certification

Periodic certifications for all federal funded staff take place after-the-fact. The process occurs twice a year. The first one for the year takes place after December 30th and the second periodic certification takes place at the end of the school year after the last day of school. The Federal Programs Director sends each administrator, at a Title I school, a group Periodic Certification form to be completed after December 30 and after the last day of school.

Procedures for Substitutes for Federally Paid Staff to attend Professional Learning/Conferences

Currently, Heard County Schools do not pay substitutes from federal funds.

1. Federally funded staff complete the online Professional Leave Request form located on the district intranet webpage at www.heard.k12.ga.us.
2. The Professional Leave Request is electronically submitted to the Federal Programs Director for review to ensure the requested activity is allowable and necessary based on the schoolwide plan. The Professional Leave Request is then sent to the Associate Superintendent for final approval.
3. The Payroll Clerk at each school will have the federally funded substitute complete an individual Periodic Certification form **after** they have completed the day for the federally funded staff member. If a group of teachers attend professional learning a group certification form may be submitted.
4. The Payroll Clerk will send these periodic certification sheets to the Director of Federal Programs each month on the day payroll is due to the payroll office, along with individual payroll cards.
5. Director of Federal Programs will verify that the substitute did work 100% of the instructional day for the federally funded teacher. This will be done with a cross reference of the monthly payroll time cards, periodic certifications, and the "Payroll Input Substitute Report(PRIPYR)"

Supplement Not Supplant

Procedures

Federal funded expenditures are supplemental to schools' budgets. Personnel are in addition to the number required to meet maximum class size as determined by GADOE. 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 federal programs. Title I funds are not used to take the place (supplant) of local, state, or other federal funding and are not provided to participating Title I children when the same services are provided to non-Title I children with non-federal funds. Conversations regarding supplement vs. supplant are held quite often throughout the year. The programs/activities provide supplemental services to programs that are required by federal, state, and local law. Federal funds do not support programs that were paid with state or local funds unless there has been evidence of precipitous decline. All Title I principals are made aware of the supplement not supplant issue during the training that takes place during the summer months before school starts. The Federal Programs Director reviews budget requests to ensure that supplanting is not taking place.

Federal Programs uses the follow questions to ensure that programs are supplementing, not supplanting:

Respond "NO" to the following questions:

1. Would other monies from the state, local or other federal resources have been used to pay for the item or service?
2. Was the item or services provided with non-federal funds in the previous year?
3. Was the item or services provided to participating children with Title I funds (Title I schools) and to non-participating children (non-Title I schools) with non-federal funds.

The final thought is: IS IT A REASONABLE and NECESSARY EXPENSE!

Comparability of Services (Title I)

Procedure for Determining Title I Schools Comparability

Comparability is achieved through the use of two forms of documentation: the October FTE count for the current year and the payroll distribution report. The state comparability report provided by the Georgia Department of Education is used to report the appropriate numbers to GADOE. The total number of non-federal employees that are to be included per payroll distribution codes are counted and placed in the comparability report also provided by Title I, which automatically calculates comparability. The enrollment numbers submitted for comparability are from the October FTE count with the exclusion of prekindergarten enrollment. Using the student/instructional staff ratios to compare the average number of students per instructional staff in each Title I school with the average number of students per instructional staff in non-Title I schools, comparability is achieved when High Poverty Attendance Area Schools averages do not exceed 110 percent of the Low Poverty Attendance Area Schools. Included in the count are instructional teachers and support personnel, instructional paraprofessionals, music, art, and physical education teachers, guidance counselors, speech therapists, media specialists, school social workers and psychologists. No federally funded personnel or Pre-kindergarten personnel are included in the count; only state and local paid staffs are counted. High Poverty Attendance Area Schools are compared to Low Poverty Attendance Area Schools. Comparability will be determined and established by December 1 of each year.

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

To document comparability, LEAs should use the Title I Comparability Report spreadsheet located under Worksheets on the Title I Web site at:

<http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/Title-I-Worksheets.aspx>

Comparability Report Procedures

1. Request CPI Report 12 and 13 (certified staff and non-certified staff) from Finance after the report has been submitted to GaDOE (usually in October). This is source documentation and

must be used for this report. This report is found on the Consolidated Application. Export the names of all staff and set-up spreadsheet to count all staff members at each individual school.

2. Pull Oct FTE count from GaDOE website.
3. Once the report is received, strike out or highlight everyone that is not 00.
4. Count all staff not highlighted
5. Count these numbers up. Make sure to have an additional person double check these numbers.
6. Be careful to examine the staff that are split-funded
7. Go to GaDOE and pull up the latest forms for comparing Title I and Non-Title I schools.
8. Pull the Oct FTE report to fill out the signature page for the report.
9. Do not count pre-K
10. Submit for superintendent's signature
11. Submit to GaDOE area specialist electronically and put hard copy in mail to GaDOE as well.

Compliance Timeline

The district should collect the necessary data to demonstrate comparability as of the October full-time equivalent (FTE) count day. Request this information from FTE Coordinator around the 1st week in November. It is the October count.	1 st Week in November
Title I Comparability Report form must be submitted annually to GaDOE no later than November 15 th .	November 15th
If all schools in the district are not comparable as of the October FTE, revise report	No later than Dec 31 st of the current year

Who to Include in Staff Count:

Teachers

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

Who Not to Include:

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

Equipment and Real Property

INVENTORY

The designee selected by the principal maintains inventory at the school level. Inventory is documented in a database that is updated each time equipment is purchased. All federal program property is identified by permanent markings on the equipment that signify the funding source (Title I, Title II, Title III, Title VIB, MV, Sp. Ed., Migrant, SIG, Perkins) and the fiscal year the equipment was purchased. The database includes a description of the item, serial number, and vendor name, date of purchase, funding (Title I, Title II, MV, Title III, Title VI, Sp. Ed., Migrant, SIG, and Perkins), cost, school, equipment 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 or an equipment disposition form is attached to the inventory. School personnel must annually verify the location and condition of the equipment. Each item must be checked/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 Federal Programs Director. Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed of, disposal forms are completed and kept on file. Disposal occurs according to the Heard County School System disposal procedures. Hard and electronic copies of the inventories are filed with the Federal Programs Director. The Federal Programs Director conducts onsite monitoring of inventory at least once a year.

USE OF EQUIPMENT

Each school receives the *Using Title I Equipment* information provided by the Department of Education and the information provided within the document is discussed with principals and the Technology Director during the summer leadership meetings, who manages the actual disposition of equipment and to attest to validity.

Use of Title I Equipment in Targeted Assistance Schools

The Heard County School System currently does not have any Targeted Assistance schools. In the future, if need arises, the following procedures will be followed.

Equipment purchased with federal Title I funding for HCSS Title I Schools is exclusively utilized by eligible Title I students in Title I Targeted Assisted Schools. The general purpose for this equipment is to promote mastery of core content knowledge in reading/mathematics and to facilitate remediation as well as acceleration. Each Title I school has additional equipment not purchased with federal funds available to all students.

All equipment purchases (i.e. computers, printers) by participating TA schools are to be used only by Title I teachers, eligible Title I students and eligible parents. A list of the Title I students and their parents must be available to ensure that the equipment is only used by these students and parents. The district Title I department reserves the right to monitor equipment purchased with Title I funds even after the school becomes a non-participating Title I school.

Method for Documenting Use in Building

Any equipment purchased with Title I, Part A funds must be reasonable and necessary to implement a properly designed program for participants. However, under some circumstances, equipment purchased as part of a properly designed Part A program may, without constituting an improper expenditure, be used on a less than full-time basis. That equipment could be made available for other educational uses without interfering with its use in the Part A program. Equipment could be used on other projects or programs currently or previously supported by the Federal Government, "providing such use will not interfere with the work on the projects or programs for which it was originally acquired."

LEAs should be judicious in applying these standards. Absent actual evidence to the contrary, the standards will have been presumed to be met and the use of Part A equipment in non-Part A activities is proper if use does not exceed 10 percent of the time the equipment is used in Part A activities. However, use above that amount in non-Part A activities is not necessarily improper if the standards are met on a case-by-case basis. The use of Title I equipment in Targeted Assistance Program schools in non-Title I activities on a part-time basis must be done in a manner that protects the integrity of the equipment as a Title I expenditure. Accordingly, the LEA must ensure and document that

- The Title I equipment is part of a project that has been properly designed to meet the special educational needs of educationally deprived children.
- The equipment purchased with Title I funds is reasonable and necessary to operate the LEA's Title I project without regard to any use in non-Title I activities;
- The project has been designed to make maximum appropriate use of the equipment for Title I purposes; and
- The use of the equipment in non-Title I activities does not decrease the quality or effectiveness of the Title I services provided to Title I children with the equipment, increase the cost of using the equipment for providing those services, or result in exclusion of Title I children who otherwise would have been able to use the equipment.

In the absence of evidence to the contrary, it will be presumed that these standards have been met and that use of Title I activities is proper if that use does not exceed 10 percent of the time the equipment is used in Title I activities, provided the equipment is not needed in the Title I program. Permissive use of the equipment for one period of the day is allowable, if it is not needed by Title I. Before and after school use is acceptable if Title I does not need the equipment. Care should be taken that the equipment is properly supervised, that use will not affect the integrity of the equipment that the Title I program is not compromised, and that users will assume all responsibility for any and all damage to the equipment

All schools are required to label all federal programs equipment. When feasible, all Title I equipment is to remain in the Title I teacher classrooms. All Title I equipment placed in the media center must be kept in a separate area, labeled, and a checkout ledger must be maintained.

All equipment purchased with federal funds are inventoried annually. A report is filed in the Federal Programs office. Inventory includes the dates of the inventory, person conducting the inventory, serial numbers when appropriate, location of inventory, status of the inventory and additional information as needed. Equipment is labeled with the Federal program area and fiscal year (ex. TI FY16)

Heard County School System Equipment Disposition Procedure

Technology Equipment Disposal:

The technology department does not support any computer operation of Windows 98 or later. If a school has technology that runs 98, the school can continue to run the computer until it is no longer functional. When the computer is no longer operational, it will be recycled or disposed.

There are opportunities to dispose of technology that is out of date or no longer operational. Three times a year, the technology department offers an opportunity to schools and departments to dispose of equipment: Fall and spring.

- The appropriate Technology Disposal Form (located on the Intra-district forms page) should be completed and a copy sent to the Federal Programs Director.
- The inventory spreadsheet will need to be corrected, printed, signed, and dated by the principal.
- A copy will be sent to the Federal Programs office.

At the designated time, the outdated technology is brought to a predetermined location to be recycled. Technology works with a company, TSI currently, to dispose of and recycle all equipment. At that time, TSI determines whichever is most appropriate for the equipment.

The school is required to format the computers to remove all data. A procedure for formatting is provided to the school to ensure that all sensitive data is removed properly.

Currently, the school system does not receive any money for the recycle or disposal of equipment.

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

1. File an incident report

2. Attach the incident report to the Technology Disposal Form and send to the Federal Programs Director's office.
3. Make corrections to the Federal Programs inventory.
4. Send the updated inventory to the Federal Programs office. The principal must sign and date the inventory spreadsheet.

Use of Title I Equipment with Compensation

School systems have some options to increase flexibility in the use of Title I equipment in Targeted Assistance Program schools in non-Title I activities. The LEA may either assess a user fee or share costs through joint purchases. When a LEA purchases equipment with Part A funds, for example, it may share the cost with other Federal, State, or local programs that will also make use of the equipment on a proportional basis. When the LEA use of Title I equipment exceeds the time permitted for non-Title I use without compensation, a fee should be assessed. Care must be taken when determining a reasonable and fair assessment. The supplement not supplant provision of the regulations must be considered. This affects programmatic use of the equipment in that whatever is provided with state and local funds for children who do not participate in Title I must also be available to children who do participate in the Title I program. Then Title I can provide as much supplemental effort as is needed. Additionally, a LEA may take into consideration, when it decides its equipment needs under Part A, whether other equipment--i.e., LEA-funded adult education equipment used at night--would be available for Part A use during the day.

Technology Equipment Disposal Request

This form is used to dispose of technology equipment that is property of Heard County School System

Computer: _____ Printer: _____ Other: _____

Description: _____

Make/Model: _____

Serial Number: _____

Inventory Control #: _____

Original Funding Source if known: _____

Reason for Request: _____

Current Location: _____

To be completed by Technology Staff:

Condition: _____

Recommendation: _____ Relocation: _____ Dismantle: _____ Declare Surplus

Lead Technology Assistant

Technology Director

Cash Management

The Finance Director administers the drawdowns.

All grants are divided by 12 months.

Drawdowns are done monthly. This is an acceptable practice to our financial auditors.

Financial services are very careful to draw down these funds based on actual expenditure needs.

The system accountant reconciles the bank statements.

The Finance Director performs periodic review of the general ledger.

There is no cash involved as all drawdowns are directly deposited into our bank account.

All reporting documentation is kept in the Finance Department. It is available at all times for review.

Director of Federal Programs meets with Finance Director quarterly to discuss timely drawdowns.

Reporting

Procedures for Completion Reports

Copy of the completion report for the previous fiscal year will be kept on file in the Director of Federal Programs office and in the Finance Department.

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

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

Federal Programs Director will run budget summary and detailed expenditure reports for all federal programs funds.

Federal Programs Director gives budget summary reports to each administrator/school at monthly Principal's meeting.

Contract Oversight

The Heard County School System Board of Education policies used to ensure all federal programs have contract oversight and conflict of interest. The Director of Federal Programs uses the website System for Award Management (SAM) for verification of potential contractors. A value of "Yes" for Delinquent Federal Debt indicates the LEA cannot use federal funds to pay this entity for contracts/orders.

The Director of Federal Programs has all approved contractors complete a W-9 and Contract for Services agreement. The school using the contract services teacher submits the monthly time sheet to the Director of Federal Programs for review of the practices being performed in accordance with the terms, conditions and specifications of the contract agreement and payment authorization.

Conflict of Interest

The Heard County School System Board of Education policies are used to ensure all federal programs have contract oversight and conflict of interest. The Director of Federal Programs uses the website System for Award Management (SAM) for verification of potential contractors. A value of "Yes" for Delinquent Federal Debt indicates the LEA cannot use federal funds to pay this entity for contracts/orders. No employee, officer or agent may not participate in selection, award or administration if there is a real or apparent conflict of interest.

Gifts and Bequests

All federal departments will comply with Board of Education policy. Any gift or donation greater than \$25 will be reported by the receiving Director or Principal. A log of any gift or donation exceeding \$25 will be maintained in the Finance office.

Records Retention

The Director of Federal Programs is responsible for the maintenance and security of all federal records and follows the *Educational Records Retention (2011)*. A copy is located at the end of the handbook.

Disaster Recovery

Financial Data Redundancy

- Financial software provider supplies 3rd party backup solution.
- Smartfusion is a cloud based system

- Backups are Full Data Backups generated daily.
- In event of disaster, both physical and virtual server solutions are available for quick recovery.

Student Records

- Student records have a daily backup schedule to both on and off site locations.
- In event of disaster, both physical and virtual server solutions are available for quick recovery.

Personally Identifiable Information (PII)

The LEA only accesses PII when it has a need to know for the information as it relates to official duties. The procedures are based on guidance from the *Handbook for Safeguarding Sensitive Personally Identifiable Information* (March, 2012; Homeland Security)

1. Never leave Sensitive PII in hard copy unattended and unsecured. Physically secure Sensitive PII (e.g., in a locked drawer, cabinet, desk, or safe) when not in use or not otherwise under the control of a person with a need to know. Sensitive PII may be stored in a space where access control measures are employed to prevent unauthorized access by members of the public or other persons without a need to know (e.g., a locked room or floor, or other space where access is controlled).
2. Try not to send Sensitive PII using a fax machine. If possible, scan and then encrypt the document(s) and email it. If the information must be sent by fax, do not send Sensitive PII to a fax machine without contacting the recipient to arrange for its receipt. You can email Sensitive PII without protection if the recipient's need for the information is related to his or her official duties. However, if you have any doubt about that, or to ensure protection, the HR Department recommends that you password-protect Sensitive PII when it is emailed within the system, or redact the Sensitive PII before email or print it.
3. District must report all privacy incidents, whether suspected or confirmed, to the Human Resource Director immediately.
4. Adhere to SBOE Code IDDF (8)
5. Follow retention and disposal policies for Sensitive PII

Services for Homeless Children and Youth

The Federal Programs Director meets yearly with school personnel to discuss the requirements of the McKinney-Vento Homeless Education Act. Among the topics discussed are the transportation requirement for schools of origin and the definition of and services for students identified as homeless. The Federal Programs Directors works very closely with the school guidance counselors and Transportation Director to assure students receive the services they need. He provides new or additional posters and assures these are placed where parents can readily see them.

Program Procedures

- The district is responsible for identifying a Homeless Liaison and ensuring that the position is listed on the district's organizational chart. This position is housed in the Federal Programs Department.
- Homeless students will be identified based on the definition prescribed by McKinney-Vento Homeless Assistance Act and via a numeric code in the district's student information system. All

staff in the district to include bus drivers, principals, central staff, etc. will be trained in the identification and recruitment of homeless students.

- Homeless Liaison or Coordinator will provide annual training for all district level and school staff having contact with homeless students.
- All principals will receive annual training on the identification and needs of homeless students.
- During the enrollment process each parent/guardian is given the Residency Questionnaire to screen for students who may be potentially eligible for the McKinney Vento Program. When either of the first two questions are marked "Yes", the Homeless Liaison will be notified. All schools will display flyers, brochures, and posters that identify the Homeless Liaison or Coordinator contact information
- After students have been identified as eligible for homeless status under the McKinney-Vento Act they shall be immediately enrolled in school.
- When families or unaccompanied youth disagree with a decision (i.e., school enrollment or school selection) made by the school or Homeless Liaison the parent/guardian shall be given written explanation of the decision. The explanation letter should also contain the rights of the parent/guardian as well as the right to appeal the decision.
- In order to help reduce transportation as a barrier to school, accommodations for transportation are made in accordance with the Transportation Plan.
- Support will be given to ensure that homeless youths receive appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.
- Students will be eligible to attend their school of origin according to the child's best interest.
- McKinney-Vento posters will be posted within the community and with district agencies
- Information will be presented/shared at the Community Partnership Collaborative Meetings
- Services for homeless students (tutoring, etc.) will be evaluated based on student academic achievement.

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

Currently, there are no Neglected and Delinquent children being served in Heard County at this time. If at some point, we do have a facility the following process will be followed.

The Federal Programs Director will work directly with the facility to ensure that students are receiving the services needed. Meeting minutes, agendas, collaborative planning, emails, phone logs will be maintained by the headmaster and Federal Programs Director.

All staff will be trained annually on Neglected and Delinquent information.

Headmaster will annually submit the source data for the *"Annual Survey of Institutions for Neglected and Delinquent Children"*

The Headmaster for will follow all parental notifications and involvement procedures. The house parents and surrogates receive the same invitations to parental involvement activities as all other students in the school system.

The Headmaster for will annually submits a Schoolwide Improvement Plan. The plan is reviewed 3 times per year by the Federal Programs Director to monitor progress and offer technical assistance.

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

The district does not have any Neglected or Delinquent at this time.

Title V, Part B – Rural and Low Income

Purpose

The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement.

The Heard County School System receives funding from the Rural and Low-Income Schools Title VIB grant. Being the HCSS does not have any priority or focus schools, the district is free to allocate Title VIB across all of its Title I schools to address the needs of the most academically at-risk students. After completion of the individual school Comprehensive Needs Assessment, items that are identified as allowable under Title I but are not financially feasible due to limited Title I resources, are purchased through Title VIB funds. The Federal Programs Director coordinates the Title VIB grant, and provides needed services to schools within the HCSS.

Use of Funds

An eligible LEA may use RLIS funds for:

1. Title I, Part A (Improving basic programs operated by LEA)
2. Title II, Part A (improving Teacher Quality)
3. Title III (language instruction for English Learners and Immigrant Students)
4. Title IV, Part A (Student Support and Academic Enrichment Grants)
5. Parental Involvement Activities

Pre-Kindergarten Programs

The district does not reserve funds for pre-kindergarten programs at this time. Meetings are held with area Head Start and private daycare centers to discuss potential concerns.

Policies and procedures will be put in place if the district determines that this is a Title I need in the future.

The Federal Programs office does provide scientifically based preschool information for parents at the parent resource centers. This information is updated annually and serves as a means for connecting parents with information their children will need to know before entering kindergarten.

Title II, Part A - Teacher and Paraprofessional Qualifications

Purpose

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

Equity Belief Statement

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

Annual Needs Assessment Process

The Heard County School System conducts an annual Comprehensive Needs Assessment including a survey. The survey is open to all administrators, teachers, and paraprofessionals and addresses the following equity components: highly qualified status of teachers and paraprofessionals, student access to experienced and effective teachers and leaders, teacher ability to meet the diverse needs of students, student access to comparable class sizes, and the retention and recruitment of highly qualified and effective teachers and leaders. In addition, input on areas in need of improvement is solicited from school and district leaders by email and during monthly Administrative meetings. Feedback is also solicited from parents during the annual Title I meeting, monthly school council meetings, public

community forums. Information gathered from these various sources is discussed and decisions made on areas of focus by district leaders at Administrative meetings.

Equity Plan

The Heard County School System Equity Plan for Title II-A is revised each May/June using the Comprehensive Needs Assessment information, surveys, and data. The Equity Plan serves as the plan detailing professional learning and effective equitable practices among teachers. Department Directors, school and system leaders, as well as, community and parent stakeholders are involved in the revision process. As the Equity Plan is revised, it is shared with elementary, middle, and high school leadership teams. Principals seek input from school council members (administrative staff, teachers, community business partners, and parents) and then give feedback for revisions. Meeting agendas and sign-in sheets will be maintained as evidence and documentation of stakeholder involvement in the revision process.

Prioritization of Needs

Internal and external stakeholders are involved in the planning process by assisting with the prioritizing of needs. Prioritization of needs is accomplished by analyzing information and data gathered during the CNA process. That information as well as stakeholder input is taken and used to develop a prioritized list of needs and options to address the needs. The district Administration Teams, consisting of the Superintendent, District Directors, discusses information to create the finalized list of needs. I prioritized list of needs.

Authorized Use of Funds

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

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

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

Professional Development

Professional Learning(PD) must be of high quality, scientifically research based, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not 1-day or short-term workshops or conferences. It must align with the needs found during the CNA process and address strategies/actions listed in the District Improvement Plan. Finally, professional learning must focus on increasing the ability of the teaching staff to help all students achieve high academic standards, or the school administrative staff to lead their schools' efforts to increase student academic achievement. All staff attend at least one high quality professional learning activity. The district verifies this by maintaining a professional learning

spreadsheet in the office of the Associate Superintendent. The spreadsheet is an alphabetical list of all staff by school. The name of the course, the research justification for the course, date, time, and funding source for PL. The principal of each school will sign a verification form to indicate they have assured all staff have attended at least one high quality, research based professional learning opportunity. The district will use the verification forms to determine if all staff have attended at least one high quality, research based professional learning opportunity.

Professional Qualifications

The Heard County School System is a Strategic Waiver System. We work to ensure that all of our teachers meet the district's Professional Qualifications.

Recruitment, Placement, and Retention of Highly Effective Teachers and Leaders

The district leadership team discusses the recruitment, placement, and retention of highly qualified, effective teachers and leaders during monthly meetings as necessary. The topic is also discussed, as part of a review of data from the system annual needs assessment during the system leadership retreat held annually. The System and school goals are then created or adjusted for the next school year.

Recruitment

The Heard County School System believes getting the right people to fill positions is the most critical HR management function undertaken. HCSS is committed to finding motivated and qualified employees with diverse backgrounds to help achieve its purpose and goals. The recruitment process begins by defining the job, seeking a pool of qualified individuals, selecting the best individual for the position and finally orienting and inducting the individual to the position and the district. A mentoring program for new hires, assists with providing ongoing and embedded PD to ensure effectiveness.

Teacher Experience and Effectiveness Equity

Teacher effectiveness is measured using two methods. First, walk through are conducted at each school by administration to gather data that can be used to guide professional learning activities. Secondly, administrators conduct formal observations as part of the Georgia Teacher Evaluation Program (TKES).

Identified inequities in teacher experience will be addressed at the school and classroom level by re-assigning personnel and students as necessary to ensure that all students have equitable access to experienced teachers. The Associate Superintendent will sign an internal document indicating completion of this process.

Heard County School System works diligently to implement and maintain effective teacher hiring assignment and placement practices. The following is summary of the district's process and rationale for assignments.

The Heard County School System believes that it is important for all students and all schools to benefit from highly qualified and experienced teachers. We are aware of the research that states schools with a

higher congregation of newer or novice teachers tend to have a weaker teaching force, especially in more at-risk school environments. In addition, we want to ensure our novice teachers have an experienced staff to support them as quality role models demonstrating effective teaching strategies and practices.

Each year, the Heard County School System conducts a personnel audit. This audit is conducted by the Director of Personnel, Director of Federal Programs, Director of CTAE, Director of Special Education and school principals. The audit is a process of monitoring the experience level, highly qualified status, poverty level, population trends, and individual school needs. This information is used to determine how many teachers are needed for each program, whether teachers need to be transferred due to school needs, increased or decreased enrollment, congregation of too many new/novice teachers, and possible additions of new programs at schools. As new teachers are hired during the spring, all of the above information is taken into consideration before assignments and placements are made.

Retention

Over the past few years, the teacher retention rate has been moderately stable. Approximately one to five percent of the teaching staff is replaced due to attrition. Teacher retention is analyzed annually in order to determine if a particular school may be experiencing a high teacher turnover. The Faculty, Staff, and Administrators Survey and exit survey are designed to gather information from teachers and other supporting staff in the area of retention.

- A system wide New Teacher Induction Program is implemented prior to the beginning of the school year. New teachers attend a two day session of purposeful break-out classes conducted by system wide support staff. Elementary teachers attend a third day of induction.
- Each school principal develops and implements an on-going orientation and induction program for new teachers assigned to their school.

Class Size Equity

The LEA will address inequities in class size across and within schools by re-assigning students and/or teachers as necessary to achieve equity.

Meeting the Diverse Needs of Students

School administrators conduct focus walk through as part of a system initiative to ensure that all classrooms follow the guidelines of standards based classroom. One of the items on the walk through checklist is the use of differentiation to meet the diverse needs of students. The data from these walk through is compiled at the school and system level, examined by the system Curriculum Advisory Committee and used to plan professional learning initiatives.

Class Size Reduction

Currently, the Heard County School System does not use Title II funds for a Class Size Reduction (CSR) teacher. In the event this becomes an identified need, the district will follow the procedure for

completing the CSR worksheet located on the Title II, Part A website. This worksheet will be submitted to the Title II, Part A Program Specialist assigned to HCSS for his/her approval. Once approved, the budget will include the salary and benefits for the teacher. Careful observation and student academic achievement data will be maintained for effectiveness documentation.

Procedures for Principal's Attestations/Certifications

The Federal Programs office will prepare a memorandum requesting principals sign the attestation forms for all federally funded staff. Forms will be signed at the end of December and at the end May and submitted directly to the Federal Programs office. This information will be maintained in the Federal Programs office. A copy will be given to the Human Resources Department. The Federal Programs Department will follow up with any school who has questions or concerns.

Procedures for Hiring Instructional Paraprofessionals

Paraprofessional vacancies are posted on the webpage for Heard County Schools. A job description is included. Paraprofessional Education Requirements are listed, including:

- Do you currently hold paraprofessional certification?
- or, Do you have a minimum of an Associate's Degree or higher in any subject?
- or, Have you successfully completed a minimum of 60 semester hours or 90 quarter hours of college coursework?
- or, Do you have a minimum of a high school diploma or GED, AND a passing score on the GACE (Georgia Assessments for the Certification of Educators) Paraprofessional Assessment?
- or, Do you have a minimum of a high school diploma or GED, and understand that you must take and pass the GACE paraprofessional Assessment to be eligible for a Georgia Paraprofessional Certificate.

This ensures that the applicants have met the minimum qualifications to be Highly Qualified.

Highly qualified applicants are then eligible to interview with principals. Principals make recommendations to Human Resources, and recommended candidates are fingerprinted and complete other employment paperwork. All paraprofessionals must meet HiQ to be recommended for a position with HCSS.

Instructional Paraprofessionals

1. Principals will annually train federally funded Instructional Paraprofessionals on best practices.

2. A signed schedule documenting the paraprofessional is under the direct supervision of a certified teacher must be submitted to the Federal Programs office by the second week of school.

Procedures for Parent Notification of Non-Qualified

Principals will adhere to parent notification requirements for non-qualified staff. Copies of the parent letters will be given to the Federal Programs Director.

Title II, Inventory

INVENTORY

The designee selected by the principal maintains inventory at the school level. Inventory is documented in a database that is updated each time equipment is purchased. All Title II property is identified by permanent markings on the equipment that signify Title II and the fiscal year the equipment was purchased. The database includes a description of the item, serial number, and vendor name, date of purchase, funding (Title I, Title II, MV, Title III, Title VI, Sp. Ed., Migrant, SIG), cost, school, equipment location, and current condition. School personnel must annually verify the location and condition of the equipment. Each item must be checked/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 Federal Programs Director. Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed of, disposal forms are completed and kept on file. Disposal occurs according to the Heard County Schools disposal procedures. Hard and electronic copies of the inventories are filed with the Federal Programs Director. The Federal Programs Director conducts onsite monitoring of inventory at least three times a year.

USE OF EQUIPMENT

Each school receives the *Using Title I Equipment* information provided by the Department of Education and the information provided within the document is discussed with principals and the Technology Director at summer seminar, who manages the actual disposition of equipment and to attest to validity. Principals sign and date Inventory of Title II Equipment.

**Heard County School System
Title II, Part A Professional Learning Verification Form**

I, _____, Principal of _____

assure that all staff currently employed in the above said school have attended at least one high quality professional learning activity. The individual spreadsheet for my school is maintained in the office of the Asst. Superintendent of Curriculum and Instruction.

Principal's Signature

Date

Please print, sign, date, and return to the Director of Federal Programs during the post-planning.

Heard County School System
Title II, Part A Teacher Experience and Effectiveness Verification Form

My signature assures students have equitable access to experienced and effective teachers and are not assigned to an inexperienced and/or ineffective teacher two years in a row.

Asst. Superintendent of Curriculum and Instruction Signature

Date

Please print, sign, date, and return to the Director of Federal Programs during the pre-planning.

FY: 2019-2020

Heard County School System

ESSA-In Field Teacher Certification or PQ

Title II, Part A Remediation Plan

Educator: _____ Certification I.D.: _____

School : _____ Assignment: _____

A. GOAL: To become fully certified

Notice: Failure to meet the above goal may possibly result in non-renewal of your employment contract for the upcoming school year.

B. HiQ ROUTES TO CERTIFICATION OPTIONS

The above named teacher will meet ESSA In-Field or PQ status by accomplishing the following:

(Please check all that applies to you.)

1. I will become certified in accordance with ESSA- In-Field or PQ by completing the following **GACE Assessment(s)**.

Assessment Name	Test Code(s)	Test Date(s)	Results (Office Use Only)
			Pass / Fail
			Pass / Fail

- 2. I am a special education teacher currently completing the Georgia HOUSSE Rubric “High Objective Uniform State Standard of Evaluation” - (effective Fall 2006, the HOUSSE is available for a small number of multi-subject special education teachers, returning retired teachers, and teachers holding Life certificates only.
- 3. I am requesting a transfer to a position for which I am highly qualified to teach.
- 4. I did not teach in the content area that is reflecting a non-HiQ status. Please check the database for an error.
- 5. I am a special education teacher working in the capacity of the above listed subject using an inclusion or collaborative model.
- 6. I need to take and pass an **Exceptional Child Course** or **Computer competency** as part of Georgia’s special requirements.
- 7. Completion of an Approved Program (Please select one.)
 - Enrolled in an Approved Teacher Preparation Program / Approved Certification Program in the field of:
 -
 - Program/College: GATAPP –
 - Expected Completion Date:

Employee Statement and Signature:

I understand that the No Child Left Behind (NCLB) Act requires me to meet highly qualified status in each subject area for which I am the teacher of record. I also understand that I must make progress in achieving HiQ status, unless it is a school site scheduling issue that is creating the non-highly qualified status.

Teacher Signature

Date

Principal Signature

Date

HR Director Signature

Date

Heard County School System
Process for Monitoring the Remediation Plans of
those not meeting ESSA In-Field or PQ

Timeline	Action	Resource(s)
At Time of Hire and/or Assignment	Create an Individual Remediation Plan/Spreadsheet for each employee that outlines the special Georgia requirements completed and the requirements needed in order for them to convert their certificates to the clear renewable status	Maintained in a Human Resources File. Issued to and completed by the Principal and Non-Qualified Teacher at the hire date (teachers possessing Non-Renewable Certificates—NT, Waivers, etc.). Requested and completed by the Principal and the Teacher who is assigned to a Non-Highly Qualified class at the time of the assignment.
First Month of School	Review Files in order to determine the teachers possessing non-renewable certificates	Human Resources Department/File
First Month of School	Collaborate with Assistant Superintendent in order to determine the Non- Qualified New Hires if applicable	Human Resources Department/File
First Month of School	Generate a spreadsheet that includes a list of teachers with provisional certificates (non-renewable)	Payroll Department Database/AS400
First Month of School	Contact all teachers possessing non-renewable certificates in order to determine their status towards converting to clear-renewable certificates	Via E-Mail
First Month of School	Update/Create a spreadsheet that contains all Non-Qualified Teachers that contains the following information (based upon correspondences/documents received from above email): <ul style="list-style-type: none">● The number of year(s) possessing a non-renewable certificate● The beginning validity date of the teaching certificate	Human Resources File

	<ul style="list-style-type: none"> ● The ending validity date of the teaching certificate ● The need of regency ● The need of content knowledge assessment (GACE) ● The need of HB 671 ● The need of an approved program ● The certification route taken by the Non-qualified teacher ● The expected date of completion/graduation from an approved program 	
End of September	<p>Meet with each Principal and Non-Qualified Teacher in order to discuss the current status towards conversion, review the remediation plan, and sign the HCSS Agreement for Conversion to Clear Renewable Certification (this agreement includes the Remediation Plan). The Agreement includes the following components that has to be initialed by each non-renewable certificate holder:</p> <p>_____ Title IIA Guidelines specifically state a teacher teaching on a non-renewable teaching certificate is considered highly qualified for ONLY three years regardless of the five year validity period of the certificate. I fully understand and agree to complete all requirements for initial teacher certification in Georgia by April 1 of the third school year of employment.</p> <p>_____ I understand that I will receive a memo (RE: Teachers Holding Non-Renewable Certification) in January of each year until conversion to clear renewable certification. I fully understand I must respond by submitting all documentation / information as required by the memo.</p> <p>_____ I understand that if I enroll in online out-of-state institutions, it is my responsibility to ensure: 1) the Georgia Professional Standards Commission (GAPSC)</p>	Representatives from the HCSS Human Resources Department travel to each school site to review the Human Resources File , discuss remediation plan, and secure signatures for the agreement

	recognizes the online institution, 2) the program will result in initial teacher certification, 3) the GAPSC has reciprocity with the state in which the initial certification will be received, and 4) completion of all Special Georgia Requirements by the April 1 deadline.	
Beginning of January	<p>Send memorandum w/an attachment (Report of Adequate Progress) to teachers holding non-renewable certificates further explaining the guidelines of ESSA-In-Field and PQ reiterating the three years to convert their certificates in order to be considered qualified. The Report of Adequate Progress includes the following information:</p> <ul style="list-style-type: none"> ● Status of taking and passing the appropriate content test—if applicable ● Status of enrollment in a college/university/or institution to seek initial certification—if applicable ● Status of participation in a one-year supervised program with RESA—if applicable ● Status of participation in the TAPP two year program—if applicable ● Status of enrollment in an online out of state institution—if applicable ● An opportunity for them to list other requirements of the Georgia Professionals Standards Commission that have not been met as of the specified date 	Memo sent by the Human Resources Department
Beginning of January	Send Revised Remediation Plan to teachers with provisional certificates and teachers who are teaching out of field.	Remediation Plan attached to Memo (Report of Adequate Progress)—Human Resources Department
Beginning of March Prior to the Superintendent recommending Certified	End of the year review to determine the current status towards converting and review of determining teachers eligible of being non-renewed for the next school year for failure to convert the certificate within the	Collaboration among the Human Resources Department, Principal, and Non-Highly Qualified Teacher.

Staff to the HCSS Board of Education (See attached Schedule of Personnel Actions)	allotted three year timeframe in order to be considered qualified	
Prior to Deadline for issuing contracts (Attached to contracts)	Memorandum attached to contracts referencing the ESSA-In-Field criteria and PQ. The memo states that the contract is contingent upon each employee securing and continuing to hold appropriate certification	Memo Distributed to all Teachers (To include Non-Highly Qualified Teachers) receiving a contract for the following academic school year.

Report of Adequate Progress Teachers Holding Non-Renewable Certificates

Please complete the criteria as listed below. Provide a copy of the **Memo** and your completed **Report of Adequate Progress** to your principal, Director of Human Resources, and maintain a copy for your reference.

Have you taken and passed the appropriate content test Yes No
If no, please state the date you are registered to take the test and attach a copy of your registration form.

Are you enrolled in a college / university / or institution to seek initial teaching certification? If yes, please attach an updated Program Sheet. Yes No

Are you participating in a one year supervised program with RESA? If yes, please attach a progress report from RESA. Yes No

Are you participating in the TAPP two year program? If yes, please attach a progress report from RESA. Yes No

Are you enrolled in an online out-of-state institution? If yes, please attach a Program Sheet of courses taken and dates of completion. Yes No

Have you met the Exceptional Child Course requirement? Yes No

Please list any other requirements of the Georgia Professional Standards Commission that you have not met:

This is my _____ 1st _____ 2nd _____ 3rd year of teaching under a non-renewable teaching certificate.

Teacher Signature

Date

Principal Signature

Date

Private Schools

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

Effectiveness

Director of Federal Programs will prepare a report on the effectiveness of each budget line item in the Title II, Part A program. The report will include the Title II, Part A funded components, needs being addressed, the funded activity, data to be collected, the person(s) responsible for collecting, coordinating, and analyzing the data, and when the data will be collected. The report will include a careful review of data to summarize the effectiveness of all funded activities.

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

Purpose

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

Title III Plan

The plan will include EL procedures, evidence of policy dissemination to local schools, research-based delivery models used at each school, description of how ACCESS and GA Milestones data are used to make instructional decisions, evidence of adjustments to services based of assessment results, progress monitoring procedures for EL students, and the process and criteria used for transitioning ELs to monitored status. Each school codes all EL eligible students in the student information system (Powerschool). LEA professional development plan for ESOL, including needs assessment, long-range professional development goals, meeting dates, session agendas, handouts, and sign-in sheets. All information concerning Title III is kept by the Director of Federal Programs. Title III purchase orders, budget, and after-the-fact (January and May) periodic certifications are monitored and kept on file in the Federal Programs office. HCSS has no private schools requesting to participate in the Title III program.

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

Enrollment and Identification of ELs

- All students enrolling in the Heard County School System are required to register at the
- All registration forms have been translated in Spanish
- If parents need further assistance with registration because of limited English, registrars have the contact information for two Spanish speaking ESOL teachers of which they may contact or assistance

- After enrollment forms are completed, the registrar informs the ESOL Facilitator if the Home Language Survey has indicates a language other than English for one of the three questions
- Enrollment information is sent to the schools for proper placement

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

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

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

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

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

Classroom observations are conducted by the school level administrators and the Director of Federal Programs to determine the approaches and methodologies are research based.

Procedures for ACCESS Participation

- All current ELs statuses must be maintained in SIS.
- An SIS ad hoc will be shared with the appropriate teacher to the appropriate school for correct caseload management twice a semester.
- All teachers must maintain the LEP tab in Powerschool for accuracy.
- If the status of a student is changed, the caseload manager must inform the FTE Clerk within 2 business days.
- Before ACCESS tests are returned to be returned to Associate Superintendent Curriculum, teachers must sign-off that each EL-Y student has participated in the ACCESS test.

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

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

Criteria Used for Exiting ELs from ESOL Services to Monitored Status

- After Access for EL's results are returned to the system, the ESOL teachers will evaluate each student for continued/exited services

- Information from the GADOE ESOL/Title III Resources Guide will be utilized
- The criteria for Grades 1-12 is set at 5 Tier B or C with a CPL greater than or equal to 5.0 and at least a 4.8 Literacy Sub-Score on ACCESS for ELLs.
- Kindergarten ACCESS for ELs Teacher Reports provide two sets of scores, Instructional and Accountability—Accountability scores must be utilized
- Kindergarten students who do not score an Accountability CPL of 5.0 or higher and who have any individual domain scores less than 5.0 are NOT eligible to exit language assistance services
- ACCESS scores are sent home to parents with notification that services are no longer needed and students will be placed into a Monitored Status in Infinite Campus
- A “red flag” is then placed into the student’s file indicating to student has moved from a served status to a monitored status for two years
- Students will then begin monitored services through the ESOL program
- A Language Assessment Conference (LAC) may also be used to exit a student if the following is met and/or reviewed: satisfactory language proficiency, classroom performance and achievement teacher recommendations, passing scores on the Ga. Milestones tests and writing samples.
- A LAC form will be signed by classroom teachers, one administrator, parents and by the ESOL teacher and shall be placed in students ESOL folder and copy sent home with parents.

Written Procedures for Fully Funded Title III Personnel

- Principals/Supervisors submit the names of employees who will be paid 100% by a Title III Funds to the Director of Federal Programs.
- A spreadsheet is created for the system and submitted to the Payroll Department in order for funds to be dispersed accordingly.
- Employees being paid entirely by Title III Funds must complete a **Periodic Certification Form**.
- The Periodic Certification Form is issued to the employee twice a year in order to secure the signature of the employee and the supervisor. The form is issued at the end of the first semester and at the end of the academic school year.
 - The first form issued includes the first day of the teacher contract/paraprofessional work schedule through the last day of the first semester.
 - The second form issued includes the first working day of the second semester and ends on the last scheduled work day of the school year.
 - The forms are completed after the services have been completed (after-the-fact)
 - The forms are submitted to the Director of Federal Programs for review and are filed accordingly.

Written Procedures for Split-Funded Title III Employees

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

Split Funded Teachers /Paraprofessionals:

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

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

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

Private Schools

Invitations for private schools to consult in participation in federal programs the following calendar year are sent in the fall, usually October, via receipt delivery. A meeting is held to present information about the programs available to students in private schools. All federal programs directors are invited to the meeting, which is complete with an agenda and sign in sheet. Upon receipt of the intent to participate form, which is provided to private school officials, a meeting is held to discuss plans and the required components of services for private school students. Meetings are scheduled every two months to discuss the progress and process of students. Currently the Heard County School System is not serving any private schools.

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

Documentation for Participation

The private school must provide a copy of their 501(c) 3 status.

Identification of Participants

LEA works closely with the private school 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.

Finance

It is the responsibility of the LEA to process third vendor work as well as materials via a Requisition.

No Requests for Reimbursement will be allowed, as all purchases must be approved prior to the purchase.

All materials and supplies purchased by the LEA are the property of the LEA. At the time the private school no longer participates, the property will be returned to the LEA.

An inventory will be maintained at the LEA. The private school will complete an inventory check twice per year at the request of the LEA

Complaints

Complaints by the private school are filed in compliance with the LEA complaint process (see Complaint Procedure).

All complaints will be addressed within 10 days of filing and will be resolved within 60 days according to the process.

Evaluation

At the end of April, the LEA will ask each private school to fill out a survey to evaluate services provided by the LEA.

Equipment

The private schools will follow the same procedure as Heard County Schools.

Timeline for Private Schools

Month	Activity
October	<ul style="list-style-type: none"> ● Send letter to request participation to private schools who work with students from the system for the following school year. Hold Private School Meeting consultation
October	<ul style="list-style-type: none"> ● Gather data and consult with private school to determine services and possible participants ● Begin to gather data for Eligible Participation Worksheet ● Remind private school that any materials or purchases must be requisitioned and remains the property of HCSS.
August of following year	<ul style="list-style-type: none"> ● Verify addresses of students attending private school that wishes to participate ● Begin services ● Note: If there is a third party vendor, see policy for third party vendor from GaDOE. Sign a letter that states the requirements on both parties to enter into agreement. ● Visit site to determine services are rendered in accordance with federal requirements. Monitor all services regularly.
September-November	
January – May	<ul style="list-style-type: none"> ● Visit site to determine services are rendered in accordance with federal requirements. ● Monitor all services regularly. ● Plan for evaluation of services with a survey at the end of April.

**AFFIRMATION OF CONSULTATION
WITH PRIVATE SCHOOL OFFICIALS**

Section 1120(b) of ESSA and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

The following topics must be discussed during the ongoing consultation process:

- How the LEA will identify the needs of eligible private school children.
- What services the LEA will offer to eligible private school children.
- How and when the LEA will make decisions about the delivery of services.
- How, where and by whom the LEA will provide services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- How the LEA will assess academically the services to eligible private school children in accordance with §200.10 and how the LEA will use the results of that assessment to improve Title I services.
- The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with §200.64, the proportion of funds that will be allocated to provide these services.
- The method or sources of data that the LEA will use under §200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA will extrapolate data, if a survey is used.
- The equitable services the LEA will provide to teachers and families of participating private school children.
- If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons in writing why the LEA chooses not to use a contractor.

We agree that timely and meaningful consultation occurred before the LEA made any decision that affected the participation of eligible private school children in the Title I, Part A program or Title III.

Public School Official	Date	Private School Representative	Date

_____ School District
The LEA must maintain a copy of this form in its records and provide a copy to the SEA

Academic Achievement Awards Program

HCSS Title schools were recognized as reward schools in the Fall of 2016.

Summary of Title I Distinguished Schools Determinations Procedures for Establishing Per School Awards for Reward Schools Section 1117 Elementary and Secondary Education Act of 1965

1. Schools are selected based on the schools' reward status as defined by the US Department of Education. Two categories of Reward Schools are eligible to be included receive awards: (1) **Highest-Performing Reward School** –a Title I school among the Title I schools in the State that have the highest absolute performance over a number of years for the All Students group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a Highest-Performing School if there are significant achievement gaps across subgroups that are not closing in the school; or (2) **High-Progress Reward School** – a Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the ALL Students group over a number of years on the statewide assessments, and at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a High-Progress school if there are significant achievement gaps across subgroups that are not closing in the school.
2. Using the free / reduced meal (FRM) data for the fiscal year previous to the award, all schools in the state are listed in descending order according to FRM count. The schools are then divided into four equal parts resulted in four quartiles. The cutoff point between higher poverty schools and lower poverty schools is then determined by starting with the highest FRM percentage school and moving down the ranked list to the last school in the top quartile. This quartile is the list of higher poverty schools. The second, third, and fourth quartiles are the lower poverty schools. Schools identified as a Highest-Performing Reward School or as a High-Progress Reward School in the higher poverty schools quartile draw from the 75 percent fund. Schools identified as a Highest-Performing Reward School or as a High-Progress Reward School in the lower poverty schools quartiles draw from 25 percent fund. The Georgia Department of Education (GaDOE) anticipates that there will be a total of 234 schools eligible for Reward School status.
3. At least 75 percent of the funds available for awards must go to the schools in the highest quartile based on the number of FRMs. Available funds are divided into two funds: one containing 75 percent of the funds; the other, 25 percent of the funds.

- **Funds available for the 75 percent fund equal Total Funds Available x .75 = Amount of Award**
- **Funds available for the 25 percent fund equal Total Funds Available x .25 = Amount of Award**

Highest Poverty Schools – 75 Percent Funds:

Highest Poverty Schools are defined as schools whose poverty places the school in the top quartiles of the Rewards Schools list for the current fiscal year. GaDOE will divide the funds available for the 75 percent fund award by the number of schools in the highest poverty schools quartile to determine the award for each school.

Lower Poverty Schools – 25 Percent Funds:

Lower Poverty Schools are defined as schools whose poverty places the school in the top quartiles of the Rewards Schools list for the current fiscal year. GaDOE will divide the funds available for the 25 percent fund award by the number of schools in the lower poverty schools quartiles to determine the award for each school.

The total amount awarded for both highest and lower poverty schools will be equal to or less than the total amount of funds available for award in the current fiscal year. Any remaining funds will be carried over to the next fiscal year.

Rewards School Plan

Heard County School System

For Use of Title I, Part A Reward Schools and Reward Districts Budgets

Instructions: Please complete the following narrative and attach the narrative to the consolidated application when submitting your budgets. Please ensure that you provided a detailed narrative in the descriptions portion of the budget details page within the consolidated application.

Please provide a narrative response to the questions below:

- Please provide a narrative description that summarizes the activities and materials to be funded using the Title I, Part A Reward Schools Award of the Title I, Part A Reward District Award for each school in the LEA or LEA receiving an award. This summary must delineate the decision making process utilized at each Reward School in the LEA or Reward District for determining the expenditure of the Title I, Part A Reward Schools and Reward Districts Award funds. Please include a listing of the staff with job titles involved in the decision making process.
- What processes and procedures do the school / LEA have in place to monitor the use of Title I, Part A Reward Schools / Districts Awards monies?
- What internal controls does the school / LEA have in place to promote efficiency of implementing the plans for this award, assure appropriate use and expenditure of Academic Achievement funds, and to safeguard assets and / or fraud and error?

***Please Note:** If this is a Reward School Award provide the principal's signature and date of signature, as well. If this is a Reward District Award only the Director of Federal Programs and Asst. Superintendent signatures are required.

Reward Schools Budget

Procedures for Submitting Title I, Part A Highest-Performance and High-Progress Budgets

- In order to effectively manage Title I, Part A budgets for Reward Schools via the Consolidated Application (ConApp) the following procedures are provided as a guide.

- Select the Title Programs Tab within the ConApp
- Select Add the Program Tab (Reward Schools, Reward Districts, or National Title I Distinguished Schools) from the drop down menu

- Click on the Budget Tab and perform the steps to allocate funds to each function and object codes
- Select the Function Code: for example function code 1000 for
- Select an Object Code: for example objects code 110 for teachers
- Enter the Unit Value: 1
- Enter the Price: for example the cost per unit = \$1.99 each
- Enter a clear detailed description of how the funds will be used.
- Click the Add Button
- The budget is now ready to sign off when all line items has been entered in the same fashion
- Sign off will be completed by the Federal Programs Director / Coordinator and Superintendent

***Important to Note:** The superintendent must accept assurances before signing off on the budget

Approval of budgets will occur once a thorough review of all expenditure requests and supporting documentation has been completed by the GaDOE Title I Education Program Specialist for Reward Schools

Reward Schools Quick Reference Guide for Use of Funds

- Schools receiving monetary awards must use funds for educational purposes only:
 - Resources / instructional materials
 - Monetary awards for current year employees
 - Schoolwide projects; such as computer labs, materials and supplies for the media center, science labs

Schools choosing to make monetary awards to staff must include all staff in the categories of staff receiving the monetary rewards. If **making awards to more than one personnel**

classification, schools may award different amounts for different personnel classifications. For example, teachers in the school would be awarded the same amount; non-instructional personnel would receive the same amount, and so forth. Schoolwide programs' staff would all be potentially eligible to receive monetary rewards. Targeted Assistance programs staff would need to be a Title I staff in order to be eligible to receive a monetary reward. In both cases, staff receiving monetary rewards would need to be current staff at the Title I school.

- The current principal when the award is received will make the final decision as to how the funds are spent. Only current Title I employees of the awarded school are eligible for any awards.
- All monetary awards to individuals are considered to be personal income and are subject to appropriate state and federal tax guidelines.
- Schools may not use funds for capital outlay projects. This would include construction, carpet, renovations of school facilities, classrooms, auditorium, multipurpose rooms, etc.
- Expenditure of funds must be allowable and reasonable in accordance with EDGAR.

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

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

The Migrant Education Coordinator is responsible for maintaining, updating, and properly coding all required enrollment, educational, and health data in Heard County School System's Student Information System on migrant eligible students and shares this information on an intra-district and interstate basis via the MSIX system.

The Federal Programs Director, along with the Migrant Education Coordinator follows these procedures.

- Records maintenance and transfer
- Identification and recruitment
- Educational support/priority of service
- Consultation with private schools
- Conducts a needs assessment
- Coordination of Migrant services

- Establishes a parental advisory council (PAC)
- Participates in professional learning
- Provides services for the educational needs of migrant preschool children
- Evaluates the program
- Maintains an allowable budget

Charter Schools

There are no charter schools in the Heard County School System; however, should a charter school open in Heard County and qualify for services/resources, planning would occur via discussions with representatives from the charter school. The charter school would be required to submit a plan describing how the funds will be used to support instruction and ensure that all students meet high academic achievement and performance standards. The Federal Programs Director will approve the charter school's plan and maintain the plan and any documentation of the planning process, as well as, any documentation needed for audit purposes. Like private school consultations, the charter schools will be notified regarding the federal funds available and the other provisions of ESEA governing Title I schools such as highly qualified teachers, choice and supplemental educational services, and unsafe schools impact charter schools as well.

Special State Charter Schools

The district does not have Special Charter Schools at this time. Procedures will be put in place if schools are added in the future.

Complaint Procedures

Board Policy GAE describes the complaint and grievances procedures for certified personnel. Parents/school communication is described in student handbooks and on the website. Parents are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central office personnel should be contacted next should parents feel the issues have not been resolved. If still unsatisfied, the superintendent should be contacted. Parents have the right to speak to the Board of Education through public participation at a Board of Education meeting. Conferences forms/notes/minutes are kept on file as documentation of the issues. Complaint procedures are described and a form for documenting complaints is located in the administrative handbook. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, filing and investigation of a complaint, as well as rights to appeal. The GADOE address to which complaints should be filed is included in the procedure.

Complaint Procedures under the ESEA

A. Grounds for a Complaint

Any individual, organization or agency (“complainant”) may file a complaint with the Heard County School System that a violation of a Federal statute or regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part C: Education of Migrant Children
3. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
4. Title II, Part A: Teacher and Principal Training and Recruiting Fund
5. Title II, Part D: Enhancing Education Through Technology
6. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
7. Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
8. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
9. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children
10. Title X, Part C-McKinney-Vento Education for Homeless Children and Youth
11. School Improvement Grant (1003 a or 1003g)

C. Filing a Complaint

A formal complaint must be filed in writing to the Heard County School System superintendent or his/her designee. The forms are located on the website and available at all Heard County School System board office, schools and offices.

The complaint must include the following:

1. A statement that the LEA has violated a requirement of a Federal statute or regulation that applies to an applicable program;
2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of names and telephone numbers of individuals who can provide additional information;
5. Copies of all applicable documents supporting the complaint’s position; and
6. The address of the complaint.

D. Investigation of Complaint

Within ten (10) days of receipt of the complaint, the Superintendent or his/her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date the Department received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which the Department may investigate or address the complaint;
and
4. Any other pertinent information.

If additional information or an investigation is necessary, the Superintendent will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included. Either the 30-day or the 60-day timelines outlined above may be extended, if exceptional circumstances exist. The Letter of Findings will be sent directly to the complainant.

D. Right of Appeal

If the complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the Georgia Department of Education. The appeal must be accompanied by a copy of the Superintendent's decision and include a complete statement of the reasons supporting the appeal.

The complaint must be addressed to

Georgia Department of Education, Office of Legal Services
205 Jesse Hill Jr. Drive SE
2052 Twin Tower East
Atlanta, GA 3033

Heard County School System Complaint Form for Federal Programs under the ESEA Flexibility Waiver

Please Print

Name of (Complainant):	
Mailing Address:	
Phone Number (home):	Phone Number (work):
Person/department complaint is being filed against:	
Date on which violation occurred:	
Statement that the Heard County School System has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation) (attach additional sheets if necessary):	
The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):P	
List the names and telephone numbers of individuals who can provide additional information	

Please attach/enclose copies of all applicable documents supporting your position.	
Signature of Complainant:	Date:
Mail or deliver this form to: Heard County School System Superintendent Heard County School P.O. Box 1330 Franklin, Georgia 30217	
Date Received:	
Date of Response to Claimant:	

Ethics and Fraud, Waste and Abuse

The Federal Programs Director reviews the ethics, waste, and fraud policies with all administrators during the summer seminar. An agenda and sign in sheets will be kept by the Federal Programs Director to document this has been completed. Principals and Central Office Directors discuss the same information with their personnel. Each principal or Director submits agendas and sign-in sheets to the Federal Programs Director to verify the policies have been reviewed with all staff. A signature, by the person reviewing the policies, verifies the completion of this procedure. Principals are expected to inform their faculties about policies and updates as they are approved throughout the year. The Heard County School System fraud regulation describes the definition, staff responsibilities, and internal controls/investigations.

WASTE and FRAUD

The Federal Programs Director reviews the ethics, waste, and fraud policies with all administrators during the summer seminar. An agenda and sign in sheets will be kept by the Federal Programs Director to document this has been completed. Principals and Central Office Directors discuss the same information with their personnel. Each principal or Director submits agendas and sign-in sheets to the Federal Programs Director to verify the policies have been reviewed with all staff. A signature, by the person reviewing the policies, verifies the completion of this procedure. Principals are expected to inform their faculties about policies and updates as they are approved throughout the year.

Assessment Security

Heard County School System Testing Plan 2019-2020 School Year

Testing Coordinator: Dr. Marianne Cole

The Heard County School System conducts the assessment program as required by federal and state law. It is in compliance with the Elementary and Secondary Education Act and Georgia law relative to student assessment and data reporting. HCSS interacts with state and federal agencies relative to the assessment program and accountability mandates. The testing department handles assessment documents and reports including secure test materials, individual student score reports, and school/district data reports in both paper and electronic formats. HCSS delivers training/guidance related to the assessment program, assessment data, and accountability mandates to all stakeholders. All test security procedures are available for review in the assessment director's office at the Heard County School System Board of Education.

Training Plan:

I. Materials:

- a) All school testing coordinators must have a sign-in sheet for documentation of teacher and proctor participation.
- b) GaDOE Update on each testing being administered will be provided as a reference/resource for school testing coordinators.
- c) A District Update is provided to school testing coordinators to indicate any special requirements from the district.
- d) School Coordinator's Manuals and Examiner's manuals are usually available on the GaDOE's website. Please use these manuals to assist in training. All manuals must be kept secure and accounted for after each use.
- e) School Coordinators should distribute the Roles/Responsibilities for all individuals being trained: coordinator, principals, examiners, and proctors. Discuss each group's roles/responsibilities, and have individuals sign at bottom. (This document can be found in the Student Assessment Handbook from the GaDOE)

II. Collection of Materials:

- a) Checking in Materials from District Office is the responsibility of the school coordinator. Please use the packing slip from the school's shipment to check the accuracy of the delivery.
- b) Make checks of confirmations and notations of inaccuracies. Please sign, date and fax the packing slip back to Dr. Cole's office (706-675-3320).

III. Test Security:

- a) In order to maintain the integrity of the assessment program and its results, security must be established and maintained. Test security should be a top priority in both pen/paper and online formats

for testing. The responsibility of the assessment program at the school level rests with the principal and their designated school test coordinator.

1. Use the Student Assessment in Georgia Schools (PSC document) to discuss the testing ethics and consequences of violations.
 2. Use the Examiner “Must Do” page from the GaDOE’s Student Assessment Handbook.
 3. School Coordinators are trained in using the Heard County School System’s Incident Sheet, Access Log for Secured Test Storage Area, and Transcribing or Scribing Answer Document Form.
- b) School Coordinators are responsible for ensuring proper coding of test documents.

IV. Cell Phones:

- a) Students are not permitted to use, or bring into the testing environment, any electronic device that could allow them to access, retain, or transmit information (e.g. cell phone, PDA, smartphone, electronic recording, camera, or payback device). An announcement **must** be made prior to testing that such devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system’s student code of conduct and/or test invalidation.
- b) Examiners and proctors must refrain from having phone conversations, sending emails, sending texts, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials.

V. Unexpected Events:

- a) Unplanned Fire Drill/Bomb Threat - In any unexpected situation, educators must first act to assure the safety of all children and adults, and to protect property from damage. While test security is critical and must be maintained if at all possible, student safety is always the priority. Beyond that and to the greatest extent possible, integrity of the test being administered is to be maintained.
1. If during a test administration an unplanned fire drill/bomb threat occurs, students must evacuate the building. Lock the door when students have evacuated the room/building if at all possible.
 2. Students should not take the test outside and should not be permitted to talk about testing during the drill or incident.
 3. If the school’s safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so.
 4. Note the time of the evacuation so you can figure out how much time students have to complete the testing session.
 5. When it is safe to re-enter the building, resume testing as quickly as possible, allowing students the remainder of the allotted time to finish the test.
 6. Should the event become lengthy, and once all considerations relative to student safety have passed, the GaDOE will be contacted for further directions regarding plans to resume testing.
 7. Materials should be inventoried per normal processes and verified prior to resuming testing.
- b) Severe Weather – If it is feasible and safe to continue testing, that is permissible. Be mindful that online testing can be particularly vulnerable to severe weather due to the possibility of power/internet disruptions.
1. Keep test secure if students must be evacuated.

2. Students should not take the test outside of the classroom and should not be permitted to talk about testing during the event.
3. If the school's safety plan permits for the testing group(s) to be kept together and under direct supervision, please do so.
4. Note the time of the evacuation so you can figure out how much time students have to complete the testing session.
5. When it is safe to re-enter the building, resume testing as quickly as possible, allowing students the remainder of the allotted time to finish the test.
6. Should the event become lengthy, and once all considerations relative to student safety have passed, the GaDOE will be contacted for further directions regarding plans to resume testing.
7. Materials should be inventoried per normal processes and verified prior to resuming testing.

c) Power Outage (Pencil/Paper)

1. If it is feasible to continue testing, that is permissible.
2. If not, tests should be kept secure initially within the testing setting. Students should not be permitted to talk about testing during the period during which testing is suspended.
3. Be sure to note the time of the event so that you can figure out how much time students have to complete the testing sessions.
4. When the school can resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test.
5. Should the event become lengthy, and the school must suspend testing for the remainder of the day, the GaDOE will be contacted for further directions regarding plans to resume testing.
6. Materials should be inventoried per normal processes and verified prior to resuming testing.

d) Power Outage (Online Testing)

1. Please follow all instructions that address loss of connectivity/power in the online testing manuals.
2. It may be necessary to contact the support line for the testing contractor.
3. When the school can resume testing, do so as quickly as possible, allowing students the remainder of the allotted time to finish the test.
4. Should the event become lengthy, and the school must suspend testing for the remainder of the day, the GaDOE will be contacted for further directions regarding plans to resume testing.

e) Student Becoming Ill – each situation must be considered independently.

1. Remove ill student from the testing environment as quickly and quietly as possible.
2. If cleaning is necessary to the extent that it will require the relocation of students, the test examiner must collect secure test materials while students transition to a new setting.
3. Students will be allowed to complete testing once relocation has occurred.
4. If relocation is not possible, remove students from the room while it is being cleaned and secure all testing materials – or pause online testing.
5. Students should be kept under supervision, not allowing them to discuss the test.
6. Resume testing as soon as it is feasible, allowing students the remainder of the testing time.

VI. Medical or Restroom Emergency:

a) Given that the health and dignity of students should never be jeopardized, schools must have a plan in place for students who become ill during test administration.

1. If a health/restroom related need develops that is urgent, a student may be escorted to the restroom/clinic and their materials secured.

2. If the event is of short duration, the student may return to testing and received the time lost due to their need to exit the test setting. This should be documented by the school on the Incident Form and reported to the System Coordinator, but does not have to be reported to the GaDOE as a testing irregularity.

3. If the event becomes protracted and/or the student is unable to return to a test session, report this event as a testing irregularity. This event will be reported to the GaDOE portal.

4. In general, for an assessment with two or more "sections", a student who did not return to testing may not reenter the section they previously had accessed.

VII. Testing Preparations

a) School Coordinators are responsible for checking the accuracy of student information

b) School Coordinators are required to have test examiner's sign materials in and out each day during test administration.

c) Proctors are used when required. Proctor are only required with there are 30 or more students in a testing environment. All test proctors are trained on their roles/responsibilities.

d) Testing Procedures are clearly articulated to ensure a smooth and problem-free test administration. Schedules, groups and location assignments, and special directions are distributed and explained before testing administration.

e) Accommodations are well documented by the Special Education Department. School coordinators carefully check to ensure students are provided the appropriate and accurate accommodations for each individual test.

VIII. Collection of Materials

a) Sign-in and Sign-out sheets are used to document who is responsible to each individual test booklet, the date, and number of test booklets received.

b) Before testing documents are returned to District Office, the school coordinator carefully accounts for all materials.

c) During the document count, the school coordinator checks for complete information (Form Numbers, Labels, Names...) on each answer document.

d) Materials are returned to the District Office, where the materials are re-counted by the System Testing Coordinator and assistant.

e) Principal Certification Sheets are required on all standardized tests. This document must be returned at the time of delivery of the testing materials

SERVICES FOR FOSTER CARE CHILDREN Transportation

The Heard County School System stands ready to coordinate with DFCS to support transportation of any student in foster care if necessary to retain continuity at the student's school of origin. The HCSS and DFCS will work cooperatively to ensure that transportation is not a barrier to the educational stability of children in foster care.

The LEA Foster Care POC will collaborate with local DFCS and other key players to ensure the smooth implementation of the provisions outlined in ESSA to include: best interest determinations, appropriate and timely transportation plans, managing disputes, training for LEA staff with regards to the unique challenges of children in foster care, and ensuring the monitoring of attendance and progress of foster children enrolled in the LEA.

To that end, the partners will follow the steps outlined in the Foster Care Transportation Plan and checklist.

Foster Care Transportation Checklist

Child is placed in Foster Care

- DFCS notifies LEA that a child has been placed within Foster Care Meeting
- DFCS and LEA coordinate a meeting to discuss the Best Interest of the Child with an attempt to maintain Educational Stability
- A meeting notice is sent out or notification provided over the phone to expedite the process
 - *meetings could be held as part of the Family Team Meetings or Placement Meetings, etc.
 - *committee members invited could be, but not limited to ...
- DFCS Representative
- LEA from school of origin
- Director of Federal Programs (Title I) who can serve as the Point of Contact
- other involved agencies
- School Counselor
- Qualified School Personnel who can provide input if specialized services are provided (Special Education, 504, ELL, OT, PT, Speech, etc.)
- Foster Parent(s)
- Biological Parent(s)
 - Determining the Best Interest of the Child
- Discuss all pending factors that could impact the Educational Stability of the child
- Use the checklist below to consider "the best interest of the child" as far as school

- ___ placement (remaining in the School of Origin or transferring to another school)
- ___ preference of the child
- ___ preference of the parent(s) or education decision maker(s)
- ___ placement of the child's sibling(s)
- ___ influence of the school climate on the child, including safety
- ___ the child's emotional bond to the school and those within the school environment
- ___ the consideration if the child plays sports or is involved in extra-curricular activities
- ___ the availability and quality of the services in the school to meet the child's educational and socioemotional needs
- ___ transportation cost
- ___ history of school transfers and how they impacted the child
- ___ how the length of the commute would impact the child, based on the child's developmental stage
- ___ consideration of need for Special Education Services, 504, or related aids and services and if the school of origin can provide those
- ___ consideration for the need for ELL Services and if the school of origin can provide those
- ___ Minutes should be taken at the Meeting
- ___ A copy of the Meeting Minutes should be given to all required parties
- ___ If an agreement is made as to "the best interest of the child," the meeting is adjourned and decisions are implemented

Disputes

___ If the committee cannot come to an agreement of "the best interest of the child," the Child Welfare Agency should be considered the final decision maker

Transportation

___ If a child requires transportation to remain in their School of Origin, the LEA is responsible for the development and implementation of the procedures

___ The Director of Federal Programs will meet with the Transportation Director to review the plan in order for transportation services to be provided

___ If additional cost are incurred, DFCS will notify the Director of Federal Programs to discuss the financial need and come to a resolution of payment or service

Child Exits Foster Care

[if Foster Child remained in School of Origin (HCSS)]

___ DFCS notifies the LEA of change of circumstances

___ DFCS and LEA discusses and arrives at a decision concerning "the best interest of the child,

including... continued provision of transportation to the school of origin or discontinuation of transportation services. The child's Educational Stability should remain a priority during the decision making process.

Allowability of Costs

The Heard County School System uses the Systems of Continuous Improvement CNA process to identify needs and area of weaknesses that should be addressed in the District Improvement Plan and School Improvement Plans. Funding is then determined by prioritized needs.

The Federal Programs Director will review proposed activities or items to ensure the guidelines of supplementing are met and to determine allowability. Expenditures must be aligned with budgeted items in the approved grant application. Source documentation is kept on file as required by grant guidelines.

Factors Affecting Allowability of Costs

The district staff must consider the following elements when determining the allowability of a cost. In accordance with the federal cost principles, all costs budgeted and charged to a federal grant must be:

- **Necessary and Reasonable for the performance of the federal award**

- o A **cost is reasonable** if it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made.

Reasonable means that sound business practices were followed, and purchases were comparable to current market prices.

- o A cost can be reasonable if it meets all the following conditions:

- Prudence was used in making the decision to incur the cost, considering the person's responsibilities to the district, its employees, the public, and the federal government.
- It is necessary to carry out the objectives of the grant program or is recognized as an ordinary cost to operate the organization.
- The district applied sound business practices; federal, state, and local law and regulations; terms and conditions of the award in making the decision.
- The price is comparable to that of the current fair market value for equivalent goods and services.
- There were no significant deviations from the established practices of the organization which may unjustifiably increase the cost.

- o **Necessary Costs:** Necessary is determined by the needs of the program. The expenditure must be necessary to achieve an important objective of the program. It means it is vital or required in order to meet the objectives of the grant or for the grant to be successful. The WCSD uses the System Improvement Plan/CLIP, Equity Plan, SSIP, and Schoolwide Plans to determine prioritized needs. Source documentation is kept on file to determine allowability.

When determining whether a cost is necessary, the district considers:

- o Whether the cost is needed for the proper and efficient performance of the grant program;
- o Whether the cost is identified in the approved budget or application;
- o Whether there is an educational benefit associated with the cost;
- o Whether the cost aligns with identified needs based on results and findings from a needs assessment; and
- o Whether the cost addressed program goals and objectives and is based on program data.
- o **Allocable to the federal award.** A cost is allocable to the federal award if the goods or services involved are chargeable or assignable to the federal award in accordance with the relative benefits received. This means that the federal grant program derived a benefit in proportion to the funds charged to the program.
- o Consistent with policies and procedures that apply uniformly to both federally financed and other activities of the district.
- o Conform to any limitations or exclusions set forth as cost principles.
- o Consistent treatment. A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another Ware County School District Federal Programs Handbook 2016-2017 23 award.
- o Adequately documented. All expenditures must be properly documented with original source documentation that is clearly written and maintained on file with accounting records. Documentation could include purchase orders, requisitions, invoices, travel authorizations, contracts, time and effort records, copies of checks, and etc.
- o Determined in accordance with Generally Accepted Accounting Principles (GAAP).
- o Not included as a match or cost-share of another federal program, unless the specific federal program authorizes federal costs to be treated as such.
- o The net of all applicable credits. Applicable credits refer to reduction of expenditures that operate to offset or reduce the expense of items allocable to the federal award. Examples of such transactions are: purchase discounts; rebates or allowances; adjustments for overpayments; or credits. All such credits received by the district relate to the federal award shall be credited to the federal award.

Procurement

Local schools are permitted to initiate purchases of goods and services. If Federal Funds will be used to make the purchases, the purchase must be reviewed and pre-approved by the Director of Federal Programs (Title Programs) and Associate Superintendent (IDEA).

- a. All such purchases are based on needs as determined by the annual needs assessment
- b. All such purchases are aligned to the District/School Improvement Plans

- c. All such purchases are reasonable, allowable, and allocable

Purchasing Thresholds

Micro-Purchases (less than \$3,500)

Small Purchases (\$3,500-\$100,00)

Large Purchases (greater than \$100,000)

Micro-Purchase less than \$3,500 do not require solicitation of competitive bids. However, all purchase must still meet the requirements as outlined in the allowability section of this handbook.

Small Purchases are defined as those between \$3,500-\$150,00. However, the HCSS policy limits the upper threshold to \$100,000. Small purchases meet the definition of simplified acquisition threshold as defined in 2 C.F.R, Part 200. 200.88. Small purchases require price and rate quotations from an adequate number of qualified vendors. Quotes need not be formal. Acceptable quotes can be in writing, orally, price lists from websites, or generated from an online search engine. Small purchases must meet the requirements of allowability noted in this handbook.

Large Purchases greater than \$100,00 require competitive bids.

In addition, one of the three following methods must be used, when purchasing with federal funds: sealed bids; competitive proposals; or non-competitive proposals (sole source).

Technical Evaluations/Proposals

Sealed Bids Bids are publicly solicited and a firm fixed price contract is awarded to the responsible bidder whose bid, conforming to all the material terms and conditions of the invitations for bids, is the lowest in price. A complete, adequate, and realistic specifications or purchase description is available; two or more responsible bidders are willing and able to compete effectively for the business; and 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 invitation for bids must be publicly advertised. All bids will be opened at the time and place prescribed in the invitation for bids. The bids must be opened publicly. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is the lowest. Any and all bids may be rejected if there is sound documented reason. Competitive Proposals

A competitive proposal is normally used with more than one source submitting an offer, and sealed bids is not appropriate. Request for proposals must be publicized and identify all evaluation factors and their relative importance. Proposals must be solicited from an adequate number of qualified sources. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

Noncompetitive Proposals(Sole Sourcing) Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source and may be used when using federal funds only when one or more of the following circumstances apply: *The item is available only from a single source. This must be documented.

*The public emergency for the requirement will not permit a delay resulting from competitive solicitation. *After solicitation of a number of sources, competition is determined inadequate. Cost/Price Analysis for Federal Procurements in Excess of \$150,000 The district will make independent estimates of the goods and services being procured before receiving bids or proposals to get an estimate of how the goods and services are valued in the current market. To accomplish this, after bids and proposals are received, but before awarding a contract, the district will conduct either a price analysis or cost analysis, depending on the type of contract, in connection with every procurement with federal funds in excess of \$150,000.

Cost Analysis Non-competitive Contracts The cost analysis involves a review of proposed costs by expense category, which includes an analysis of whether the costs are allowable, allocable, reasonable, and necessary to carry out the contracted services. The cost analysis must be used for all noncompetitive contracts, including sole source. When performing a cost analysis, the Comptroller negotiates a profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work. Price Analysis Competitive Contracts The price analysis determines if the lump sum price is fair and reasonable based on current market value for comparable products or services. In general, the price analysis can only be used with competitive contracts and is usually used with fixed price contracts. Total cost must be reasonable in comparison to current market value for comparable products and services. Contract Administration

The district awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. The district considers such matters as contractor integrity and business ethics, compliance with public policy, ability to complete the project on time in accordance with specifications, record of past performance, and

the contractor's financial and technical resources. The district will check references where possible and engage in practical activities such as checking with the local Better Business Bureau and the Secretary of State's office to ensure there are no outstanding complaints against the contractor. The district will award a contract to a contractor who has the appropriate experience, expertise, qualifications, and any required certifications, necessary to perform the work. Contractors should also have financial resources to sustain the project while the initial work is being completed and during each service period until he or she submits invoices for payment to the district as work is completed. Contractors should have the proper equipment necessary to complete the contracted work. Debarment and Suspension The district will not contract with any person or company that is debarred or suspended from receiving federal funds. The finance office will verify the status at the System for Award Management website before any procurement transaction is paid with federal funds. The district maintains the following oversights to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts. The schools are responsible to ensure that the terms, specifications, and conditions of the contract are being met. If there is a problem noted it is the responsibility of the school to notify the program director regarding the situation. The district maintains:

- A copy of the written, signed contract for services to be performed.
- Records on the services performs- date of service, purpose of service- ensuring that services are consistent and satisfactorily performed as described by the contract.
- Documentation that the contractor was not paid before services were performed.
- Records of all payments made to contractor.

Vendor Selection Vendor will be selected on the following criteria:

- the purchase price
- the reputation of the vendor and the vendor's goods or services
- the quality of the vendor's goods or services
- the extent to which the goods or services meet the district's needs
- the vendor's past relationship with the district
- the impact on the ability of the districts to comply with laws and rules relating to historically underutilized businesses
- the total long-term cost to the district to acquire the vendor's good and services
- the vendor's response time and compatibility of goods/products purchased already in the district

Compensation/Leave Policy

It is the purpose of this policy to set out in summary form the provisions of the Family and Medical Leave Act ("the Act" or "FMLA") and its implementing regulations. The Heard County Board of Education ("Board") does not intend by this policy to create any additional rights to leave not provided by the Act; provided, however, the Board does wish to extend the rights of the Act to certain employees who have worked at least 12 months for the Board. The Board does intend to elect certain options as the Act authorizes. Any portion of this policy inconsistent or contrary to the Act is unintentional

and shall not be given effect. As to the interpretation of this policy, the Board's employees should look to the Act itself and its regulations.

A. ELIGIBLE EMPLOYEES

Employees of the Board who have been employed by the Board for at least 12 months and who have worked at least 1250 hours during the 12 month period immediately preceding the commencement of the leave are eligible to take unpaid leave under the FMLA.

B. DEFINITIONS

"Active duty or call to active duty status" means a call or order to active duty in support of a contingency operation pursuant to various sections of Title 10 of the United States Code as defined in 29 C.F.R. § 825.800.

"Contingency Operation" means a military operation designated by the Secretary of Defense as one in which Armed Forces members are or may be involved in military actions, operations, or hostilities against an enemy of the U.S. or an opposing military force, or a military operation that results in the call or order to, or retention on, active duty as defined in FMLA Regulation § 825.800.

"Covered military member," means the employee's spouse, son, daughter, or parent on active duty or call to active duty status.

"Covered Servicemember" means a current member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness incurred in the line of duty on active duty.

"Instructional employee" means an employee whose principal function is to teach and instruct students in a class, a small group, or an individual setting.

"Next of Kin" of a covered servicemember means the nearest blood relative other than the covered service member's spouse, parent, son or daughter, in the following order of priority: blood relatives granted legal custody, brothers and sisters, grandparents, aunts and uncles, and first cousins, unless the covered servicemember has specifically designated in writing another blood relative for purposes of FMLA caregiver leave.

"Outpatient Status," with respect to a covered servicemember, means the status of a member of the Armed Forces assigned to either a military medical treatment facility as

an outpatient; or a unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients.

"Parent" means a biological, adoptive, step or foster mother or father or one who acted in place of a parent when the employee was a child. The term "parent" does not include parent "in law."

"Parent of covered servicemember" means a biological, adoptive, step or foster parent or any other individual who acted in place of a parent of the covered servicemember. The term does not include parents "in law."

"Serious Health Condition" means an illness, injury, impairment, or physical or mental condition that involves inpatient care requiring an overnight stay in a hospital, hospice or residential medical care facility or continuing treatment by a health care provider, all as further defined in the FMLA regulations.

"Serious Injury or Illness" means, an injury or illness incurred by a covered servicemember in the line of duty on active duty that may render the servicemember medically unfit to perform the duties of the member's office, grade, rank, or rating.

"Son or daughter" means a biological, adopted or foster child, a stepchild, a legal ward, or a child for whom the employee acts as a parent. The son or daughter must be under age 18 or, if the son or daughter is age 18 or older, he/she must be incapable of self-care due to a mental or physical disability at the time FMLA leave is to begin.

"Son or daughter of a covered servicemember" means a covered servicemember's biological, adopted, or foster child, stepchild, legal ward, or a child for whom the covered servicemember acted in the place of a parent, and who is of any age.

"Spouse" means a husband or wife as defined or recognized under Georgia law.

C. AMOUNT AND TYPE OF LEAVE TAKEN

An eligible employee may request leave for one or more of the following reasons:

1. Birth of a son or daughter and to care for the newborn child;
2. Adoption or foster placement with the employee of a son or daughter and to care for the newly placed child;
3. To care for the employee's spouse, son, daughter or parent, if that person has a serious health condition;

4. Serious health condition of the employee that prevents the employee from performing his/her job functions;

5. Any qualifying exigency arising from the fact that the employee's family member (the covered military member) is on active duty or has been notified of an impending deployment in support of a contingency operation. Qualifying exigencies are defined as short-notice deployment (seven or less calendar days); military events and related activities; childcare and school activities; financial and legal arrangements; counseling; rest and recuperation (up to five days per instance); post-deployment activities; additional activities where the employer and employee agree that the leave is an exigency and agree to both timing and duration of the leave; and

6. Military caregiver leave to care for a covered servicemember with a serious injury or illness if the employee is the spouse, son, daughter, parent, or next of kin of the servicemember.

In the event of the birth, adoption or foster placement of a son or daughter, all leave must be completed within twelve months after the birth, adoption or foster placement.

Except as provided below, an employee may take up to a total of 12 weeks leave during any twelve-month period. A "rolling year" shall be used to determine the twelve-month period during which the leave entitlement may occur. That is, each time an employee takes FMLA leave, the remaining leave entitlement would be any balance of the number of weeks that has not been used during the immediately preceding 12 months. See 29 C.F.R. § 825.200(b)(4).

If both spouses work for the District and both are eligible for FMLA leave, they are authorized to take only a combined total of 12 weeks leave during any one 12 month period to care for a newborn or adopted child, a child placed with the employee for foster care, or a parent with a serious health condition. Both spouses are authorized to take leave for twelve (12) weeks to care for a spouse or child with a serious health condition.

An eligible employee is eligible to take up to 26 weeks of military caregiver leave during a "single 12-month period." The "single 12-month period" begins on the date the employee first takes military caregiver leave and ends 12 months after that date, regardless of the method used to determine the leave entitlement period for other FMLA reasons.

If both spouses work for the District and both are eligible for FMLA leave, they are authorized to take only a combined total of 26 weeks during the "single 12-month

period” described above for military caregiver leave or a combination of military caregiver leave and leave taken for other FMLA reasons.

The District will require that any accrued paid leave (sick, personal, vacation, or any other paid leave) be substituted for all or a part of the otherwise unpaid FMLA leave under the terms and conditions of the District’s normal leave policies. Because leave pursuant to an employee’s disability benefit plan or workers’ compensation absence is not unpaid, the provision for substitution of accrued paid leave is not applicable in such cases.

D. INTERMITTENT OR REDUCED LEAVE

An employee may take leave on an intermittent or reduced leave schedule where it is medically necessary due to the serious health condition of a covered family member, the employee, or the serious injury or illness of a covered servicemember, or when necessary because of a qualifying exigency. The District will require a certification, in the form designated by the District, to document the necessity of such intermittent leave or reduced schedule leave.

E. NOTIFICATION OF LEAVE

If the need for FMLA leave is foreseeable, an employee requesting leave must provide at least 30 days advance notice to the Assistant Superintendent in charge of personnel. If such advance notice is not possible, the employee must give notice as soon as practicable, which means as soon as both possible and practical, taking into account all of the facts and circumstances in the individual case. If an employee does not provide at least 30 days notice of foreseeable leave, he or she must explain why such notice was not practicable if so requested by the District. When the need for leave is not foreseeable, an employee must provide notice as soon as practicable, which generally should be according to the District’s usual and customary leave requirements. When planning medical treatment, the employee should make a reasonable effort to schedule the treatment, subject to the approval of the health care provider, so that any corresponding leave will not disrupt unduly the operations of the District.

Employees must provide sufficient information for the District to reasonably determine whether the FMLA may apply to the leave request. When an employee seeks leave due to an FMLA-qualifying reason for which the District has previously provided FMLA leave, the employee must specifically reference either the previous qualifying reason for leave or the need for FMLA leave.

F. BENEFITS AND RETURN TO WORK

Employees will be eligible to maintain health care benefits provided by the school district while on FMLA leave. The District will pay the employer's portion, if any, of such benefits. The employee will pay the same portion, if any, of such benefits as the employee paid before beginning the leave.

The District may recover any health care benefit premiums paid on behalf of an employee if the employee does not return to work after the leave period has expired, unless the employee did not return due to a serious health condition of the employee or the employee's spouse, parent or child, or a serious injury or illness of a covered servicemember or other circumstances beyond the employee's control. The District may require certification from the health care provider that a serious health condition of the employee or family member, or the covered servicemember's serious injury or illness, prevented the employee from returning to work.

With the exception of paid vacation, personal, sick, or any other paid leave required to be substituted for unpaid leave under Section C above, the employee's absence during leave will not alter benefits which the employee accrued before taking leave. Any accrued benefits will not be lost during the leave.

Upon return from leave, the employee is entitled to be reinstated to a position equivalent to the one the employee held when he/she left on FMLA leave, with equivalent pay, benefits and other terms and conditions of employment. Upon proper notice, however, the District may deny reinstatement under this policy to an employee whose salary is in the highest 10% of the employees employed by the school district if such denial is necessary to prevent substantial and grievous economic injury to the District's operation, as determined by the District.

G. REQUIRED CERTIFICATION AND REPORTING

The District requires that a request for leave due to a serious health condition of an employee or an employee's family member or a serious injury or illness of a covered servicemember be supported by certification by the appropriate health care provider of the eligible employee or family member on a form to be provided by the District. This certification for a serious health condition must include (1) the name, address, telephone and fax numbers of the healthcare provider and type of practice/specialization; (2) the approximate date on which the serious health condition commenced, and its probable duration; (3) a statement or description of appropriate medical facts regarding the patient's health condition for which FMLA leave is requested; (4) if the purpose of the leave is to care for a family member, a statement that the employee is needed to care for the family member and an estimate of the frequency and duration of the leave required for such care; (5) if the leave is due to the employee's own serious health condition, a statement that the employee is unable to

perform his/her essential job functions, the nature of other work restrictions, and the likely duration of such inability; and (6) if intermittent or reduced schedule leave is requested, information sufficient to establish the medical necessity for the same and an estimate of the dates and duration of treatments and any periods of recovery. The employer may require that the eligible employee obtain subsequent recertification on a reasonable basis as requested by the District in accordance with the FMLA regulations.

The District, at its own expense, may obtain the opinion of a second health care provider of the District's choice, if the District should choose to do so. If a conflict exists between the opinion in the certification and the second opinion, the District may, at its own expense, obtain a third opinion from a health care provider upon which the District and the employee jointly agree. Such a third opinion as to the necessity for the leave is binding on both the District and the employee.

Upon an employee's return to work after leave for the employee's own serious health condition, the District may require the employee to obtain certification from his/her health care provider that the employee is able to resume work.

The District may require that a first request for leave because of a qualifying exigency arising from active duty or a call to active duty be supported by a copy of the covered servicemember's active duty orders or other documentation issued by the military. A certification form requesting the required information to support a request for exigency leave will be provided by the District upon request.

The District may require an employee on FMLA leave to report periodically to his/her principal or supervisor on the employee's status and intent to return to work.

H. SPECIAL PROVISIONS

When an instructional employee seeks intermittent leave or leave on a reduced schedule in connection with a family or personal serious health condition or to care for a covered servicemember that would constitute at least 20% of the total number of working days during which the leave would extend, the District may require the employee to elect to take leave in a block (not intermittently) for the entire period or to transfer to an available alternative position within the school system that is equivalent in pay, for which the employee is qualified, and which better accommodates the intermittent situation.

If an instructional employee begins leave more than five weeks before the end of a semester, the District may require the employee to continue taking leave until the end of the semester if

- (a) the leave will last at least three weeks; and
- (b) the employee would return to work during the three-week period before the end of the term.

If an instructional employee begins leave for a purpose other than the employee's own serious health condition during the five-week period before the end of the semester, the District may require the employee to continue taking leave until the end of the semester if

- (a) the leave will last more than two weeks; and
- (b) the employee would return to work during the two-week period before the end of the term.

If an instructional employee begins leave for a purpose other than the employee's own serious health condition during the three-week period before the end of a semester, and the leave will last more than five working days, the District may require the employee to continue taking leave until the end of the semester.

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

A Resource Allocation Methodology/Plan (RAMP)

A RAM/P is an individualized and a locally developed document that explains how the HCSS plans to equitably allocate its State and Local funds to operate all the schools in the district. For practicality only expenditures that directly affect instructional practices in a school will be considered. No federal funds are included in the calculations to ensure that the HCSS isto meeting all supplement not supplant regulations in regards to dispensing federal funds.