



# **Laurens County School System**

## **FY24 Federal Programs Handbook For System and School Administrators**

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*"Rigor, Relevance, Relationships: Every Teacher, Every Student, Every Day"*

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## Purpose of Manual

*NOTE: THIS ENTIRE DOCUMENT DESCRIBES THE REQUIREMENTS FOR THE LAURENS COUNTY SCHOOLS FEDERAL PROGRAMS.*

The information included in this document is pertinent to the following Federal Programs. Programs for which Laurens County Schools receives funds are in *bold italics*:

- o *Title I Part A (CFDA 84.010) - State Program Code 1750*
- o ***Title I Part A Academic Achievement Awards (CFDA 84.010) - State Program Code 1752***
- o *Title I School Improvement 1003(a) (CFDA 84.010) - State Program Code 1770*
- o *Title I, Part A Reward Districts Awards (CFDA 84.010) - State Program Code 1753*
- o *Title I School Improvement 1003(a) (CFDA 84.010) - State Program Code 1770*
- o ***Title I, Part C Migrant (CFDA 84.011) – State Program Code 1762***
- o *Title I, Part D Neglected & Delinquent (CFDA 84.010) - State Program Code 1755*
- o ***Title II, Part A Teacher Quality (CFDA 84.367) - State Program Code 1784***
- o ***Title III, Part A Language Instruction for LEP and Immigrant Student (CFDA 84.365A) - State Program Codes 1811 & 1816***
- o ***Title IV, Part A, Student Support and Academic Enrichment***
- o ***Title V, Part B Rural Education Achievement Program (REAP) (CFDA 84.358) - State Program Code 1847***
- o *Title X, Part C McKinney-Vento Ed. for Homeless Children and Youth (CFDA 84.196) - State Program Code 1800*
- o *School Improvement 1003(g) ARRA (SIG--ARRA) (CFDA 84.377) - State Program Code 4217*
- o *School Improvement 1003(g) (SIG) (CFDA 84.377) - State Program Code 1777*
- o ***IDEA 619 Preschool***
- o ***IDEA 611 Flowthrough***
- o ***Coronavirus Aid, Relief, and Economic Security (CARES) Act including the Elementary and Secondary School Emergency Relief Funds (ESSER)***
- o ***Coronavirus Response and Relief Supplemental Appropriation Act (CSSRA)***
- o ***American Rescue Plan Act (ARPA)***

## **Consolidation of Funds**

The Laurens County School System consolidates some or all of the following federal programs: Title I, Part A, Title III, Part A, and Title V, Part B. Title IV, Part A and Title II, Part A are transferred to Title V, Part B before Consolidation of Funds occurs.

Procedures and processes (i.e., budgeting, requisitions) may be the same; however, the programs are coded and tracked separately.

The purpose of this manual is to provide consistency and transparency in managing the guidelines for all federal programs in order to ensure consistent compliance. Staff should use the provided information to ensure that all federal programs are being implemented accurately and effectively.



## List of Acronyms Used in this Handbook

Acronym	Meaning
ALJ	Administrative Law Judge
ATSI	Additional Targeted Support Schools
CFM	Cross Functional Monitoring
CLIP	Consolidated LEA Improvement Plan
CNA	Comprehensive Needs Assessment
CSI	Comprehensive Support and Improvement Schools
DHL	District Homeless Liaison
EL	English Learner
ELP	English Language Plan
ESOL	English to Speakers of Other Languages
FAIN	Federal Award Identification Number
FAPE	Free Appropriate Public Education
GaDOE	Georgia Department of Education
GAORS	Grants Accounting Online Reporting System
GEPA	General Education Provisions Act
HLS	Home Language Survey
I&P	Intent and Purpose Statement
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IMM	Immigrant
LCBOE	Laurens County Board of Education
LCSS	Laurens County School System
LEA	Local Education Agency
LIEP	Language Instruction Educational Programs
MEP	Migrant Education Program
OS	Occupational Survey
PARS	Personnel Activity Reports
PL	Professional Learning
QBE	Quality Basic Education
RAMP	Resource Allocation Methodology/Plan
SIP	School Improvement Plan
SWP	Schoolwide Program
TAP	Targeted Assistance Program
TSI	Targeted Support and Improvement Schools
USDOE	United States Department of Education

## 1. LEA Monitoring of Programs

The following procedures have been created and designed to provide reasonable assurance regarding the achievement of objectives in the effectiveness and efficiency of operations for all federal funds including Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title VI, Part A; Title V, Part B; IDEA; and the McKinney-Vento Act as well as the grants responding to the 2020 COVID-19 pandemic: Elementary and Secondary School Emergency Relief Funds (ESSER) from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriation Act (CSSRA), American Rescue Plan Act (ARPA). The Director of Federal Programs in collaboration with the Director of Finance and the Director of Special Education are responsible for maintaining these procedures.

The Georgia Department of Education requires that Laurens County School System monitor the implementation of all federal grant programs and the expenditures of all funds associated with the program. The Federal Programs Director is responsible for all Title grant federal programs monitoring processes. Specific monitoring actions are as follows:

1. The Federal Programs Director will conduct monitoring of schools and programs sufficient to ensure compliance with Title Program requirements, including Title I-A; Title I-C; Title I-D; Title II-A; Title III-A, Title IV-A and Title V.
2. The Federal Programs Director will maintain direct contact with school principals and work collaboratively with them to complete the consolidated application and both the self-monitoring and on-site monitoring required by all federal programs.
3. Checklist will be used to verify processes that were observed as being implemented throughout the year.
4. The Federal Programs Director works to ensure that all principal attestations, periodic certifications, equity plans, schoolwide plans (including CNA and SIP), mid-year review of schoolwide improvement plans, surveys, special reports and other required documentations are completed, filed, and submitted to the federal program in a timely manner.
5. The Federal Program Director participates in training and updates from GaDOE and other sources to maintain proficiency in all Federal Title program compliance requirements.
6. The Federal Program Director will provide technical assistance to LEAs on a routine basis.
7. The Federal Program Director works with the district Leadership team to collect and analyze data including various reports, surveys, and assessment data.
8. All federal program expenditures will be monitored by the Laurens County Federal Program Director to verify that each program's expenditures comply

with program requirements and that correct requisition procedures have been followed.

9. All documentation relating to the federal programs including those needed for future auditing/monitoring according to the LEA Cross-Functional Monitoring will be maintained by the Federal Programs Director and/or the Laurens County Board of Education Finance Office.
10. The Federal Program Director will conduct on-site visits to ensure the purchases have been made and are being utilized in accordance with the budget submitted.

Monitoring by the Georgia Department of Education (GaDOE) consists of four major components:

- Monitoring of Expenditures – Local educational agencies (LEAs) must submit for approval an annual budget through the Consolidated Application process. GaDOE 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, GaDOE Education Program Specialists track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for each federal program.
- Single Audit – LEAs with single audit findings are flagged for technical assistance.
- Cross Functional Monitoring – A GaDOE Cross-Functional Monitoring Team applies the criteria included in a GaDOE monitoring document to the documentation presented by the school system.
- 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) as requested.

### **A. Monitoring Procedures and Technical Assistance for Implementation**

**1. State Monitoring** The following procedures are followed for Cross Functional Monitoring:

- Selection of LEAs to be monitored.
  - LEAs are currently cross functionally monitored on a four-year cycle.
  - LEAs were initially randomly selected from each of Georgia’s service areas.
  - LEAs with audit or monitoring findings requiring a return of monies or receiving a high number of stakeholder complaints are monitored within the year of the LEA audit or monitoring report and the written complaint. In addition, on-site monitoring outside of the scheduled cycle may be arranged as needed if an LEA evidences serious or chronic compliance problems.

**2. Self-Monitoring** is an essential component of ensuring that all facets of federal programs are being implemented as prescribed by the Every Student Succeeds Act (ESSA) under the Elementary and Secondary Act (ESEA). It is a process of systematically providing technical assistance and collecting data in order to provide information that can guide program implementation.

Each federal program in the Laurens County School System makes use of monitoring as a means of regular observation and recording of activities taking place in participating 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 activities are carried out in accordance with federal compliance guidelines
- Monitoring inventory and equipment usage
- Attainment of academic achievement school improvement goals
- Compliance with budgetary guidelines

### 3. Technical Assistance

Schools are provided with technical assistance throughout the school year and by a variety of means which includes on-site visits, principals' meetings, School-level Coordinator meetings, phone calls, emails, etc. There is an open door/phone/e-mail type policy with the Federal Programs Director. In addition to the technical assistance listed above, the Federal Program Director also provides guidance and technical assistance through the following means:

- Principals' Meeting with all schools, which includes specific information for Principals.
- Formal meetings held at the central office (Title I, Administration, Principals, Parents)
- Formal meetings held at the school site.
- Phone calls to and from school personnel.
- E-mails to and from school personnel.
- Samples of required documents provided throughout the school year.
- Completion of checklists for all required documents and dissemination
- The online record document storage program, Title I Crate, listing required documentation
- Online shared folder with required documentation templates and general information.
- Online shared calendar for reminders of documentation due dates.

(See Appendix A for Federal Programs Timeline)

### **B. Position(s) Responsible for the Implementation and Monitoring:**

The Federal Program Director will meet with schools' Federal Program Coordinators and/or Instructional Coaches on a quarterly basis to update and ensure consistency with parent involvement activities, Parent and Family Engagement Plans, School-Parent Compacts, Schoolwide Plans, and Targeted Assistance Plans (including CNA and SIP). Feedback is provided to the Coordinators and Principals. Federal Program updates are

provided to the system administrators during leadership team meetings as well as emails and phone calls,

### **C. Timeline/Frequency of Monitoring**

At the end of each year all schools that have used federal grant funds to purchase either web-based subscriptions or school licenses for products must complete a program effectiveness evaluation to determine if the purchase had a positive impact on student achievement. In addition, the Federal Program Director meets with school level Instructional Coaches monthly to monitor their efforts toward school improvement goals, Intent and Purpose Statements, and parent and family engagement efforts. Laurens County School System Federal Programs checklists are updated and provided to all schools quarterly to ensure timeliness and adherence to all Federal Program Requirements.

(See Appendix A for persons responsible and timeline)

### **D. List of Documentation to Verify Monitoring of Title Programs**

Federal Program Coordinators will document meetings with school leaders using sign-in sheets, checklists, and agendas. Regular meetings and/or communication will occur to review required documents and offer technical assistance. Program specific checklists will be maintained and reviewed with school leaders indicating that required programs components have been met. Checklist and supporting documents will be required to be completed by school administration for review by district Title personnel.

### **E. Needed Corrective Actions at Schools (Identified by LEA)**

The corrective actions listed within the Federal Programs checklists must be addressed by school leaders as a result of technical assistance provided by the Federal Program Director and other district leaders. Professional learning is provided based on needs. In addition, professional learning is used as a preventive measure to ensure that all personnel have a clear understanding of all expectations for every facet of the various federal programs. The Federal Program Director, along with other district level staff and outside consultants, provide ongoing training as a means of ensuring that the system and schools are in compliance at all times. A reasonable timeline for addressing corrective actions will be agreed upon by school and district leaders and adhered to by all parties.

#### **1. Verification of Corrective Actions at Schools**

Corrective actions, findings, areas of concern, and recommendations received through monitoring feedback are discussed with principals to assist them in understanding the critical need for compliance with federal guidelines. Verification of corrective action will be determined through ongoing technical assistance provided to the school and documented with an agenda and meeting notes and/or emails.

## 2. Reporting and Corrective Action Process

In the event a school does not submit the correct information or needs to resubmit documentation after redirection and clarification, one or all the following may occur: a meeting is held, a phone call is made, the Federal Program Director visits the school, or an email is sent describing the issue and how to resubmit utilizing the most accurate information. Technical Assistance is provided throughout the school year and documentation of compliance will be maintained.

## **F. Review of Applicable Federal Program Budgets (development)**

### **G. Identification of High-Risk Schools**

The Federal Programs checklists will be used to identify schools that are at high risk of not meeting the various federal programs guidelines and requirements. Any school failing to comply with program requirements after appropriate technical assistance is given will be considered at risk and will be required to develop a more comprehensive short-term corrective action plan with specific dates for accomplishing corrective action steps.

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

#### **1. SST**

Laurens County Schools has a Student Support Team (SST) made up of interdisciplinary group of members located at each school. The SST serves, in part, as the Response to Intervention (RtI) team. This team uses a systematic process to address learning and behavior problems of students. Students may be referred to RtI/SST if:

Student is at or below the 10th percentile on universal screener.

Student is NOT meeting minimum grade level standards.

Behavior data indicates above average referrals or incidents.

Combination of data and teacher input warrants referral.

Parental request.

#### **2. Child Find**

Laurens County Schools will ensure that all suspected children with disabilities, including those who are homeless, are wards of the State or are attending private schools regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated.

Before conducting any significant activity that is designed to identify, locate, or evaluate children, Laurens County Schools will publish or announce annual notice in newspapers or other media, or both to notify parents of this activity. The District utilizes a variety of strategies and

activities to further notify parents of this activity and to provide community outreach; these may include: the local newspaper, lobby of the Laurens County Board of Education, each Laurens County School, private schools located in Laurens County, school social workers who work with families considered homeless and with children considered wards of the state, local doctors' offices, Department of Family and Children Services, Community Mental Health, and/or the Heart of Georgia GLRS.

Provides for screening and evaluation if warranted for children suspected of having a disability birth through age 21, including:

- Preschool children, ages 3-5
- Children enrolled in the Laurens County Schools including public charter schools.
- Children who are suspected of being children with disabilities and in need of special education, even though they are progressing from grade to grade.
- Highly mobile children, including migrant children.
- Children who are detained or incarcerated in city/county operated jails or correctional facilities.
- Children who reside in the LEA and are enrolled in home school/study programs.
- Parentally-placed private school children.
- Children enrolled by their parents in private, including religious, elementary and secondary schools located in the Laurens County's jurisdiction.

### **3. Evaluation/Re-evaluation**

#### Evaluation

Laurens County Schools must conduct/review a full and individual initial evaluation before the initial provision of special education and related services to a child with a disability.

If a student is struggling academically or behaviorally, one may inquire about MTSS (MultiTiered System of Supports)/RtI (Response to Intervention) services. This can be done by contacting the child's teacher and requesting a referral for these services.

The MTSS/RtI program includes the use of supplemental instruction that uses research-based interventions. The MTSS/RtI team may include the child's teacher(s), parents, MTSS/RtI coordinator, school counselor, speech therapist, and/or school administrator. The RtI team will follow the child's progress and then determine if the child may need to be moved up the tiers of the RtI pyramid (Tier 1 – Tier 3) over several weeks.

As a child is moved up the RtI Tiers, the level of intensity and/or amount of interventions is increased. Academic screeners, intelligence screeners, vision/hearing screeners, communication screeners, fine/gross motor screeners, and/or behavior screeners may be

completed during Tiers 1-3 to assist the RtI team in delivering appropriate interventions. Permission from parents will be required before the screeners are completed.

If the MTSS/RtI team determines that appropriate progress is not being made after a child receives interventions in Tiers 1-3, then the MTSS/RtI team may request that a child be referred for special education testing during a SST/Tier 3 meeting. At this time, the MTSS/RtI school-level coordinator will submit the RtI referral folder to the district-level RtI coordinator for review.

In a timely manner, the district-level RtI coordinator will submit the RtI referral folder to the special education director. In a timely manner, the special education director will send the school-level MTSS/RtI coordinator a parental consent for evaluation to give to the parents. Parental consent for evaluation will be required before further testing can be completed.

Once the parental consent for evaluation is received by the school, the MTSS/RtI school-level coordinator documents the date in which the consent was returned to the school. Then the school-level coordinator forwards the signed consent to the special education director.

At this time, the special education director gives the RtI referral folder to a school psychologist. The school psychologist documents on the School Psychologist Calendar the date in which the evaluation is due. The child will receive a comprehensive evaluation and a report will be completed within 60 calendar days from the date of parental consent (excluding Christmas Holidays, Spring Break, and Summer Break). A meeting will be held to determine special education eligibility and if needed, special education services. During this time, the school psychologist will work with parents to gain information to assist in the evaluation process. More in-depth testing will be completed that may include achievement tests, intelligence tests, communication tests, fine/gross motor tests, and/or behavioral scales.

Parents will be contacted by the school to schedule an initial IEP meeting. Members of the IEP team may include the child's teacher(s), special education teachers, school counselors, school psychologists, special education staff, therapists, and/or school administrators. The purpose of this initial IEP meeting will be to review the comprehensive psychological and to determine if the child is eligible for special education. If the child is eligible, the appropriate special education services will be discussed and an IEP (Individualized Education Plan) will be developed to assist the child in his/her areas of need. Parental consent for special education services is required before a child receives special education services. Parents will receive a copy of the psychological evaluation report, eligibility report, and IEP (if one is created).

Parents have the right to request an evaluation of their child at any time. If one has any questions concerning the referral process for special education, please contact Stacey Sanders,



Special Education Director, at 478-272-4767. If one has any questions concerning the MTSS/RtI process, please contact Dana Hall at 478-272-4767.

#### Re-evaluation

If a student is currently receiving special education services (including speech services) through an IEP (Individualized Education Plan), the student's eligibility for his/her currently disability area will be reviewed at least every three years. A consent for screening of vision and hearing will be requested from the parents/guardians at the beginning of the school year if a re-evaluation data review meeting is to be held during the current school year. The IEP team will either pursue a re-evaluation or both the parent and the district will agree that a re-evaluation is unnecessary during a re-evaluation data review meeting. Laurens County Schools will ensure that a reevaluation is conducted at least once every 3 years (unless parent and district agree that a reevaluation is unnecessary during a redetermination meeting). Individualized determinations should be made by a student's IEP team.

The district may determine that the educational or related service needs, including improved academic achievement and functional performance, of the child warrants a re-evaluation. The child's parent or teacher may request a re-evaluation.

A re-evaluation may not occur more than once a year, unless the parent and the District agree otherwise; and must occur at least once every 3 years, unless the parent and the District agree that a re-evaluation is unnecessary.

The District shall obtain informed parental consent prior to conducting any re-evaluation of a child with a disability, except that such informed parental consent need not be obtained if the District can demonstrate that it has taken reasonable measures to obtain such consent and the child's parents failed to respond.

#### **4. Eligibility**

Upon completion of the administration of tests and other evaluation measures:

1. A group of qualified professionals and the parents of the child (Eligibility Team) determines whether the child is a child with a disability and the educational needs of the child; and
2. The District should provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parents. The format of the report may be provided through an evaluation summary or the eligibility report summarizing the result of the evaluation.

In making a determination of eligibility, a child must not be determined to be a child with a disability: if the determinant factor for that eligibility is lack of appropriate instruction in reading, including the essential components of reading instruction; lack of appropriate

instruction in math; or limited English proficiency; and if the child does not otherwise meet the program area eligibility criteria for a child with a disability.

In interpreting evaluation data for the purpose of determining if a child is a child with a disability and the educational needs of the child, the District will:

- (i) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background and adaptive behavior;
- (ii) Ensure that information obtained from all of these sources is documented and carefully considered.

If a determination is made that:

- (i) A child has a disability,
- (ii) And the disability affects educational performance (academic, functional and/or developmental) and
- (iii) The child needs special education and related services; an eligibility document and IEP must be developed for the child.

## **5. Discipline**

The code of student conduct applies to all children unless a child's individualized education program (IEP) specifically provides otherwise. Parents and the child with a disability receive notice of the rules and regulations applicable to children with disabilities with respect to child management, discipline, and suspension/expulsion upon the child's entry into a special education program or at the annual IEP review.

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the other requirements of State Rule 160-4-7.10, is appropriate for a child with a disability who violates a code of student conduct.

## **I. LEA EL entrance/exit processes and Title III, Part A Supplemental Language Instruction Educational Programs (LIEP)**

See [Section 16. TITLE III, PART A](#) – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS in this document for information on this monitoring requirement.

## **2. CONSOLIDATED LEA IMPROVEMENT PLAN (CLIP) and SCHOOLWIDE/TARGETED ASSISTANCE PLAN(S) (SWP/TAP)**

### **A. Procedures for Creation, Review, and Approval of CLIP**

Laurens County's designated administrators are responsible for conducting an annual review of the CLIP components, at which time revisions are made. The Laurens County School System is committed to cultivating and sustaining partnerships with parents and community stakeholders, and encourages their participation in the development, implementation, review, and evaluation of its Consolidated LEA Improvement Plan (CLIP) and all the components therein. All parents of Laurens County School System's students are provided multiple opportunities to be involved in the development and revision of the system's CLIP. These opportunities include access to the components of the CLIP during various meetings, at a district-wide parent meeting held in the spring, and at spring school-based Title planning meetings.

To ensure stakeholder, internal and external, have input into the district's CLIP and timely submission to the GaDOE, the following timeline will be followed:

- August through July - The newly approved CLIP is made available on the district website.
- February-April – The current CLIP is made available during school Title I Planning Meetings and opportunities are provided on paper and online for feedback. Survey responses will be collected as part of the annual Comprehensive Needs Assessment.
- April - May – The current CLIP is made available during a district parent meeting.
- May – District Leaders review the current CLIP and data to make revisions during the annual district leadership CLIP meeting.
- June – Changes are made to the CLIP based on feedback obtained from multiple means and stakeholders.
- May-June – The CLIP is uploaded for GaDOE approval.

Laurens County Schools' (LCS) organizational structure includes a leadership team, lead teachers, grade level/special areas teams, and parent and community representatives. Laurens County's Leadership team is comprised of Special Education representatives, the CTAE Director, administrators, counselors, the Superintendent, Associate Superintendents, Instructional Coaches, the MTSS Coordinator and the Federal Programs Director, all of which may offer input into the CLIP. At each meeting, members sign in and agendas are provided.

Work on creating the CLIP begins in early March with the review of relevant data and the creation of the CNA portion of the CLIP. Once the system leadership team reviews data and the CNA, a root cause analysis is done to identify specific improvement needs for Laurens County. These needs are then used to review and rewrite overarching needs and action steps for the District Improvement Plan as needed. The district leadership team will meet several times to review and revise the CLIP during this process. All components of the district's CLIP will be reviewed and revised before submission to GaDOE. These components include The Parent and Family Engagement Policy, as required under Sec. 1112 of ESSA, The Foster Care Transportation Plan, Title I, Part C – Education of Migratory Children Identification and Recruitment Plan, and IDEA

Performance Goals. Once the system leadership team has completed the CLIP, the Federal Programs Director will submit the CLIP to the Georgia Department of Education (GaDOE) via the SLDS (Student Longitudinal Data System) platform.

### **B. Resolution for Unapproved CLIP**

If the GaDOE requests revisions to any portion of the CLIP, for example CLIP Questions, Family and Parent Engagement Policy, Equity Action Plan, Foster Care Transportation Plan, and/or Title I, Part C, ID&R Plan, the Director of Federal Programs will communicate with the appropriate school or district-based personnel to ensure that requested changes are understood and completed. The Director of Federal Programs will provide technical assistance as appropriate, make corrections and/or approve corrections to the appropriate CLIP components and then resubmits the plan. This process is continued until the plan has been approved by GaDOE.

### **C. GEPA Assurance**

Section 427 of the United States Department of Education's General Education Provisions Act (GEPA) requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take in order to ensure equitable access to, and participation in, its federally assisted programs for students, teachers, and other program beneficiaries with special needs. Laurens County Schools complies with this requirement by completing a written statement in the GaDOE Consolidated Application prior to October 1<sup>st</sup> describing the steps we take to ensure equitable access to, and participation in, its federal programs.

Laurens County's GEPA Statement: Laurens County School District serves an academically, culturally, and socioeconomically diverse population of children and families. The district and the Board of Education are strongly committed to equal access and treatment for all students, families, and employees.

Laurens County School System's board policy guides and governs decision making at all levels. The Laurens County Board of Education does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services or activities, in access to them, in treatment of them, in treatment of individuals, or in any aspect of their operations. The Federal Programs Director will monitor program activities to ensure that equitable participation in program activities is not limited due to gender, race, national origin, color, disability, or age.

#### **D. Prayer Certification**

In accordance with Sec. 8524 of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Success Act of 2015 (ESSA), by October 1<sup>st</sup> of each fiscal year, the Laurens County School System's Superintendent reviews and completes the Prayer Certification in the GaDOE Consolidated Application Portal.

#### **E. Transferability between Federal Programs**

During the District Leadership CLIP Planning meeting, the transferring of federal funds is discussed. Title IIA and Title IVA may be considered for transfer to better address the identified needs of the system/schools. Funds may be transferred to one of the following federal programs: Title I, Part A, Title I, Part C, Title II, Part A, Title III, Part A, Title IV, Part A, and Title V, Part B. The decision of which funds are to be transferred (Title IIA and/or Title IVA) and to which federal program(s) they will be transferred is noted in the online CLIP in SLDS. Since no private schools within the geographical boundary of Laurens County choose to participate in the federal funding, consultation with private schools is not necessary prior to the transfer of Title IIA and/or Title IVA to another allowable federal program. However once transferred the funds from Title IIA and/or Title IVA take on the equitable requirements of the federal program into which the funds were transferred.

#### **F. Selection of Evidenced-Based Action Steps in the CLIP**

Although evidence-based interventions are not required for Consolidation Fund 150, it is required for strategies and interventions being supported through traditionally budgeted federal funds. It is best practice that Consolidated Fund 150 fund activities are also evidence-based. As needs are identified through the comprehensive needs assessment, action steps are developed to address those needs. Principals are responsible for identifying which strategies/interventions will be utilized for which population of students to get the maximum results. Using various websites like What Works Clearinghouse, Evidence for ESSA, Best Evidence Encyclopedia, and others, principals research the evidence level for their chosen intervention.

Under ESEA there are four levels of evidence-based interventions/strategies:

- Strong evidence – the strategy/intervention has at least 1 well-designed and well-implemented experimental study
- Moderate evidence – has at least 1 well-designed and well-implemented quasi-experimental study
- Promising evidence – has at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias
- Demonstrates a rationale – based on high-quality research findings or positive evaluation which demonstrates that the strategy/intervention is likely to improve student outcomes. These interventions must be evaluated and supported by a logic

model to determine their effectiveness. IDEA and Titles I-V, as well as Homeless Education may use interventions/strategies from any of the four levels of evidence.

Schools will create goals and evidence-based action steps to address the prioritized overarching areas in need of improvement using a provided schoolwide improvement plan template. Schools are encouraged to focus on two to three goals and approximately five high impact action steps per goal that will improve Tier 1 instruction for all students, as well as identify Tier 2-4 students, and action steps that will be taken to provide additional support for these students. Action steps should include activities for subgroups, who are not academically successful after Tier 1 action steps have been implemented.

### **3. SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN**

Section 1120 of ESEA requires that local educational agencies (LEA) provide to eligible private school students, their teachers, and their families, services that are equitable to the services being provided to similar students, their teachers, and their families, attending public schools. Services for private school students must be developed in meaningful consultation with private school officials. Services provided to private school students by an LEA must be secular, neutral, and non-ideological.

For Title I, Part A purposes, eligible private school children are those who:

- Reside within the attendance area of a participating public school, regardless of where the private school they attend is located.
- Are identified through consultation with the private school as failing, or most at-risk of failing, to meet high student academic achievement standards.

For IDEA, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Title IV, Part A, and Title X, Part C purposes, eligible private school students are those who:

- Attend a private school within the district's geographic boundaries.

To ensure meaningful consultation between the LEA and Private Schools occurs, invitations for private schools to consult in the participation of federal programs for the following calendar year are sent each Fall, usually September, via email through the SLDS platform ES4PS. Upon receipt of an intent to participate form, which is provided to private school officials, a meeting will be held to discuss plans and the required components of IDEA, Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), and Title X, Part C (McKinney-Vento Education for Homeless). Follow-up consultation meetings are then

scheduled with officials from participating private schools. After each consultation, public and private school officials sign a form indicating whether or not meaningful consultation occurred. Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

#### **A. IDEA procedures SUBSECTION 6: Private Schools State Rule: 160-4-7-.13- LEA Privately Placed or Referred Students**

Laurens County Schools will ensure that a child with disability who is placed in or referred to a private school or facility by the district as a means of providing special education and related services -

Is provided special education and related services in conformance with an IEP;

(i) At no cost to the parents;

(ii) Is provided an education that meets the standards that apply to education provided by the GaDOE and the LEA; and

(iii) Has all of the rights of a child with a disability who is served by the district.

#### **B. Parental Placement in Private School and LEA Offer of FAPE**

If the district made a free appropriate public education (FAPE) available to a child and the child's parents elect to place the child in a private school or facility, the district is not required to pay for the cost of the education, including special education and related services, for the child at the private school or facility. However, these students must be included in the activities as mentioned in this Rule.

#### **C. Provision of Written Notice by Parent to Place in Private School**

Disagreements about FAPE: Such disagreements regarding the availability of a program appropriate for the child and the question of financial responsibility are subject to the procedural safeguards provided in Rule 160-4-7- .09 Procedural Safeguards/Parent Rights.

#### **D. Reimbursement and Limitations on Reimbursement for Private School Placement**

If the parents of a child with a disability, who previously received special education and related services in the district, enroll the child in a private preschool, elementary school or secondary school without the consent of the referral by Laurens County Schools, a court or an administrative law judge (ALJ) may require the district to reimburse the parents for the cost of that enrollment if the court or ALJ finds that the district had not made a FAPE available to the child in a timely manner prior to that enrollment and that the private placement is appropriate. A parental placement may be found to be appropriate by an ALJ or a court even if it does not meet the state standards that apply to education provided by the State or the District.

The cost of reimbursement described above may be reduced or denied if:

- (i) At the most recent IEP Team meeting that the parents attended prior to the removal of the child from the district, the parents did not inform the IEP Team that they were rejecting the placement proposed by the district to provide a FAPE to their child and did not state their concerns or their intent to enroll the child in a private school at public expense; or
- (ii) At least 10 business days prior to the removal of the child from the district, the parents did not give written notice to the district that they were rejecting the placement proposed by the district to provide a FAPE to the child and did not state their concerns or their intent to enroll the child in a private school at public expense.
- (iii) If, prior to the parent's removal of the child from the District, the District informed the parents through the notice requirements of its intent to evaluate the child, including a statement of the purpose and scope of the evaluation that was appropriate and reasonable, but the parents did not make the child available for evaluation; or
- (iv) Upon a judicial finding of unreasonableness with respect to actions taken by the parents.

The cost of reimbursement must not be reduced or denied for a parent's failure to provide the notice to the district described immediately above if:

- (i) The school prevented the parents from providing the notice;
- (ii) The parents had not been provided a copy of the parent's rights under IDEA and, therefore, had not been notified of the requirement to provide the notice described above; or
- (iii) The provision of notice would likely result in physical harm to the child.

The cost of reimbursement may, in the discretion of the court or administrative law judge, not be reduced or denied for a parent's failure to provide the notice to the district described immediately above if:

- (i) The parents are not literate or cannot write in English; or
- (ii) The provision of notice would likely result in serious emotional harm to the child.

### **E. Child Find Process and Children in Private Schools (including home-schooled students)**

As used in this part, the term "parentally placed private school children with disabilities" means children with disabilities enrolled by their parents in private schools, including religious, schools or facilities when the provision of a FAPE is not at issue. The term does not include private school children with disabilities placed by the district as a means of providing special education and related services.

Children who are home schooled within the jurisdiction of the district are also considered parentally placed private school students for the purposes of this Rule.



Laurens County Schools will locate, identify, and evaluate all private school children with disabilities (including out of state students) enrolled by their parents in private, including religious, elementary, and secondary schools located in the district in accordance with Child Find activities described in Rule 160-4-7- .03.

The Child Find activities utilized to comply with this requirement must be comparable to activities undertaken for children with disabilities enrolled in the district.

1. The Child Find process must be designed to ensure the equitable participation of parentally placed private school children and to provide a count of children with disabilities.
2. The LEA shall consult with appropriate representatives of private school children with disabilities to carry out Child Find activities; the activities must be similar to those undertaken for the public-school children and completed in a time period comparable to that for children attending public schools.

For child find purposes, the district contacts the following private schools located in Laurens County: Trinity Christian School and Dublin Mennonite School. The district also contacts the parents located in Laurens County who have registered with the Georgia Department of Education as home-schooling their children.

#### **F. Part B and Related Services for Private School Students**

To the extent consistent with their number and location in the state, provisions must be made for the participation of private school children with disabilities in programs provided under Part B of the IDEA by providing children with special education and related services in accordance with this section.

1. A services plan shall be developed and implemented for each private school child with a disability who has been designated to receive special education and related services by the district in which the private school is located.
2. Laurens County Schools will maintain its records and provide to the GaDOE, the following information related to parentally placed private school children:
  - (i) The number of children evaluated;
  - (ii) The number of children determined to be children with disabilities; and
  - (iii) The number of children served.

#### **G. Provision of IEPs and Service Plans to Privately Placed Students**

To meet the requirements for provision of services above, Laurens County Schools will adhere to the following guidelines regarding expenditures:

1. For children ages 3-21, the district will expend an amount that is the same proportion of the District's total Part B of IDEA flow through funding as the number of private

school children with disabilities, ages 3-21, residing in its jurisdiction is to the total number of children with disabilities, ages 3-21, in its jurisdiction; and

2. For children ages 3-5, the district will expend an amount that is the same proportion of the District's IDEA preschool funding as the number of private school children with disabilities, ages 3-5, residing in its jurisdiction is to the total number of children with disabilities, ages 3-5, in its jurisdiction.

(i) Children ages 3-5 are considered to be parentally placed private school children when they are enrolled by their parents in a private school that meets the definition of elementary school to include having a kindergarten program.

3. If the District has not expended for equitable services all of the funds required in this section by the end of the fiscal year, the district will obligate the remaining funds for special education and related services (including direct services) to parentally placed private school children with disabilities during a carry-over period of one additional year.

4. Expenditures for Child Find activities may not be considered in determining whether the district has met these requirements.

5. Laurens County Schools will consult with representatives of private school children in deciding how to conduct the annual count of the number of private school children with disabilities who reside in its jurisdiction.

The child count shall be used to determine the amount the district must spend on providing special education and related services to private school children with disabilities in the following fiscal year.

State and local funds may supplement and in no case supplant the proportionate amount of federal funds required to be expended for parentally placed private school children with disabilities in this section.

## **H. Consultation with Private Schools**

To ensure timely and meaningful consultation, the district must consult with private school representatives and representatives of parents of parentally placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

1. The Child Find process, including how parentally placed private school children suspected of having a disability can participate equitably and how the parents, teachers, and private school officials will be informed of the process.

2. The determination of the proportionate share of federal funds available to serve parentally placed private school children with disabilities, including the determination of how the proportionate share of those funds was calculated.

3. The consultation process among the district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that

parentally-placed private school children with disabilities identified can meaningfully participate in special education and related services.

4. How, where, and by whom special education and related services will be provided for parentally placed private school children with disabilities, including a discussion of the types of services, how services will be apportioned if funds are insufficient to serve all parentally placed private school children and how and when those decisions will be made.

5. How, if the district disagrees with the views of the private school officials on the provision of services or the types of services, the District will provide to the private school officials a written explanation of the reasons why the District chose not to provide services directly or through a contract.

For this purpose, the district contacts the following private schools located in Laurens County: Trinity Christian School and Dublin Mennonite School. The district also contacts the parents located in Laurens County who have registered with the Georgia Department of Education as home-schooling their children.

When timely and meaningful consultation has occurred, the district must obtain written affirmation signed by representatives of participating private schools. If the representatives of the participating private schools do not provide the affirmation within a reasonable period of time, the district must forward documentation of the consultation process to the GaDOE.

A private school official has the right to submit a complaint to the GaDOE that the district did not engage in consultation that was meaningful or timely or did not give due consideration to the views of the private school officials.

1. The complaint must be submitted through the Formal Complaint Process identified in Rule 12 Dispute Resolution.

2. If the private school is dissatisfied with the decision of the GaDOE, the official may submit the complaint to the USDOE and the GaDOE must forward a copy of the appropriate documentation.

### **I. Private School Representatives at IEPs**

No parentally placed private school child with a disability has an individual right to receive some or all of the special education and related services that the child would receive if enrolled in a public school.

1. The District must make the final decisions with respect to the services to be provided to eligible parentally placed private school children with disabilities prior to the start of the school year.

2. A services plan shall be completed for each private school child with disabilities who will receive special education and related services provided by the District and the District must:

(i) Initiate and conduct meetings to develop, review, and revise a services plan for the child; and

(ii) Ensure that a representative of the private school attends each meeting. If the representative cannot attend, the district shall use other measures to ensure participation, including individual or conference telephone calls.

#### **J. Equitable Services Determination and Limitations of Service**

Services provided to private school children with disabilities must be provided by personnel who meet the same standards as personnel providing services in the public schools, except the personnel is not required to meet the highly qualified definition.

1. Parentally placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.
2. Each parentally placed private school child with disabilities who has been designated to receive special education and related services shall have a services plan that describes the specific special education and related services that the district will provide to the child.
  - (i) The services plan must, to the extent appropriate, provide a statement of the special education and related services and supplementary aids and services to be provided to the child.
  - (ii) The services plan must be in effect at the beginning of each school year and must be developed, reviewed, and revised periodically, but not less than annually.
3. Services may be provided by:
  - (i) Employees of the District; or other entity.

#### **K. Materials Provision: Secular, Neutral, Non-ideological**

Special education and related services provided to parentally placed private school children with disabilities, including materials and equipment must be secular, neutral, and non-ideological.

-Services provided to private school children with disabilities may be provided on site at the child's private school, including a religious school, to the extent consistent with law.

#### **L. Location of Services and Transportation**

If it is necessary for the child to benefit from or participate in the services provided under his or her services plan, the private school children with disabilities must be provided transportation according to the following:

- (i) From the child's school or home to a site other than the private school; and
- (ii) From the services site to the private school, or to the child's home, depending on the timing of the services.
- (iii) Districts are not required to provide transportation from the child's home to the private school.

(iv) The cost of transportation as described in this Rule may be included in calculating whether the LEA has met the requirements of proportionate funding in this rule.

### **M. Pre-School Services**

The district may use IDEA Part B flow-through or federal preschool funds to provide personnel in a private school to the extent necessary to provide services under this rule to private school children with disabilities if those services are not normally provided by the private school.

In order to provide services to private school children with disabilities as described in this rule, the district may use IDEA Part B flow-through or federal preschool funds to pay for the services of an employee of a private school if the employee performs the services outside of his or her regular hours of duty and under District supervision and control.

Laurens County Schools may not use IDEA Part B funds for classes that are organized separately on the basis of school enrollment or religion of the children if:

1. The classes are at the same site; and
2. The classes include children enrolled in public schools and children enrolled in private schools.

### **N. Provision of Property, Equipment, and Supplies to Private Schools**

The district must control and administer the funds used to provide special education and related services and hold title to and administer materials, equipment and property purchased with those funds.

1. The District may place equipment and supplies in a private school for the period of time needed for the program.
2. The District must ensure that the equipment and supplies placed in a private school are used only for special education purposes and can be removed from the private school without remodeling the private school facility.
3. The District shall remove equipment and supplies from a private school if they are no longer needed for special education purposes or the removal is necessary to avoid their unauthorized use for other than special education purposes.
4. No funds under IDEA Part B may be used for repairs, minor remodeling, or construction of private school facilities.

### **O. Complaint Procedures**

Child find complaints must be filed with the district in which the private school is located, and a copy must be forwarded to GaDOE.

The formal complaint procedures contained in Rule 160-4-7- .12 Dispute Resolution Complaints do apply to complaints that the district has failed to meet the requirements of equitable and timely consultation.

The district may not use IDEA Part B flow-through or federal preschool funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The district shall use funds provided under the IDEA to meet the special education and related services needs of children enrolled in private schools but not for:

- (i) The needs of the private school; or
- (ii) The general needs of the children enrolled in the private school.

The procedural safeguards outlined in Rule 160-4-7- .09 Procedural Safeguards/Parents Rights do not apply to complaints that the district has failed to meet requirements of this rule, including the provision of services indicated on the child's services plan except that:

1. The procedural safeguards outlined in rule 160-4-7- .09 Procedural Safeguards/Parents Rights do apply to complaints that the district has failed to meet the requirements of Child Find, of this Rule, including the requirements in Rule 160-4-7- .05 Eligibility Determination and Criteria.

#### **4. INTERNAL CONTROLS, EXPENDITURES, INVENTORY, DRAWDOWNS, COST PRINCIPALS – ALL PROGRAMS**

Code of Federal Regulations

The Laurens County School System operates their federal grants in accordance with the Code of Federal Regulations.

##### **A. Internal Controls Procedures**

The following internal controls are in place for all federal funds including Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title VI A; Title VI Part B; IDEA, and the McKinney-Vento Act as well as the grants responding to the 2020 COVID-19 pandemic: Elementary and Secondary School Emergency Relief Funds (ESSER) from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA), American Rescue Plan Act (ARPA) The Federal Programs Director and the Director of Special Education, in collaboration with the Director of Finance, are responsible for maintaining these internal controls.

Laurens County School System establishes and maintains effective fiscal control and fund accounting procedures (internal controls) over the federal grant awards that provide reasonable assurance that the school district is compliantly managing the federal award. Internal controls can be defined as a process, implemented by Laurens County Schools designed to provide reasonable assurance regarding the achievement of objectives in the following categories: effectiveness and efficiency in operations, reliability of reporting for internal and

external use, and compliance with applicable laws and regulations (2 CFR §200.61). The goal of internal controls is to reduce fraud, waste, and abuse in the use of Federal funds. Laurens County safeguards all assets and assures that they are used solely for authorized purposes. Some internal controls are captured in board policies, and some are informal and maintained in the Federal Programs Handbook. The Laurens County School System internal control structure consists of the five following elements: The Control Environment, Risk Assessment, Control Activities, Information and Communications and lastly Monitoring. All the elements can be found within the Laurens County School Systems policies and procedures. These elements set the minimum standard acceptable for internal control and provide the basis against which internal control is to be evaluated. These standards apply to all aspects of a district's operations, both programmatic and financial, and provide a general framework for developing and organizing detailed policies and procedures.

Internal Controls Procedures are reviewed by the Director of Finance, and Federal Programs Director at least annually and revised as needed. The Director of Finance and the Federal Programs Director monitor the implementation and effectiveness of the established internal controls. The internal controls are accessible to staff by hard copy manual. If, while monitoring and auditing, a revision of internal controls is required, the Laurens County School District will take prompt action to address the issues.

The Georgia Department of Education's indirect cost calculation, chart of accounts, and Grants Accounting Online Reporting System (GAORS) are utilized to assist with fiscal management. GAORS is used to draw funds and report when all funds have been expended (completion report).

Internal controls are put into place to ensure the effectiveness and efficiency of operations; reliability of reporting for internal and external use; and compliance with applicable laws and regulations with the resources available. With every accounting function, no one person is permitted to handle a process solely from beginning to end. Each function is divided into alternating segments to ensure accuracy of the process as well as insuring that employees are protected with proper accountability and cross-checking.

The following internal controls are in place for all federal funds including Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title VI A; Title VI Part B; IDEA, and the McKinney-Vento Act as well as the grants responding to the 2020 COVID-19 pandemic: Elementary and Secondary School Emergency Relief Funds (ESSER) from the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA), American Rescue Plan Act (ARPA) The Federal Programs Director, in collaboration with the Director of Finance, are responsible for maintaining these internal controls.

#### **1. Allowability Procedures (2CFR 200.302(b)(7); 2CFR 200.403)**

Any purchases made with federal funds must follow the guidelines for allowable costs. The Laurens County School System will follow guidelines as detailed in EDGAR and applicable memos, letters, handbooks, and/or communication regarding allowable/unallowable purchases

provided by the Georgia Department of Education. The appropriate program director will direct any questionable expense to the GaDOE Area Program Specialist for that program for further clarification.

As the action steps for School Improvement Plans (SIP) and the District Consolidated LEA Improvement Plan (CLIP) are developed, possible federal program expenditures are identified. When the SIP is submitted to the Federal Programs Director, the allowability of activities identified as being funded through a federal program are reviewed. The Director determines allowability by considering if the activity:

- aligns to the federal program documents (Prioritized needs, Schoolwide Plan, CLIP, and the Intent and Purpose of federal programs in Consolidated Fund 150); If it is aligned then it may be allowable, if it is not aligned, then it is not allowable.
- is reasonable and necessary to implement the activities set forth in the program's plan or to administer the federal program.
- meets the supplement, not supplant guidance for the specific federal program.
- aligns to cost principle allowability; and
- is allocable to federal program as referenced in 2CFR § 200.420-200.476.

If the expenditure is determined allowable, the Federal Programs Director continues to complete the GaDOE Schoolwide Compliance Checklist. If it is not allowable, the Federal Program Director discusses the issue with the principal to determine if another possible funding source is available. If it is not, the action step must be removed from the SIP/CLIP.

Based upon the activities in the CLIP, SIP and Intent and Purpose, a draft budget is developed. Once the district CLIP is approved, the individual Federal Program budgets are submitted for approval through the Consolidated Application by the Federal Programs Director or the Director of Special Education. GaDOE then reviews the program budgets and either ask for revisions or approves the budgets. When program budgets are approved, each director is responsible for reviewing, monitoring, and approving expenditures and transactions, including compensation for personal services, to ensure that all expenditures are allowable under their specific federal program.

For any purchase from a federal fund, the school principal submits an electronic purchase requisition through the district's accounting system to the appropriate program director, either Federal Programs or Special Education. The director then determines allowability by considering if the activity:

- aligns to the federal program documents (Prioritized needs, Schoolwide Plan, CLIP, IEP and the Intent and Purpose of federal programs in Consolidated Fund 150); If it is aligned then it may be allowable, if it is not aligned, then it is not allowable.
- is reasonable and necessary to implement the activities set forth in the program's plan or to administer the federal program.



- meets the supplement, not supplant guidance for the specific federal program.
- aligns to cost principle allowability.
- is allocable to federal program as referenced in 2CFR § 200.420-200.476.
- is adequately documented.
- is incurred during the approved budget period.
- has adequate funding in the school's allotted budget.
- is within the grant's period of performance; and
- avoids conflict of interest.

To be considered adequately documented, purchase requisitions must include enough information to determine which federal program plan or need the purchase supports. This documentation should include the validity period if the purchase is for software licenses, contracts detailing services to be provided and when they will be provided, or other documentation required by specific federal programs. If an expenditure does not fall within the period of performance, it may be prorated if allowable in both periods of performance. If this is not allowable an allowable expenditure, the requisition will not be approved.

In determining reasonableness of a given cost in accordance with 2 CFR § 200.302 (b)(7), § 200.403(a), and § 200.404, consideration is given to:

- whether the cost is of a type generally recognized as ordinary and necessary for proper and efficient performance of the Federal award.
- the restraints or requirements imposed by such factors as: sound business practices; arm's length bargaining; Federal, state, and local laws and regulations; and terms and conditions of the Federal award.
- market prices for comparable goods.
- whether the individuals involved acted without conflict of interest considering their responsibilities; and
- whether the purchase significantly deviates from established practices and policies regarding the costs, which may unjustifiably increase the federal program's cost.

A cost is allocable to a particular federal program if the goods and services involved are chargeable to that specific grant. This standard is met if the cost:

- is incurred specifically for the federal program.
- benefits both the federal program and other work of the non-federal programs and can be distributed in proportions that may be approximated using reasonable methods; and
- is necessary to the overall operation of the school system and is assignable in part to the federal program.

These internal controls have been created and designed to provide reasonable assurance regarding the achievement of objectives in the compliance with applicable laws and regulations.

Expenditure of federal funds must meet the clause of “allocable, reasonable, and necessary.”

When considering a purchase with federal funds, ask:

- Is the cost of goods or services chargeable or assignable to the federal award in accordance with relative benefits received (allocable)?
- Do I have the capacity to use what I am purchasing (reasonable)?
- Did I pay a fair rate, and can I prove it (reasonable)?
- Does this expenditure exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost (reasonable)?
- Is the proposed cost consistent with the underlying needs of the program (reasonable)?
- Do I really need this (necessary)?
- Do I need to spend these funds to meet the purposes and needs of the program (necessary)?
- Is this expenditure related to an identified area of need in an improvement plan (necessary, allowable)?
- Would I be comfortable defending this purchase (allocable, reasonable, and necessary)?

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

## 2. Segregation of Duties (CFR 200.303(a))

Appropriate segregation of duties is maintained at Laurens County School System to prevent errors and fraud in accordance with 2 CFR §200.303(a); GAO-14-704G Standards for Internal Controls for the Federal Government 10.03;10.12. The segregation of duties includes:

### Expenditure Approval

Any expenditure from a federal fund, including Consolidated Fund 150 and IDEA, must have prior approval for allowability by the director of that program, the Director of Finance, and the Superintendent. The approval flow for expenditures is as follows:

- Step 1. A purchase requisition is generated at the school level.
- Step 2. The School Principal applies a funding code and approves the requisition.
- Step 3. A district level program director verifies funding codes and allowability then approves requisitions funded through their specific federal program, i.e. Federal Programs or IDEA
- Step 4. The Director of Finance reviews funding codes and account balances then approves the requisition, converting it to a Purchase Order.

Step 5. The Superintendent reviews and has final approval for purchase orders.

For any purchase from federal funds, including Consolidated Fund 150 or IDEA, when the school principal submits an electronic purchase requisition for approval, the program director reviews the requisition to assure that the following information is correct:

- the purchase is included in the Schoolwide/School Improvement Plan and/ or the Intent and Purpose document,
- The expense is allocable, allowable, reasonable, and necessary according to individual Federal Program Funding guidelines, and
- The correct funding code is indicated on the purchase requisition.

If at any time the purchase requisition/order is not approved, it is returned to the principal with an explanation of why it was not approved. A copy of the purchase order is kept in the Accounts Payable office and is available electronically through the district's accounting software.

#### Expenditure Processing

Once the purchase order is approved as described above, it is either processed and order by the Accounts Payable Specialist or returned to the school/department for ordering.

Once the ordered item(s) arrives, the school or department compares what is received with what was ordered and sends the receiving report to the Purchasing Coordinator. The Purchasing Coordinator matches the receiving report to the purchase order. Any disputes are reconciled between the Purchasing Coordinator and the vendor.

### 3. Procurement Procedures (CFR 200.317 through 200.327; 2CFR Sec 200.318(a))

#### Domestic preferences for procurements (2CFR 200.322)

As appropriate and to the extent consistent with law, Laurens County School District, to the greatest extent practicable under a federal award, provides a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products). The requirements of this section must be included in all subawards including *all contracts* and *purchase orders* for work or products under this award.

Contract Oversight (2 CFR §200.318(b)) - Consultants, Contracts, Purchased Services for Federal Funds  
The Associate Superintendents for Teaching and Learning, the Director of Special Education, and the Federal Program Director work with the Associate Superintendent of Human Resources and the Director of Finance to ensure compliance and accuracy for all consultants, contracts and purchased services. The director of the individual federal program, either the Federal Programs Director or the Director of Special Education, ensures that contracts are fulfilled,

budgeted correctly, and that services were provided in accordance with the purchased services contract.

To be considered adequately documented, contracts must include the following information:

- The services to be purchased/provided,
- Names entering into the contract,
- Contract Rate (total fee/per hour),
- Timeframe of the contract,
- Location of provision of service,
- Specific duties or services being provided by the contractor,
- Signatures and date, and
- Any other relevant documentation required by specific federal programs.

Contracts are required for all consultants and purchased services. Agreements are entered into between the Laurens County School System and the consultant.

If a request is over \$250,000, a cost/price analysis will be completed. Before getting bids or proposals, Laurens County will gather independent estimates to use as a starting point for determining appropriate cost as outlined in the Procurement Procedures section found below.

Each contract is signed by the following: contractor, principal (if school-based), and the Federal Programs Director or the Director of Special Education. Artifacts, daily sign in sheets, and completion of all workshops are kept on file by the appropriate federal program department. These contracts will also be maintained and kept by the finance department.

#### Informal Procurement Methods

When the value of the procurement for property or services under a federal award does not exceed the simplified acquisition threshold (SAT), as defined in 2 CFR § 200.100, or \$5000, formal procurement methods are not required, Laurens County School System will use the following informal procurement methods:

Micro-purchases: Those less than \$10,000, shall be made with effort to provide the least expense to the district. Purchases shall be based on one or more oral quotations, when possible, to determine best price. The aggregate dollar amount is calculated for each purchase order supplies or services. The school principal or program director is responsible for making the selection of items for purchase based upon (1) needs (2) best value for money (3) affordability (4) availability of items from the supplier. The principal or program director must take all necessary affirmative steps to assure that minority businesses, women's business enterprises, and labor surplus area firms are used when possible (2 CFR 200.321) and to the extent practicable distribute micro-purchases equitably among qualified suppliers. Principals or

program directors may use their experience with a vendor, previous purchase history from other schools, research they have done at conferences or online on the item, or other information they may have to determine if the price is reasonable. The signed purchase order and any supporting attachments serves to document that the principal or program director has determined the price is reasonable. Consultation with the Technology Director is necessary for all requests for technology equipment. These purchases are to be distributed equitably among suppliers to the extent practicable, but competitive quotations are not required if the price is reasonable. Any single item purchase of \$5000 or more must be approved by the Director of Federal Programs or the Special Education Director before the purchase order is approved by the Director of Finance.

Small Purchases: (Purchases in an amount between \$10,000 and \$250,000) Services, supplies or equipment estimated to cost \$10,000 to \$249,000 will require two written quotes or website references. Evidence of the quotes must be attached to the purchase order/requisition. If purchases are made through RESA, compliance with the above procedures are not required. Purchases greater than \$25,000 must be reviewed and approved by the Laurens County Board of Education.

Quotes for ten thousand dollars (\$10,000) but less than two hundred and fifty thousand dollars (250,000) shall be approved by the Federal Programs Director, Director of Special Education, or the Director of Finance if the low bid is not recommended.

#### 4. Method for Conducting Technical Evaluations of Proposals and Selecting Recipients (2CFR Sec. 200.320(c)(1))

The Directors of Federal Programs and Special Education ensure that federal purchases avoid Conflict of Interest, follow procurement methods, and are consistent with non-Federal Purchasing Procedures. These directors, in collaboration with the Director of Finance, follows correct procurement procedures outlined in 2 CFR § 200.319(c) & 2 CFR § 200.320 (d)(3). Laurens County uses the total amount of the purchase, not each program's contribution, to determine which of the following procurement procedures to follow.

##### Formal Procurement Methods

All services, supplies or equipment estimated to cost over \$250,000 must use a bid or Request for Proposal (RFP) and will be posted on the district website and the Georgia Procurement website. Evidence of the Bid or RFP must be attached to the purchase order/requisition. Competitive proposals or bids \$250,000 or greater shall be approved by the Laurens County Board of Education. In compliance with Section 2 CFR 200.319, any purchases in excess of \$250,000 including contract modifications will require a cost or price analysis, sealed bids, and/or competitive proposals. Cost analysis means evaluating the separate cost elements that

make up the total price, including profit. Price analysis generally means evaluating the total price.

The Request for Proposal invitation should include a complete description (characteristics and specifications) of the goods or services to be provided, the requirements that the bidder must fulfill, the factors that will be used in evaluating the bid or RFP, and the date and time of the public bid opening. Bids are publicly solicited using the Laurens County School System website, the local newspaper, and through invitations to previous and/or local vendors. A firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price.

The Director of Finance is responsible for ensuring technical evaluations are conducted in compliance with Federal, state, and local regulations. As bids are received at the central office, the envelopes are dated. Any bid may be withdrawn prior to the scheduled time for the opening of bids. At the advertised time, the bids will be publicly opened, and the results recorded by the Superintendent's designee. A district committee will evaluate the bids/RFPs received by the designated due date. This committee will individually rate each response based on how well the bid meets the specifications of the request, reference, cost, and timeline. For sealed bids, the evaluation will also consist of a price analysis comparing the values of similar products, goods, and services to determine the reasonableness of the bids. For competitive proposals, all bids/RFPs will be evaluated using the description and requirements set forth in the invitation to bid/RFP. After a price analysis, the committee will submit to the Superintendent all the bids and indicate the recommended bid/proposal. The Superintendent will seek approval from the Laurens County Board of Education. The Laurens County Board of Education may reject any or all bids. The Laurens County Board of Education may in its judgment consider such factors as service, location, and timeliness of delivery; therefore, they may accept the bid that appears to be in the best interest of the school system even if it is not the lowest bid. The Laurens County Board of Education reserves the right to waive any formalities in or reject any or all bids or any part of any bid. Contracts binding the school district can be made only by the Laurens County Board of Education or the Superintendent. Following Board approval, a letter summarizing the results and outlining the procedure for protesting the results will be sent to all bidders by the Superintendent. A firm fixed price contract will be awarded in writing to the lowest responsive and responsible bidder. Vendors who wish to protest the results of the process must do so in writing using procedures outlined in the summary letter.

The Laurens County School System shall ensure that the process of procuring goods and services is fair and equitable by taking the following measures:  
Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured. The description must not, in competitive procurements,

contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.

Avoid providing detailed product specifications.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description will be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers will be clearly stated.

Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.

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

Procurement by noncompetitive proposals.

Sole source bids may be used only when one or more of the following circumstances apply:  
The acquisition of property or services when the aggregate dollar amount of which does not exceed the micro-purchase threshold.

The item is available only from a single source.

The public emergency for the requirement will not permit a delay resulting from competitive bidding.

The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requires from non-federal entity.

After soliciting a number of sources, competition is determined inadequate.

No purchase or contract shall be divided into parts for the purpose of avoiding the competitive bid process.

The Federal Programs Director, Director of Finance, or school level designee checks Georgia’s System for Award Management (SAM) website, <https://www.sam.gov/portal/SAM/##11>, prior to approving any purchase equal to or in excess of \$25,000 to ensure the vendor is not on the list of suspension and debarment. The resulting check must be printed, signed, dated, and attached to the requisition/purchase order.

5. Conflict of Interest (2CFR Sec. 200.318(c)(1))

All Laurens County School System employees are expected to abide by the Georgia Professional Standards Commission Code of Ethics and refrain from conflicts of interest. A conflict of

interest occurs when an individual's personal interests (family, friendships, financial, or social factors) could compromise his or her judgment, decisions, or actions in the workplace. The employee handbook includes conflict of interest guidance. Principals and system leadership receive guidance at least annually through administrative meetings and are asked to disseminate it to their faculty/staff. Faculty/staff members sign off that they have received this training.

All Laurens County Board of Education employees are strictly forbidden from accepting gratuities or discounts for personal gain. These include, but are not limited to, those arising due to purchases made for the school or school system. By accepting gratuities or discounts for personal gain, a conflict of interest is created.

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. A conflict of interest arises when any of the following has a financial or other interest in the firm selected for award:

- Employee, officer, or agent
- Any member of that person's immediate family
- An organization which employs or about to employ any of the above or has financial interest in the firm selected for award.

Georgia Code of Ethics Standard 6:

An educator shall maintain integrity with students, colleagues, parents, patrons, or businesses when accepting gifts, gratuities, favors, and additional compensation. Unethical conduct includes but is not limited to:

- soliciting students or parents of students, or school and/or LUA/school district personnel, to purchase equipment, supplies, or services from the educator or to participate in activities that financially benefit the educator unless approved by the local board of education/governing board or authorized designee.
- accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest.
- tutoring students assigned to the educator for remuneration (compensation) unless approved by the local board of education/governing board or authorized designee; and
- coaching, instructing, promoting athletic camps, summer leagues, etc. that involves students in an educator's school system and from whom the educator receives remuneration unless approved by the local board of education/governing board or authorized designee. These types of activities must follow all rules and regulations of the Georgia High School Association.



### Chain of Command for Reporting Potential Conflicts of Interest

Anyone who becomes aware of a potential conflict of interest related to the use of federal funds should report their suspicion to their immediate supervisor. If at the school level, it should be reported to the principal. The principal should report the suspected conflict of interest to the Superintendent. If a conflict of interest exists, the Superintendent and the Director of Finance together will determine if the employee must be removed from the selection, award, or administration of the contract. If the Director of Finance or Superintendent is suspected of having a potential conflict of interest, the report must be given to the Associate Superintendent of Human Resources. The Superintendent will determine if the matter needs to go before the Board of Education or a report to PSC is warranted. The Laurens County Board of Education thoroughly and expeditiously investigates any reported cases of violations of conflicts of interest to determine if disciplinary, financial recovery and/or criminal action should be taken.

## 6. Personal Compensation (2CFR Sec. 200.430(a)(1); SBOE 160-3-3-.04)

### Payroll

Federal Program Director and Special Education Director work with the Associate Superintendent for Human Resources and the Director of Finance to ensure payroll reports are accurate. In addition, these directors ensures that the number of federally funded employees is consistent with the approved application. Monthly payroll reports, expenditure summary and detail reports, and substitute reports will be used to ensure that each object code is accurate.

### Time and Effort

Laurens County School System transfers most of its federal funds, excluding IDEA and Title IC, to Consolidated Fund 150. *Time and effort documentation is not required for employees who are paid entirely from the consolidation of funds (COF 150).*

However, if Time and Effort documentation is needed for funds not consolidated, charges to a federal fund for salaries and wages must be based on records that accurately reflect the work performed by all employees to whom salaries or other compensation are paid in whole or in part with federal funds. A time sheet must be maintained by any employee who provides supplemental instruction outside of school hours. The Federal Program Director will ensure that an annual periodic certification or personnel activity report will be maintained for all employees paid with federal funds.

### Periodic Certification

Laurens County School System transfers most of its federal funds, excluding IDEA and Title IC, to Consolidated Fund 150. *Periodic Certification documentation is not required for employees who are paid entirely from the consolidation of funds (COF 150).*

However, if periodic certification is needed for funds not consolidated, documentation will be maintained for any employee who worked on one federal grant or one cost objective (job).

These certifications will be completed after-the-fact and must account for the total activity performed. The certification will be completed at the end of December and beginning of June (or on the last contracted day of the school year for employees who do not work year-round) and will be completed on one form per work site. The forms are signed, collected, and kept on file in the office of the Federal Program Director. In addition, principals of employees, including paraprofessionals, paid with federal funds must submit their daily schedule indicating allowable activities within the first two months of school and must immediately inform the Federal Programs Department of any changes to their schedules.

#### Personnel Activity Reports (PARS) - Split Time Logs

2 CFR §200.430(i)(1) (i, vii) and §200.430(i)(1)(viii) (B,C) (B) 2 CFR §200.430(i)(1-8)

Monthly PARS are required for employees who work on multiple cost objectives funded through federal funds. Employees who work on multiple cost objectives paid out of Consolidated Fund 150 do not need to complete a PARS; however, if an employee is funded partially through Consolidated Fund 150 and partially through a federal program (outside of Consolidated Fund 150), the employee must complete PARS. Monthly PARS (split time logs) are submitted by staff working on multiple cost objectives to reflect a monthly after-the-fact distribution of the actual activities of the employee. The percent of wages and benefits charged to each federal program is representative of the time spent in activities for the federal program over the month and coincides with one or more pay periods. The PARS must account for actual and total activity (not just that of one program) and reflect work activities in enough detail to clearly indicate the work is allowable under each funding source. Employees who have a fixed daily schedule may use their schedule in place of a split time log if there is an indication on the schedule showing which portion of the day is worked for each funding source. The employee (except substitutes) submits the signed split time log or fixed schedule to their principal/supervisor who has first-hand knowledge of the work performed by the employee. The principal/supervisor reviews the activities/schedule and signs/dates the log indicating that the log/schedule is a true representation of the activities/schedule for the month. The printed name must accompany the signatures in order to determine who completed the form. The principal sends the completed split time log or schedule to the appropriate Director, either of Federal Programs or Special Education, to review and ensure compliance with the federal program guidance. The schedule of the federal employee is reviewed to ensure the activities are allowable for the specific program. Any issues that are discovered are discussed with the employee's principal/supervisor and corrective actions are documented and implemented as needed. Supporting documentation for activities may be gathered to help determine if an activity is allowable for the specific federal program. The program director and/or employee's principal is responsible for checking monthly to ensure logs are being maintained. Additionally, the program director and/or principal will work with the employee to complete reconciliation and appropriate adjustments will be made prior to the end of the school year. Supporting documentation for the PARS include the payroll report, program sheet detailing the percent of wages to be proportionate to each funding source, the budget from the consolidated

application, and if appropriate, additional documentation on specific activities reported on the split time log.

#### For Substitutes of PARS employees

The program director will send a report of each school's substitutes along with the funding source is submitted to the principal who reviews the report and signs and dates the form indicating that the log is a true representation of the activities for the month and that the activities are allowable under the federal program indicated. The principal sends the completed substitute PARs with signature and date to the program director to review and ensure compliance. Any issues that are discovered are discussed with the employee's principal and corrective actions are documented and implemented.

#### Stipends (GA 160-3-3-.04)

Stipends will be paid to certified personnel for having successfully completed previously approved learning opportunities that have occurred at any time during the fiscal year outside of the employee's normal contract hours at the rate of \$25 per hour for certified staff. Documentation of completion of professional learning activities will be provided by the specific federal program director to the Director of Finance and the supplemental pay will be included in the employee's next monthly check. This same process will be used for both federal and nonfederal programs. The Laurens County School System does not pay stipends for work on an award for performance. Documentation will be maintained that stipends paid were allowable, reasonable, and necessary to the federal program, including time and effort.

Stipends will only be awarded if the following conditions exist:

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

For a stipend to be approved for federal funding the employee must provide the following documentation:

- That the professional learning is job embedded. The professional learning delivery model is considered job embedded if the following exist:
  - It is relevant to the individual teacher,
  - Feedback is built into the process, and
  - It facilitates the transfer of new skills into practice.

Participation occurs beyond regular contract hours, days, or school year. The stipend must be supplemental in nature.

- Be issued in accordance with SBOE Rule 160-3-3-.04
- §200.403(c) – costs must be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.
- §200.404(e) – in determining reasonableness of a given cost, consideration must be given to whether the non-Federal entity significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award’s costs.
- State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the LEA.
- The Laurens County finance department will maintain the appropriate paperwork to ensure employees are adequately compensated.

#### Hazard Pay

Employees may receive hazard pay from CARES/ESSER funds for a national or local emergency or to perform critical services. Instances when this may happen may include a pandemic or a natural disaster. Employees will be compensated for fully completing an objective from a supervisor related to the aforementioned conditions.

#### 7. Travel Policy (CFR 200.474; 200.475; OCGA 50-5B-5; OCGA 20-2-167(b); SBOE 160-5-2-.23; Financial Management for GA LUAS Chapter 40))

Laurens County School System follows the Georgia Statewide Travel policy, therefore, costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must follow the Georgia Statewide Travel policy set by the State Accounting Office. Costs must also be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the Laurens County School System in its regular operations as the result of the school system’s written travel policy. In addition, if these costs are charged directly to a federally funded source, documentation must justify that:

- Participation of the individual is necessary to the federal award; and
- The costs are reasonable and consistent with non-federal entities’ established travel policy or follow GSA 48 CFR 20.205-46a.
- A conference is necessary for the project by inclusion of an agenda.

The following procedures are intended to ensure that charges are reasonable and consistent.

- The Principal or Superintendent approves the requests. The program director must pre-approve any applicable federally funded professional learning before payment will be allowed.
- A travel expense form must be completed in its entirety to receive reimbursement for expenses.

- Employees are responsible for ensuring that expenses claimed in the travel expense report are proper, accurate, and incurred for official business. A traveler who knowingly presents a false or fraudulent claim may be subject to penalties under criminal statutes.
- The employee completes and sends the “Travel Expense Statement” to program director for approval. The director verifies the information on the form and once deemed accurate, submits the form to the Director of Finance. Failure to request reimbursement within 45 days of travel may result in a loss of or reduction of funds.
- Purpose of the trip must be included on the expense report.
- Attendees are responsible for maintaining and providing upon request information related to registration and dues and fees to include agenda, sessions attended, and proof of attendance.

Mileage must be documented on a “Travel Expense Statement”. From the State Travel Regulations,

“Reimbursement for business use of a personally owned vehicle is calculated per mile, from point of departure after deduction for normal commuting mileage, based on the current reimbursement rate.”

Employees may be reimbursed for the mileage incurred from the point of departure to the travel destination but NOT for their normal commuting mileage. During the normal workweek, the point of departure will be either the employee's residence or headquarters; whichever is nearer to the destination point. If leaving from the residence you must deduct the normal commuting mileage to and from the worksite. Employees traveling by personal vehicles and requesting reimbursement must complete a Laurens County School System expense statement. Parking fees and tolls paid may be reimbursed and employees are expected to obtain receipts for these expenses. If it is not possible to obtain a receipt, a written explanation should be included on the expense statement.

## **B. Internal Controls Not Required to be in Writing**

### 1. Suspension & Debarment (CFR 180.220 & CFR 200.213)

The Federal Program Director, Director of Special Education and Director of Finance are responsible for ensuring that requirements relating to suspension and debarment are followed and business is only awarded to qualified vendors. They do not maintain a list of suspended and debarred parties, but instead rely on experience with vendors and online SAM resources. The program directors in collaboration with the Director of Finance reviews the list at the SAM website, [sam.gov/content/home](http://sam.gov/content/home). Before cumulative purchases of \$25,000 are made to a vendor, the SAM website is checked to ensure that the vendor is not suspended or debarred. If the company is not on the website search, the purchase may be approved if it meets all other provisions of the federal program. If the vendor is on the search results, the purchase may not be approved. However, if the vendor becomes suspended or debarred during the school year, Laurens County School System may continue to use the vendor if Laurens County School System has been using the vendor before the vendor was excluded. The search results including the

date and time from the SAM website (or a signed and dated screen shot or the pdf of the search results) are kept as documentation of the process being implemented.

## 2. Transferability between Federal Programs (ESEA Sec. 5103)

During the District Leadership CLIP Planning meeting, the transferring of federal funds is discussed. Title IIA and Title IVA may be considered for transfer to better address the identified needs of the system/schools. Funds may be transferred to one of the following federal programs: Title I, Part A, Title I, Part C, Title II, Part A, Title III, Part A, Title IV, Part A, and Title V, Part B. The decision of which funds are to be transferred (Title IIA and/or Title IVA) and to which federal program(s) they will be transferred is noted in the online CLIP in SLDS. Since no private schools within the geographical boundary of Laurens County choose to participate in the federal funding, consultation with private schools is not necessary prior to the transfer of Title IIA and/or Title IVA to another allowable federal program. However once transferred the funds from Title IIA and/or Title IVA take on the equitable requirements of the federal program into which the funds were transferred.

Once the CLIP is approved, a budget is developed for the transferred programs' budgets (Title II-A and/or Title IV-A) indicating the amount of funds which will be transferred and the receiving program(s). Once the budget (Title II-A and/or Title IVA) is approved, a budget is developed for the receiving federal program based upon the activities outlined in the CLIP. Once the budget is approved, expenditures may be incurred, and drawdowns requested. Drawdowns will be made for the original programs prior to the receiving programs.

For FY24, 100% of Title IIA and Title IVA funds are transferred to Title VB. Therefore, drawdowns for Title IV-A and Title II-A funds (transferred funds) will be requested first. Once 100% of the Title IV-A and Title II-A funds have been drawn down, Title V-B funds (receiving program) will be requested for additional expenditures incurred.

A completion report for the originating programs (Title IIA and Title IVA) will be completed indicating that the funds were transferred and mirroring the approved budget.

## 3. Resource Allocation Methodology/Plan (RAMP) (Sect 1118 under ESSA)

The Laurens County School System is a public Strategic Waiver System in Georgia. As a Strategic Waiver System, the district and its schools have flexibility in carrying out its purposes and broad waiver from most education law and Georgia Department of Education rules and requirements. In exchange for this flexibility and waiver, the district will demonstrate high academic achievement and student performance.

The Laurens County School System currently has four elementary schools, two middle schools, two high schools, and an alternative education program. The state provides funds through a funding formula called the Quality Basic Education (QBE) Formula. The stated purpose of the

QBE formula is to provide “an equitable public education finance structure which ensures that every student has an opportunity to a quality basic education.” (GA. CODE § 20-2-131). The crucial problem in Georgia is that the estimated cost of the basic program, as defined by the QBE Formula, is far short of what a local system would have to spend to comply with the minimum state requirements; therefore, the school district also levies additional property taxes to help support the district’s educational programs.

The district’s budget process begins in January of the previous year. State and local revenues are estimated based on student enrollment, teaching staff and local property tax assumptions. Once the school system estimates state and local funding, staff allocation to the individual schools is determined. This is a critical budget process. Staff salaries and benefits account for approximately 90% of the total general fund budget. In addition to staying within financial limits, the district must also ensure that state and local funds are adequately and equitably allocated to all schools in the district.

The allocation model below provides general staffing guidelines and principles as a starting point for assigning human capital and funding. School leaders are given reasonable flexibility to make specific assignments which best serve the needs of students and maximize the strengths of instructional and support staff. The model below shows the minimal expectations for staffing. Schools can request consideration for adjustments in their allocation based upon changing and justifiable needs.

All school staffing categories are dependent upon available funding and sustained student enrollment.

#### GENERAL STAFF ALLOTMENT FORMULA INFORMATION

- Allocations are based on full time enrollment.
- Art, music, physical education, and connection classes for elementary and middle schools are funded through a combination of State (QBE) funds and local funds.
- Initial personnel allotments are based on adjusted projected enrollments.
- Allocation ratio will be based on the adequate availability of funds.
- Enrollment must be maintained throughout one fiscal year in order to receive additional staff for the following fiscal year.
- The following rounding formula is used to determine fractional allocations:
  - .00 to .249 = 0
  - .25 to .749 = .50
  - .75 to 1.0 = 1

The pupil/teacher ratio per grade span may be lower than the maximum pupil/teacher ratio indicated on the RAM/P. The actual verified pupil/teacher ratio will also be lower at the Title I schools per grade span versus the non-Title I schools per grade span. Laurens County’s RAM/P can be found on the district’s webpage under Federal Programs.

Each year, Laurens County School System will demonstrate Supplement not Supplant based on its RAM/P by completing a comparison analysis excel document no later than August 1 of each school year. This document will be kept on file with the Federal Programs Director.

## **4.2 Inventory Internal Control**

### **A. Equipment Management (CFR 200.313(d))**

An inventory of tangible personal property having a useful life of more than one year will be maintained at the system and/or school level. This includes all items purchased under state object codes 615, 616, and 700s.

#### **1. Acquisition of Equipment**

For any purchase from a federal fund, a formal purchase request is submitted to Federal Program Director or Special Education Director by the school principal. Equipment must be preapproved, necessary, reasonable, allowable, and allocable for the program funding the purchase. The of Federal Programs Director or Special Education Director is responsible for reviewing and ensuring alignment with the System's CLIP, the school improvement plan, Intent and Purpose, and/or IEPs and is included in the school's allotted federal program budget or Consolidated Fund 150. Equipment with object codes in the 700s must have prior approval from the State Federal Program Specialist before the purchase order is processed. In addition, for IDEA equipment costing \$5,000 or more must have prior approval from the State Department of Special Education.

Once the purchase order request is approved by the specific program director, it is signed and given the appropriate funding code. The Director of Finance reviews the purchase order to ensure compliance with Cost Principles, Uniform Administrative Requirement, and Audit Requirements. If approved the purchase order goes to the Superintendent for final review and approval. If at any time the purchase order is not approved, it is returned to the principal with an explanation of why it was not approved. The Director of Finance and Director of Federal Programs are responsible for ensuring that requirements relating to suspension and debarment are followed and business is only awarded to qualified vendors.

#### **Capital Expense Funds (CFR 200.439)**

Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of \$5,000 or more have the prior written approval of the program manager of the federal program whose funds will be used for this purchase. The process for receiving prior approval is as follows:

Email the grant's GaDOE program specialist a GaDOE request for approval form which includes the following:

- Equipment to be purchased including a description and intended use.
- Total unit cost of the equipment



- Statement how this equipment is an identified need and is included in the CLIP/SIP
- If this equipment is for private school use, state that the equipment will remain on the LEA's inventory log.
- Once approved by the GaDOE program specialist, attach the signed and dated approval form to the Attachment Tab in the Consolidated Application

Approved capital expenditures are budgeted using any of the 700 series object codes. Equipment bought as capital expenditures cannot be claimed as indirect costs. Therefore, if the Local Educational Agency claims indirect costs, all capital expenditures must be subtracted from the program's allocation prior to applying the restricted indirect cost rate.

When an item considered a capital expenditure is purchased by Laurens County School System with federal funds, the appropriate GaDOE Program Specialist will be consulted and approval by GaDOE will be granted for the capital expenditure before funds are spent on the item(s). The program directors will then follow all GaDOE requirements for the acquisition of items considered capital expenditures. Equipment with object codes in the 700s must have prior approval from the State Federal Program Specialist before the purchase order is processed. In addition, IDEA equipment costing \$5,000 or more must have prior approval from the State Department of Special Education. Procurement procedures as outlined in this document must be followed to obtain equipment.

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

Inventories will be maintained by designated individuals at each site through the district's inventory management system that at minimum includes the following:

- Description of equipment,
- Serial number or other identification number,
- Funding source,
- FAIN number (on grant award),
- Vendor,
- Acquisition date,
- Purchase price or unit cost,
- Present location of the equipment,
- Current condition of the equipment,
- Use of the equipment (instruction, parent engagement, administration, etc.)
- Disposition information including the date of disposal.

An updated inventory is done on an annual basis and submitted to the program directors by June 30<sup>th</sup>. Principals maintain the inventory of federally purchased equipment received at their school. The Technology Supervisor maintains the inventory of technology equipment, the Federal Program Director maintains the inventory of equipment purchase made using

CARES/ARP funds, and the Director of Finance maintains the inventory of central office equipment.

All equipment (items with object “615”, “616”, and in the “700s”) must be included on the federal inventory. Pilferable items must also be listed on the federal inventory. Pilferable items are defined as those items that may be easily lost or stolen. Pilferable items include, but not limited to cell phones, iPads, tablets, iPods, graphing calculators, calculators, projectors, cameras, camcorders, DVD players, computer equipment, and televisions.

Technology hardware items will be received by the technology department who will match the invoice with the purchase order and any discrepancies will be researched and resolved. Prior to delivering the hardware items to the schools, the Technology Director or his designee will inventory all items and prepare the items for use (imaged, tested for issues, labeled, etc.). Computer technicians will setup the equipment in the designated buildings and rooms as indicated on the inventory.

When items are received by the school or central office, the invoice is matched with the purchase order by the school bookkeeper or Principal’s designee at the school and any discrepancies researched and resolved. The Federal Program Director will review purchase orders and add items purchased during the previous year to the inventory of each school. An inventory sticker (identifying the school system’s name, item number, and the federal program) is then placed on the item. Equipment must be entered into the district’s inventory management system within 30 days of equipment being received.

All equipment purchased is monitored by the Federal Programs Director and school-level administration or their designee(s). All equipment purchased by schools must be properly labeled with an identification number and documented in the inventory management system.

### 3. Off-site Use of Equipment

Every precaution must be taken to ensure that equipment used off-site by personnel and students is used for academic purposes and that the equipment is returned at the end of use free of damage and in good working order. Detailed records must be maintained on the equipment, its location, to whom it is checked out, and when it is returned.

### 4. Physical Inventory

Materials purchased for use in federal programs will be labeled and be utilized in the capacity for which it was purchased. Any equipment, materials and/or supplies purchased with federal funds are considered solely for the use of that program. In the event the equipment is no longer usable, materials and equipment will be disposed of following the system disposal procedures. Equipment that is damaged, lost, or stolen will be documented on the inventory and if the cost of the item is \$1000 or more will be directly reported to the Director of Federal Programs using the Report of Lost,

Damaged, or Stolen Property form. The Director will instruct the school on what to do with the damaged equipment. A police report is required for stolen property.

Permission to remove items from the inventory will be granted following review and approval of the inventory report by the Director of Federal Programs. The school is responsible for replacing destroyed, lost, or stolen and repairing damaged equipment so that their program is not compromised.

The Federal Program Director or designee will complete a physical inventory check at each facility at least every two years. This physical inventory includes equipment purchased using federal funds including CARES/ARP grants. Purchase orders will be pulled from object codes 615, 616, and 700s, to verify each item having a useful life of more than one year is included in the inventory, is located as assigned, and is being used for the intended purpose. Any differences between quantities determined by the physical inspection and those shown in the accounting records shall be investigated to determine the causes of the difference. Lost, damaged, or stolen property will be reported to the appropriate program director if the item costs \$1000 or more. During the physical inventory the principal or designee will verify the location of each item, how it is being used, the need for the equipment, and the condition of the equipment. The principal will sign and date the inventory indicating that the physical inventory has been completed and the inventory is accurate. By June 30th, a copy of each inventory along with any report of lost, damaged, or stolen property which have been completed are sent to the Director of Federal Programs who will review purchase orders from the year to ensure that all equipment and pilferable items are included on the inventory. If discrepancies are found, the Director of Federal Programs will communicate the discrepancy with the principal. The item is placed on the inventory and the principal completes each column on the inventory. If the item is not found after a thorough search, the principal will complete a disposition report for the missing item as documentation for inventory. The Federal Program Director will summarize with each principal and school level inventory contact(s) the results of the inventory monitoring check within two weeks of the physical inventory.

##### 5. Equipment Disposition

When original or replacement equipment acquired with federal funds is no longer needed for the program which originally purchased it, the equipment may be transferred equitably to the inventory of the same federal program at another school. If no other school needs the equipment, it will be transferred to another functioning federal program within the same school. If the equipment is not needed at that same school, the equipment is equitably transferred to another federal program within the system. If none is found, the equipment may be determined to be surplus. Records are kept and made available for GaDOE monitors and auditors as to where the equipment was transferred. The disposition of the equipment is logged into the inventory noting to what program and where the equipment was transferred.

The following guidelines must be followed for disposition of federally funded equipment: Once a piece of equipment that was purchased with federal funds is no longer being used or capable of being used for its originally intended purpose, it can be designated as surplus. Once designated as surplus, the item can be used for a different purpose outside of federal program guidelines. School-based representatives must request approval from both the principal and the Federal Program Director before items are designated as surplus so that a consensus is reached that the original purpose or intent has been met. An email is sufficient to achieve this. Items that are no longer usable may be disposed of.

Equipment costing <\$5,000 at the time of purchase and more than three years old can be retained, sold, or disposed of, with no obligation to GaDOE. Equipment costing \$5,000 or more at the time of purchase may be retained or sold with the awarding agency (GaDOE) having rights to the state's share at \$500 or 10 percent of sales.

A disposition form must be completed by the site inventory contact for any item that is declared surplus because it has met its originally intended purpose or because it is no longer usable. Disposition forms are located on the Federal Programs SharePoint group Inventory folder.

The date of disposition must be entered on the inventory sheet.

Once a disposition form has been completed and the disposition date has been entered onto the inventory form, the item can be repurposed or disposed of. However, the item must remain on the inventory sheet for three years from the date of disposition before it can be removed from the inventory spreadsheet.

#### 6. Safeguards Related to Loss, Damage, or Theft of Equipment

Every effort must be made to prevent loss, damage, or theft of equipment. The first strategy to safeguard equipment is to maintain an up-to-date inventory. In addition, all items must have an inventory/asset tag or other approved labeling method. Principals are encouraged to complete a yearly equipment inventory each spring.

In the event equipment or technology purchased with federal funds with a value of more than \$1000.00 is intentionally damaged or stolen, the following procedure will be followed:

File an incident report with the School Resource Officer (SRO).

Attach the incident report to a Disposal Form and send form to the Federal Program Director.

Make corrections to the inventory management system.

Send an email notifying Federal Programs Director that the inventory has been updated.

The system and its schools will use adequate safeguards to prevent loss, damage, or theft of the equipment. Control features include:

Locked storage (for particularly valuable or vulnerable items)

Access controls to schools (limit entry by unauthorized personnel)

Sign out protocols for certain items of property which are not directly assigned to a specific core academic teacher; for example, class sets of iPads/laptops, cameras.

Items are entered on the inventory spreadsheet within 30 days of receiving the item.

#### 7. Ensuring Funds, Property, and Assets from Unauthorized Use or Disposition

Materials purchased for use in federal programs will be properly labeled and utilized in the capacity for which it was purchased. Any equipment, materials and/or supplies purchased with federal funds are considered solely for the use of that program until such time the equipment is no longer needed to meet the original purpose for which it was purchased. Principals are responsible for ensuring that equipment is used by authorized users only and for the purposes for which it was purchased. Proper procedures must be followed before equipment disposal. Before any disposition of federally purchased equipment, approval from the Director of Federal Programs must be obtained. All sales of real property must be approved by the Director of Federal Programs and the Superintendent prior to the sale of such property; no private sales shall be made.

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

Currently all schools within Laurens County School System are Schoolwide schools. However, in the event one of the schools has a Targeted Assistance program the following guidance will be implemented.

Equipment may be purchased for a Targeted Assistance Program if it is reasonable and necessary to implement the Targeted Assistance Program for the identified students. The federally purchased equipment purchased for a Targeted Assistance Program can be made available for other educational uses on other projects or programs currently or previously federally supported with non-Title I students as long as it does not interfere with the use of the equipment in the Target Assistance Program.

#### 9. Equipment Use for Participating Private Schools and/or Neglected/Delinquent Facilities

Private schools requesting federally funded equipment must facilitate the purchases through the school system. The same internal controls will be followed to create requisitions/purchase orders, inventory records, and maintain the equipment. If equipment is designated for student use, it can only be used by eligible students as determined through a mutual agreement between the LEA and private school within federal program guidelines. The Federal Program Director or Director of Special Education will work cooperatively with private school officials to ensure equipment is properly maintained and safeguarded from theft, damage, loss, and abuse.

#### 10. Maintenance Procedures to Keep Property in Good Condition

Adequate maintenance procedures are implemented by the schools and district to keep the equipment in good condition to include keeping equipment free from dust, keeping beverages and food away from the equipment and handling the equipment appropriately to avoid damage. Additionally, the Federal Program Director will work cooperatively with the Technology Department to ensure that technology equipment is properly maintained to ensure longevity. Accurate records will be maintained about the current condition of equipment purchased with federal funds. When equipment is not functioning, members of the Technology Department are responsible for making necessary repairs or service.

### **4.3 Cash Management (CFR 200.302(b)(6)) (CFR 200.305) & Drawdown of Funds (CFR 200.305(b)(3))**

#### **A. Segregation of Duties**

There is a process in place to segregate duties associated with cash management. As part of this process multiple signatures are required to process any requests for payment.

##### **1. Segregation of Duties for Receivables**

Purchases are shipped directly to the ordering facility. Once the items from a purchase order are received at the school, the bookkeeper or designee double checks the invoice against the items received and against the purchase order. Any discrepancies are brought to the Director of Finance's attention who will verify the discrepancy. The Purchasing Coordinator contacts the company to resolve the issue. Only items received will be signed off on the invoice and forwarded to the Accounts Payable Coordinator. The Accounts Payable Coordinator reviews the invoice to ensure which items have been received. If items are not checked, these will be deducted from the amount of the invoice prior to a check being issued. Only after a signed and dated invoice is received will payment be issued.

##### **2. Segregation of Duties for Additional Pay, Contracted Vendors, Stipends, and Payroll**

Contracted vendors are paid through the Accounts Payable Coordinator after an invoice or contracted services form has been approved by the principal or program director. Payroll entries, stipends, and additional salary from extra duties are processed by the Payroll Coordinator based on personnel activity reports, prior authorization for additional pay, and time sheets approved by the principal or program director. The Director of Finance, in collaboration with the Federal Programs Director and Director of Special Education, is responsible for ensuring that requirements relating to suspension and debarment are followed and business is only awarded to qualified vendors.

##### **3. Segregation of Duties for Drawdowns**

The segregation of duties for drawdowns involves multiple people. The Finance Clerk prepares the drawdown. The federal program directors verify the amount of the drawdown. The Director of Finance reviews the drawdown and the expenditures to ensure alignment. Once this is completed, the Director of Finance submits the drawdown to GAORS for processing.

#### **B. Monitoring of Cash Management**

At least every other month, the Director of Federal Programs and the Director of Special Education review the budget and expenditures of the federal programs they oversee to ensure expenditures are appropriately assigned to the object, function, and program (2 CFR

§200.302(b)(5)). Any discrepancies are brought to the attention of the Finance Clerk and corrections in the form of Journal Entries are made as needed by the Finance Clerk with the approval of the Director of Finance. The program directors must sign off on all review of budgets, funding expenditures, and possible journal entries with the Finance Clerk.

#### 1. Drawdown of Funds

The Director of Finance is responsible for the drawdowns in accordance with 2 CFR §200.305(b). Once federal budgets are approved and line-item amounts for all federal grants, including Consolidated Funds 150, are entered into the district's accounting software system, drawdowns can begin to be requested. Federal funds drawn down amounts must be based on actual program expenditures at the time of the drawdown. In November/December drawdowns are requested for July – September expenses. After December drawdown requests are made on at least a quarterly basis. If there have been no actual costs in a program during the period, a drawdown will not be requested.

Local Educational Agencies (LEAs) are provided the opportunity to transfer funds under the Every Student Succeeds Act. If the Laurens County School System exercises this flexibility, the system will follow all federal and state guidelines related to transferability. Laurens County School System transfers all its funds from Title II, Part A and Title IV, Part A to Title V, Part B. When drawdowns are made for Title VB, the funds are drawn from Title II, Part A and Title IV, Part A first before drawing down funds for Title V, Part B. Laurens County School System does not transfer any funds into Title IA.

To begin the drawdown process, the District Bookkeeper prints detailed reports for expenditures and payroll for all federal programs from the districts accounting system. The Federal Program Director and the Director of Special Education will sign a printed copy, verifying the accuracy of the reports. If an inaccuracy or discrepancy is found, the program director and the District Bookkeeper will work to correct the problem. Once these reports are verified, the District Bookkeeper will prepare the drawdown log for each federal program for the Federal Program Director and the Director of Special Education to verify by signature the total drawdown amount for each program. The Director of Finance will then request the drawdown of fund from GAORS based on the signed and dated drawdown log for each federal program. The signed and dated drawdown request along with the expenditure report for each federal program is kept at the central office for five years.

It is the responsibility of the appropriate Federal Program Director, Director of Special Education, and the Director of Finance to work cooperatively to review all expenditures on a monthly basis after budget approval and before funds are drawn down from GAORS.

At year end reconciliation for GAORS grants, a report is printed from the accounting software along with the Consolidated Application, and the program directors review and sign off that the

completion report is correct. The reports are then given to the Director of Finance for review and approval. The Director of Finance will then submit all completion reports to GaDOE. The original is kept on file in Financial Department and a copy is made for each director's file for monitoring.

## 2. Monitoring of Drawdowns

Drawdowns are requested only for cost that have incurred. When the drawdown is received into the district's bank account, the District Bookkeeper creates a journal entry in the accounting software. The Director of Finance reviews, approves, and posts the journal entry to the general ledger. There is no cash involved as all drawdowns are directly deposited into the system's bank account.

Laurens County School System does not keep its federal funds in an account separate from its nonfederal funds, but does keep accurate records of the receipt, obligation, and expenditure of federal and nonfederal funds.

## **C. Evaluating Sub-Recipient Requests**

The Laurens County School System does not use sub-recipients funded through federal funds. In the future, if sub-recipients are funded through federal funds, procedures to cover the entire sub-recipient process will be developed in compliance with 2 CRF 200.302(b)(6) and 2 CFR 200.305.

## **D. Completion Reports**

Completion reports are generated, along with source documentation, within 30 calendar days of the end of the period of performance for all federal grants. A completion report defines the total amount of the original grant award and the total amount of funds that were expended. The Federal Programs Director and the Director of Special Education work with the Director of Finance to ensure that completion reports are submitted within all federal programs' timeline. The budget detail and summary are utilized by the program directors to verify the amounts listed on the completion reports. If there are questionable amounts listed the Director of Finance, Director of Special Education, and/or the Federal Programs Director will work together to ensure all expenditures are accurately reported. Once correct, the program directors sign and date a copy of the report and returns it to the Director of Finance. The report is then submitted to GaDOE and the federal grant is considered completed. A copy of the report along with the supporting documentation is filed in finance office. If after the completion report has been submitted, a subsequent discrepancy is found, the Director of Finance will work with the GaDOE to make the necessary corrections.



## 5. TITLE I, PART A – IMPROVING THE ACADEMIC ACHIEVEMENT OF THE DISADVANTAGED

### **5.1 Schoolwide and Targeted Assistance Program Procedures**

#### A. Schoolwide Programs

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

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

Schoolwide Title I programs must:

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

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs.

#### Components of a Schoolwide Program

Each schoolwide program must create a plan to address the following components of the GaDOE Schoolwide Program Checklist:

- Comprehensive Needs Assessment
- Schoolwide Reform Strategies
- Schoolwide Plan Development
- ESSA Requirements for Schoolwide Plans

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

within the Laurens County School System that conduct Schoolwide Programs allow all children in these schools and their parents equal access to all related Title I assistance.

Schoolwide Program plans are created annually using previous schoolwide plan feedback from annual Spring Title I Input meetings and stakeholder surveys. All schools will notify stakeholders in multiple ways of these meetings and surveys. Examples of notification can include notice of the meeting dates on a school's marquee, in each school newsletter, on the school's web site and social media platforms, by invitation sent home with students, by the district's REMIND text app, and/or by using each school phone messaging system. Parents who cannot attend the meeting will be given the opportunity to obtain a copy of the school's school wide program and meeting presentation from each school and submit input before the final revisions are approved. Revision dates will be clearly marked on each plan. The Federal Programs Director will be responsible for collecting required documentation (agenda, meeting notes, and sign in sheets). These meetings provide parents and other stakeholders an opportunity to provide input on the Schoolwide Title I Plan (Comprehensive Needs Assessment- CNA/School Improvement Plan-SIP), School-Parent Compacts, Parent and Family Engagement Plans, and the Comprehensive LEA Improvement Plan.

Schoolwide Program plans are updated each spring for the next school year. Each school leadership team conducts a spring leadership meeting at which representatives from each grade level, content area, and department, as well as school administration meet to develop a plan. During school leadership meetings, instructional strategies, parent and family engagement initiatives, and professional development activities are planned after a careful analysis of various data from surveys and input meetings. Assistance is also provided to schools in their use of Consolidated Fund 150 by the Federal Program Director to accomplish initiatives in their school improvement plans. Data digs and other trainings are conducted by the Federal Program Director in the spring to help school leadership teams to complete comprehensive needs assessments and school improvement plans. School administrators upload completed school plans to the SLDS platform. The school plans are then reviewed by the Federal Programs Director who works with all schools, system leaders, and parents to ensure continuity between the Comprehensive LEA Improvement Plan (CLIP) and Schoolwide Plans.

#### 1. Creating, Reviewing, and Approving Schoolwide Plans

Laurens County School System provides a schoolwide program in each of its Title I schools (all schools in Laurens County are Title I schools). Schoolwide Improvement Plans are developed beginning in January for the next school year. Each school leadership team meets during this time and the team is typically composed of representatives from grade levels, content areas, and departments, as well as administration and parents. Each school develops its own schoolwide program based upon the district CLIP and the individual school's comprehensive needs assessment (CNA). All parents are invited and encouraged to participate in the schoolwide planning process. The school completes the CNA and school improvement plan through the SLDS platform. The GaDOE Schoolwide Program Checklist is provided to each principal for his/her use in revising the plan prior to submitting the schoolwide plan to the

Director of Federal Programs. The previous years' School Improvement Plan (SIP) may be cloned for the current year and then revised to meet their school's current needs with input from stakeholders. Once the plan has been completed, it is sent to the Federal Programs Director who uses the GaDOE Schoolwide Program Checklist to ensure it contains all required components. Once reviewed by the Federal Programs Director, the checklist (unsigned) is provided to the principal with specific feedback. The principal along with core stakeholders make the revisions and sends the plan back to the Federal Programs Director who again uses the checklist to review it. This process continues until the Schoolwide/School Improvement Plan has been approved by the Federal Programs Director. Once the plan has been approved, the checklist is signed by the principal and the Federal Programs Director. The Intent and Purpose document is finalized indicating how the intent and purpose of each federal program included in Consolidated Fund 150 is met. The Intent and Purpose document must be in alignment with each school's Schoolwide Program plan. The schoolwide plan is presented at the school's annual Title I meeting and is available at the school's office and is posted on the school's website. Selected school improvement plans are also uploaded to the attachment tab in the Consolidated Application Portal by the Federal Programs Director, one plan per grade span. As each school's Schoolwide Program plan is a "living document", the plan can be updated throughout the year as needs of the school change. Whenever the plan is updated, the Director of Federal Programs is notified and then reviews/approves the updated plan using the Schoolwide Program Checklist. The updated revised plan is then posted on the school's website and is made available to stakeholders in the school's office. The school may not expend federal funds for activities not included in the Schoolwide Program Plan, Intent and Purpose, or the CLIP.

## 2. LEA Guidance

On-site meetings are held with principals to discuss the status of their plans meeting deadlines and state and federal plan requirements. Missing or items in need of revision are marked on the GaDOE Schoolwide Compliance Checklist and then rechecked when the revised plan is submitted. System leaders also support schools in developing, revising, implementing, and coordinating school improvement and schoolwide programs during 45-Day Report Out meetings and technical assistance. 45-Day Report Out meetings occur three times a year: Fall, Winter, and Spring. During these meetings, school level data is presented to the district leadership team by the principal of each school. This analyzed data is used to measure the school's progress toward meeting school improvement goals and to identify and develop solutions to challenges related to instructional strategies, parent engagement, professional learning, and budgets.

(See Appendix B for SIP timeline)

#### 4. Selection of Evidenced-Based Action Steps in Schoolwide Plans

Definition: The term “evidence-based,” when used with respect to a state, local educational agency, or school activity, means an activity, strategy, or intervention that:

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
- strong evidence from at least one well-designed and well-implemented experimental study;
- moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
- promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention.

#### 5. Resolution for Unapproved Schoolwide Programs

Schoolwide improvement plans are maintained in the Student Longitudinal Data System (SLDS). Once the plan has been completed, it is sent to the Director of Federal Programs who uses the GaDOE Schoolwide Compliance Checklist to ensure it contains all required components. During the review of the school’s Schoolwide Plan (SWP), the Federal Programs Director also places comments on the plan as feedback. Once review of the SWP has occurred, the Federal Program Director schedules a meeting with each school’s leadership team and discusses needed revisions. Technical assistance and additional meeting may occur to resolve unapproved schoolwide plans if the Federal Program Director deems it necessary. Once all revision comments have been resolved satisfactorily, the plan will once again be submitted in SLDS and approved by the Federal Programs Director. When the SWP is approved, the GaDOE Schoolwide Compliance Checklist is signed by the principal and the Federal Programs Director.

#### **B. Targeted Assistance Programs**

Laurens County School System uses the following procedure for Title I eligible Targeted Assisted Program schools.

In all schools selected to receive Title I, Part A funds under the Elementary and Secondary Education Act of 1965 (ESSA) Section 1113(c) that are ineligible for a targeted assistance program or that choose not to operate a schoolwide program, a local educational agency 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 students meet the Georgia Standards of Excellence (GSE) 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 based on multiple, educationally related, objective criteria established by the district and supplemented by the school. Selection is based on the score of more than one measure. 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:

Students will be selected through multiple selection criteria. The school administration will create a list of students deemed “at risk”, based upon their ranking in the following: state testing, and promotion/retention. Note that preschool through second grade students must be chosen solely based on the judgment of the teacher, interviews with parents and other developmentally appropriate measures examined by the teacher.

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.

## **5.2 Allocating Funds to Attendance Areas**

Laurens County School System uses the eligible attendance areas worksheet embedded in the Title I, Part A Academic Achievement consolidated application to determine Attendance Areas. Usually, the attendance is determined using the FTE1 (October) report from the previous school year. The poverty count is determined using the October, Community Eligibility Provision (CEP) Report from the previous year. Pre-K is deducted from both attendance and poverty counts. All documentation used to determine eligible attendance areas is maintained by the Federal Programs Director and are available to auditors and/or monitors upon request.

Laurens County School System (LCSS) only uses funds received under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in eligible school attendance areas. Children eligible for free or reduced meals through the Community Eligibility Provision (CEP) is the poverty measure used by all schools in Laurens County. Funds are allocated per pupil using the number of poverty students in the school minus Pre-K students.

Laurens County has no 35% schools (a school in which at least 35 percent of the children are from low-income families). Laurens County Schools serves all its schools in a schoolwide program.

### **A. Rank Order Within District**

Within district school allocations are determined based on rank order. Schools are placed in rank order using the percentage of students that qualify for free and reduced priced meals or CEP data for that school. Schools with higher percentages of poverty are ranked above other schools. A school with a lower rank order may not receive per pupil fund amounts more than a higher ranked school. The district may opt to use grade span grouping to rank order schools.

### **B. Carryover Funding**

Carryover funds are federal funds not expended within the funds grant period and are awarded to the next fiscal year. The Federal Programs Director tracks the spending of each program/school through the year via district budget sheets. At the end of the school year, carryover information is updated and reviewed.

Carryover funds are allocated in one of two ways: (1) to schools by increasing the per pupil amount or (2) the funds are allocated back to all the schools on an equal basis, giving each

school an opportunity to spend the funds. Equitable services are also re-calculated depending on an allocation of funds for district level activities.

Monthly budget sheets are monitored regularly throughout the year and calculations are made from these near the end of the school year to determine that no more than 15% of Title I, Part A funding will be carried into the following year.

### **5.3 Required Set Asides Reservation of Funds**

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 school's per pupil amounts. The remainder of Title I funds are allocated to schools based on per pupil allocation, as determined by the percentage of students qualifying for free and reduced-price meals and/or CEP services. Laurens County School District uses the information provided by the GaDOE to determine reservations for parental involvement, Private Schools, Indirect Cost, and Neglected and Delinquent.

Schools by Grade Span:

- Northwest Laurens Elementary (Pk-5)
- Southwest Laurens Elementary (Pk-5)
- East Laurens Primary (Pk-2)
- East Laurens Elementary (3-5)
- East Laurens Middle School (6-8)
- West Laurens Middle School (6-8)
- East Laurens High School (9-12)
- West Laurens High School (9-12)

All Laurens County Schools are currently designated as Title I schools.

#### **A. Homeless Children and Youth Set Aside**

The Laurens County School System does not receive direct funding from the McKinney Vento Homeless Program. However, the system Homeless Liaison trains school personnel to identify children in homeless situations. A home survey is also used to identify homeless students. The system Homeless Liaison is consulted if any staff member suspects that a student qualifies for homeless services. The Liaison then investigates the situation and makes the ultimate determination on whether students qualify. When a student does qualify, the appropriate information is sent to the Information Technology Department to be entered into the district's Student Information System. Title IA Homeless Set Aside funds are used to purchase needed supplies and for tutoring services for identified students on an as needed basis. Transportation

is also provided to students on an as needed basis. Funds are allocated for the Homeless Set Aside by using Method #1: Identify Homeless Students' Needs and Fund Accordingly.

### **B. Neglected and Delinquent Set Aside**

The reservation amount provided by GaDOE in the Title I, Part A, N&D allocation letter and worksheet is the amount set aside for Neglected and Delinquent children. An Annual Survey of Local Institutions for Neglected and Delinquent is completed each year for centers that are in the geographic region for Laurens County School System. The Neglected and Delinquent Set Aside is based on the number of children residing at the home for 30 consecutive days with at least one day being in October according to the annual survey.

### **C. Parent and Family Engagement Set Aside**

Laurens County School System sets aside 1% of its Title I allocation for parent and family engagement since the system's allocation is over \$500,000. Principals have the option of expending their 95% portion of the required 1% set aside in Parent Involvement funds or submitting them back to the system level for a districtwide parent engagement activity. Title I parents are informed about the 1% set aside during the Fall Annual Meeting and participate in the discussion regarding this requirement each Spring during Title I planning meetings held at each school. If the total 1% is not expended, the difference must be carried over to the following fiscal year.

#### **Parent and Family Engagement Carryover Set Aside**

The amount of parent and family engagement carryover from the previous fiscal year is calculated using the worksheet is provided by the GaDOE. The Federal Programs Director completes the worksheet using the expenditures detail report and/or completion report for parent and family engagement from the previous year. Once completed the worksheet is uploaded to the Title I, Part A attachment tab in the Consolidated Application.

### **D. Private Schools**

Section 1120 of ESEA requires that local educational agencies (LEA) provide to eligible private school students, their teachers, and their families, services that are equitable to the services being provided to similar students, their teachers, and their families, attending public schools. Services for private school students must be developed in meaningful consultation with private school officials. Services provided to private school students by an LEA must be secular, neutral, and non-ideological.

For Title I, Part A purposes, eligible private school children are those who:

- Reside within the attendance area of a participating public school, regardless of where the private school they attend is located.
- Are identified through consultation with the private school as failing, or most at-risk of failing, to meet high student academic achievement standards.



For IDEA, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Title IV, Part A, and Title X, Part C purposes, eligible private school students are those who:

- Attend a private school within the district's geographic boundaries.

Laurens County School System sets aside an equitable proportionate share of Title I-A funds for private schools who have elected to participate in the Title I-A program. Funds are only available for private schools where Laurens County residents are enrolled. If a private school indicates that it wishes to participate in Title I-A for the following year, each student residence is verified to ensure that it is in Laurens County (attendance area). In January, the Federal Programs Director will consult with the Director of Transportation who will verify on the map that each residence is in Laurens County.

The Title I-A Proportionate Share Calculation Worksheet for the appropriate fiscal year on the State Ombudsman website is used for determining the set aside amount. To ensure this worksheet is accurate, in June of each year the Federal Programs Director will gather the FTE report which will be used to determine enrollment and the Free and Reduced Lunch Eligibility Report which will be used to determine the poverty count. Pre-K will be deducted from both attendance and poverty counts. The Title I Poverty Count by School worksheet will be completed and checked by the Federal Program Administrative Assistance. The worksheet will be completed after the Strategic/CLIP meeting (held in May or early June) so that any funds which will be transferred into Title I can be identified.

If there is a revised Title I allocation, the Title I Private School Proportionate Share Calculation Worksheet must be recalculated and named as "Revised". The Director of Federal Programs will attach the revised worksheet to the Title I attachment tab.

If there are proportionate share funds not expended during the current year, the Federal Programs Director will seek approval from the Ombudsman to carryover the funds. Carryover must be the result of extenuating circumstances. This approval will be attached to the General Attachments tab by the carryover amendment in the Consolidated Application.

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

### **E. Determination of Poverty - Attendance Area Determination**

The Laurens County School System determines attendance area based on poverty/CEP reports and/or grade span grouping. Therefore, eligible attendance area determination is needed to establish rank order.

Each year the Federal Programs Director will use the previous year's October FTE data and CEP reports to complete the Eligible Attendance Areas Worksheet in the Consolidated Application. This data is then used to complete the school allocations detail report. Title I schools are funded in rank order based on these calculations. The October FTE data and CEP reports are used to identify eligible attendance areas and determine the allocation of each attendance area. Title I school principals are notified of their status. Low income and enrollment data shall be provided to all school principals. Laurens County has no charter schools, private schools, or alternatives schools to include in the ranking. Under Sections 1113(a)(2)(B) and 1113(b)(1)(A) of ESEA, a school is eligible for Title I, Part A funds if its poverty percentage is as high as the LEA's poverty percentage or, at the LEA's discretion, at least 35%. After an LEA has ranked all of its schools by percentage of poverty, ESEA requires the LEA to first allocate, in rank order of poverty, Title I, Part A funds to the schools above 75% poverty, including all elementary, middle and high schools.

### **F. Residential Treatment Facilities**

Laurens County Schools System currently has no residential treatment facilities within its geographical boundaries. However, if a residential treatment facility is established in the future, Laurens County School District, will follow all rules and guidance as set forth by the GaDOE.

### **5.4 Rank Order for Targeted Assistance Programs**

Students will be selected through multiple selection criteria. The school administration will create a list of students deemed "at risk", based upon their ranking for state testing, and promotion/retention. Note that preschool through second grade students must be chosen solely based on the judgment of the teacher, interviews with parents and other developmentally appropriate measures examined by the teacher.

Children who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children are eligible for services 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 will make a concerted effort to minimize removal of students from regular classrooms during the day. The needs of each individual student will be considered.

### **5.5 Assessment Security**

The Laurens County School System takes the ethical responsibility to provide secure and appropriate testing environments for its students very seriously. In any state or federally mandated test the Laurens County School system expects its employees to act in accordance with specific guidelines mandated by the test and the general guidelines of the Georgia Department of Education. For every administration of a state required assessment the following guidelines will be followed:

- The district test coordinator will stay current on appropriate testing rules and practice by viewing required GaDOE webinars and reading all manuals and memorandums associated with the test.
- All school test coordinators will be appropriately trained by the system test coordinator within a two-week period prior to the assessment window opening.
- School test coordinators will in turn provide mirrored training to all test examiners and proctors who will be taking part in the test.
- Records of participation and sign-in sheets of each of these meetings will be maintained in a centralized location for a minimum of five years.
- Trainings at every level will include a segment covering testing ethics and ethical behavior in testing environments.
- Test materials, when on site, will be continuously maintained in a secured and locked room with access limited to only those who are functioning as school test coordinators or assistant test coordinators.
- School campuses will be quiet and organized on the day(s) of testing.
- Any irregularity or anomalous event taking place in a school during testing will be promptly and fully reported to the system test coordinator.
- Irregularities involving possibly illegal or unethical actions on the part of an employee will be reported to the Georgia Professional Standards Commission.
- If the anomaly rises to the level of an irregularity, it will be promptly reported to the Georgia Department of Education.
- When test results are returned, they will be disseminated to students and parents in a reasonable time frame.
- Assessment results will be communicated to the public via press releases, sections of the website, and other means as necessary.

Laurens County School System participates in all state mandated assessments. Beginning with the 2018-2019 school year, all state mandated GMAS have been 100% online unless deemed necessary to give a paper/pencil exam due to special accommodations. All other state mandated assessments, such as the GAA 2.0, GKIDS 2.0, and ACCESS are given in accordance with GaDOE Assessment Department guidance. It is the goal of Laurens County School district to have a 100% participation rate in all state mandated assessments.

#### **A. Assessment Security Procedures**

Laurens County Schools assures adequate security of the testing materials before, during, and after testing and during scoring as required by the Georgia Department of Education. Testing procedures, rules and regulations used by the Laurens County School System follow Georgia State Guidance documents found on the GADOE website (<http://www.doe.k12.ga.us>). The accountability document used by Laurens County Schools is titled: "Georgia Student Assessment Program Student Assessment Handbook".

#### **B. Consequences for Violations Related to Assessment Security**

Any employee who suspects a breach in assessment security must immediately report the breach to their immediate supervisor. Failure to report suspected breaches in assessment security can have negative implications upon an employee. In addition, any investigation that results in a determination of guilt related to violations of assessment security can result in loss of employment and a report filed with the Georgia Professional Standards Commission, which may result in loss of a teacher's certificate.

This is further defined under the Georgia Code of Ethics for Educators 505-6-.01, Standard 10: Testing - An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to: 1. Committing any act that breaches Test Security; and 2. Compromising the integrity of the assessment.

### **5.6 Reporting Accountability**

#### **Georgia Report Card**

Laurens County School District posts links to the District and School State Report Card on its webpage. The Federal Programs Director is responsible for ensuring that the links are posted on the district and school websites. These links are checked during the fall of the school year and updated as new report cards are issued.

## **5.7 ELP Assessment Participation**

### **6. PROFESSIONAL QUALIFICATIONS**

#### **6.1 20-Day Notification of Professional Qualifications**

In accordance with ESSA all schools are required to provide timely notice to parents when students have been taught for four or more weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned. Notification requirements apply to all teachers in all schools/programs. Notifications will be sent within ten business days following the four consecutive weeks. For verification purposes notifications must contain day, month, and year of notification; the name of the teacher who has not met PQ, the name of the school and district; and a statement that the teacher has not met state certification or the district's charter waiver PQ requirements for the grade and subject in which the teacher is assigned. The notification will be sent in a format that ensures parents can receive the information. This will be a first class mailed notification letter. To the extent practicable, the notification will be in a language the parent will understand. This applies to all teachers in all schools/programs.

Verification of an employee's professional qualification status according to Laurens County's requirements is primarily the responsibility of the building level principal. However, at the beginning of each year, the Federal Programs Director in conjunction with the Human Resource Director will compile a list all employees with non-renewable certifications and provide this to principals. Principals will then be asked to verify certification documentation with teaching schedules to determine which employees are not professionally qualified.

#### **A. Regular Education Teachers:**

Notification must be sent when students have been taught for four or more consecutive weeks by a teacher who does not meet the district's PQ requirements or are not fully certified by the GaPSC at the grade level and subject area in which the teacher has been assigned.

#### **B. Special Education Teachers:**

*Special Education teachers who do not issue grades:* 20-day notifications must be disseminated if the teacher does not hold special education certification for the service area in which the student is served.

*Special Education teachers who do issue grades:* 20-day notifications must be disseminated if the teacher does not hold special education certification for the service area in which the

student is served. Laurens County waives content certification for all Special Education teachers.

### **C. Paraprofessionals:**

Notifications are not required for paraprofessionals, substitutes, or lack of a clearance certificate.

### **D. Verifying Employee's Credentials:**

Upon placement, the principal will review the employee's credentials and determine if the employee meets Laurens County School System's Professional Qualifications (PQ) as define by the Laurens County CLIP. If an employee does not meet LCSS's PQ, the principal will consult with the Federal Programs Director and the Human Resource Director to verify the employee's PQ status. Prior to the 20-day mark, a draft letter will be sent to the Federal Programs Director for review. The Federal Programs Director will approve the content and have the letter translated, if necessary. Within ten business days following the four consecutive weeks, the 20-day notification will be sent to parents.

### **All 20-day notification letters issued in Laurens County School System MUST contain the following information:**

- Day/Month/Year of notification;
- Name of the teacher who has not met professional qualification requirements;
- Name of the LEA and/ or school/program; and,
- Statement that the teacher has not met State certification OR LEA charter/strategic waiver professional qualification requirements for the grade level(s) and/ or subject area(s) in which the teacher is assigned.
- Grade level and/or subject area must be identified.

Evidence of dissemination will be kept on file in the Federal Programs office (Title I Crate).

Evidence should include:

- A copy of the 20-day notification letter sent home to parents.
- A copy of the teacher roster with the date that students received the notification beside the student's name.
- This roster should be signed and dated by the person disseminating the notifications.

20-day notifications should be issued at the beginning of each new class scheduling period. For example, notifications will be issued at the beginning of each semester if the high school is on a block schedule or at the end of the nine-week period for middle school connections classes.

## **E. Remediation Plans**

For teachers not meeting district professional qualifications, a remediation plan will be developed. This plan will outline what the employee must do to become professionally qualified AND a timeline and/or expected date of completion. Once the remediation plans are completed, principals will submit the document to the Federal Programs Director for approval. Principals should submit this documentation for approval no later than 30 days after the beginning of the school year or if the employee is hired midyear, 30 days after employment. All documentation will be kept on file in the Federal Programs office.

## **6.2 Right to Know Parent Notification**

Parents are notified using multiple methods about their "Right to Know" (right to request information on teacher and paraprofessional qualifications). At the beginning of each year, a letter is sent home with all students informing them of how to access required ESSA notifications on the school and district websites. These notifications include a Parent's Right to Know flyer, the LCBOE parent Notification of Services and Contacts brochure, the school's Schoolwide Program plan, and the school's Parent and Family Engagement Plan. The Parent's Right to Know flyer contains information on a parent's right to request information about their student's teacher certification and qualifications. The LCBOE Parent Notification of Services and Contacts brochure contains each school's contact information along with available services for special populations and other required information. In addition to being posted on the school and district websites, a paper copy of all these documents is available at each school and the district office upon request. The "Right to Know" source documentation is sent to the Federal Programs Director who reviews it to ensure that the two notifications with the date distributed were given. If there have been less than two notifications, the Federal Programs Director works with the principals of each school to ensure that both notifications are sent to parents within the 30 days of the start of school.

(See appendix A for a copy of the Right to Know letter)

## **7. TITLE I, PART A – NOTICE TO PARENTS**

Laurens County Schools consolidates Title I, Part A and Title III, Part A funding therefore, the district is not required this send out this parent notification.

However, if the district decides to not consolidate these funds the following procedure will be followed:

No later than 30 calendar days after the beginning of the school year (or within the first two weeks of an EL being placed in a program), the district ESOL coordinator will notify parents of English Learners if their child is participating in a supplementary language program funded through federal funds. Laurens County School System uses the most up to date GaDOE Parent Notification of English Learner Eligibility and ESOL Language Program Services template

available on the GaDOE website. The notification will be provided in a language parents can understand. Initial letters will be generated by the student’s ESOL teacher and sent home with the student. The Federal Programs Director will monitor and ensure completion of the notification by reviewing documents.

#### Communication in an Understandable Format

Upon enrolling their child(ren) in the Laurens County School System, every parent indicates their household’s preferred communication language as a standard part of the registration process. To the extent practical, efforts are made to provide either written support or support through an interpreter when a parent indicates a language other than English. A district wide translator is employed to help with parent communication efforts. Furthermore, all parent communication is written in a format so that the content is easily understandable.

## **8. TITLE I, PART A – PARENT AND FAMILY ENGAGEMENT**

### **8.1 Parent and Family Engagement Overview**

The Laurens County School System has an ongoing commitment to Title I parents. Parent and Family Engagement 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 Title I 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 solidifying their ongoing commitment to their child’s success.

#### Annual Spring Parent Input Meetings and Parent Surveys:

Each school in the Laurens County School System, as well as the district, holds an annual Spring Parent Input Meeting. These meetings give parents the opportunity to review and provide feedback on system-wide and school student data, parent capacity activities, staff capacity activities, 1% parent engagement set-aside, district and school Parent and Family Engagement Plans, school-parent compacts, and the Schoolwide Plan (including the Comprehensive Needs Assessment and School Improvement Plan). Parents are notified about this opportunity through school-level flyers, social media, and school/district websites. Parents are also given the opportunity to provide feedback in these same areas through a parent survey distributed in February or March each year.

The school district uses the comments provided by parents during the annual review/revision of these documents at parent meetings and other advisory meetings as well as surveys to revise/edit current plans for the upcoming school year. After the school system review/revision



process, district, and school documents, including Parent and Family Engagement Plan, school-parent compacts, and Schoolwide plans are made available to faculty, staff, students, parents, and community members on the district/school websites (www.lcboe.net). Copies are also available in parent resource centers (if applicable), and these copies are made available upon request during the school year.

## **8.2 Technical Assistance to Schools (Title I, Part A, Sec 1116 and Sec 1112 (e)(3))**

The Laurens County School System provides technical assistance to schools in the following ways:

- Professional learning sessions during administrative and curriculum meetings.
- Technical assistance for stakeholder input in creation of Parent and Family Engagement Plans, School-Parent Compacts, and Schoolwide Plans
- Ongoing coaching and support of Parent and Family Engagement opportunities for building parent capacity
- One-on-one meetings held at each school site between the Federal Programs Director, Parent and Family Engagement Coordinator, and/or school leaders.
- The creation and sharing of a Federal Programs Handbook.
- Technical assistance with planning, organizing, and conducting staff capacity meetings and communications.
- Technical assistance with planning, organizing, and conducting parent meetings for giving out information (Annual Title I Meeting), providing parent capacity, and input (Spring Stakeholder Input meetings).
- Ongoing emails and phone calls.

## **8.3 Distribution of Documents**

### **8.3a Documents Distributed Two Ways**

#### **8.3b Annual Title I Meeting**

All Title I schools are required to hold an annual meeting at the beginning of the school year. It is the responsibility of the principal in coordination with the Title I Coordinator at each school to arrange meeting times and invite all stakeholders to the meeting. Each school's Title I Coordinator will be responsible for collecting and submitting documentation of the required Title I annual meeting, including a copy of the two invitations, sign in sheet, agenda, and PowerPoint to the Federal Programs Director. Meetings are also announced via invitations sent home to parents, school and district websites, and other methods as schools deem appropriate.

## **8.4 Parent and Family Engagement Plans**

Title I, Section 1116 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each school receiving Title I, Part A funds develop jointly with, agree on with, and distribute to parents of participating children a written parent and family engagement plan/policy.

Laurens County School System is committed to cultivating and sustaining partnerships with parents and community stakeholders, and encourages their participation in the development, implementation, review and evaluation of its parent and family engagement plan/policy. This written plan/policy focuses on improving academic achievement and school performance and outlines how the LCSS will coordinate, provide technical assistance and other support to schools in planning and implementing effective parent and family engagement activities, trainings, and workshops. Laurens County School System invites **all** parents in the development of the Strategic Plan/CLIP, schoolwide plans, and parent involvement plans and thereby fulfills the requirement for involving **all** parents in the decision-making process as it relates to student achievement.

The LEA, school, parents, and community stakeholders will jointly develop and agree on the parent and family engagement plan/policy which will describe the means for carrying out Title I, Part A requirements. The plan/policy will be made available to the local community and parents of students enrolled in the Laurens County School System using multiple means. The plan/policy will be available on the Federal Programs link of the district's website ([www.lcboe.net](http://www.lcboe.net)), on individual schools' websites, and in hard copy format in the parent resource centers (if applicable) of each school. A paper copy of the document may be request from the school office at any time.

District and school parent and family engagement plans/policies are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, community members, and other school personnel). Schools hold individual meetings for review of the district and school parent and family engagement plans/policies. All Title I parents, community leaders, teachers, administrators, and other school personnel in the district are invited to the meetings to provide input. Parents and other stakeholders will be notified by invitation sent by each individual school in multiple ways (i.e., letter home and posted on website). Parents who cannot attend the meetings will be given the opportunity to obtain a copy from the school website and participate in the Parent and Family Engagement Plan survey as input before final revisions are approved. The school Title I Coordinators will be responsible for collecting the required information (agendas, meeting notes, and sign in sheets). Meetings will be held in the spring to revise plans for the next school year. The Parent and Family Engagement Policy checklist will be applied to school plans. Revision dates will be clearly marked on each plan. The Parent and Family Engagement Coordinator and/or the Federal Programs Director will review plans before or during on-site monitoring visits. Plans include activities/workshops that have been identified and requested through the previous year's annual parent and family engagement survey.

Each Title I school will develop a Parent and Family Engagement plan that gives additional attention to the areas indicated below:

- Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out.
- Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. Section 1116(b)(1)
- Each school served under this part shall involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children. Section 1116(c)(3)
- If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Section 1116(c)(4)(C)
- If the schoolwide program plan under section 1114(b) is not satisfactory to the parents of participating children, each school served under this part shall submit any parent comments on the plan when the school makes the plan available to the local educational agency [or district].
- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved. Section 1116(c)(1)
- Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Section 1116(b)(1), Section 1116(f), and Section 1112(e)(4)
- Each school served under this part shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, childcare, or home visits, as such services relate to parent and family engagement. Section 1116(c)(2)
- Each school served under this part shall provide parents of participating children timely information about programs under this part. Section 1116(c)(4)(A)
- As a component of the school-level parent and family engagement developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student

academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. Section 1116(d)

- Parents and family members of children receiving services shall be involved in the decisions regarding how funds reserved are allotted for parent and family engagement activities.
- To the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Section 1116(e)(4)
- A description and explanation of the curriculum in use at the school, the forms of academic assessments used to measure student progress, and the achievement levels of the challenging State academic standards students are expected to meet. Section 1116(c)(4)(B)
- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following:
  - The challenging State's academic standards
  - The State and local academic assessments including alternate assessments
  - The requirements of Title I, Part A
  - How to monitor their child's progress
  - How to work with educators to improve the achievement of their child Section 1116(e)(1)
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parent and family engagement. Section 1116(e)(2)
- Each school and local educational agency assisted under this part will —
  - Educate teachers, pupil services personnel, principals, and other staff (with the assistance of parents) in the value and utility of contributions of parents and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school. Section 1116(e)(3)
  - Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of students in Title I programs in a format and, to the extent practicable, in a language the parents can understand. Section 1116(e)(5)
  - Provide other reasonable support for parent and family engagement activities under Section 1116 as parents may request. Section 1116(e)(14)
  - The School Parent and Family Engagement Policy/Plan must reflect a revision date (month/day/year) as well as school year (school year example 2019-2020).

### Annual Evaluation of Parent and Family Engagement

Process to Collect: An annual survey is conducted each spring. The survey is conducted online. However, parents are informed of the availability of a paper survey if they so desire.

Advertisement of the survey and requests for participation occur through newsletters, district and school websites, and automated emails. The survey is collected and compiled, and the following year's parent and family engagement activities are built from the responses.

Process to Review: The results of the survey are shared among several groups of stakeholders, including, but not limited to, parents, school and central office employees, and community members. school councils, and those attending annual Title I input meetings. The results of the survey are used to review and revise schoolwide, and parent and family engagement plans and components.

Actions Taken by LEA to Improve the Quality and Effectiveness of Parent and Family Engagement Policies and Practices: The Federal Programs Director and Parent and Family Engagement Coordinators (on the district level) and the Title I Coordinators and principals (on the school level) review the annual spring survey results, the spring input meetings feedback, as well as all feedback received during the annual needs assessment process. Additions/deletions/ revisions are discussed and agreed upon during this meeting. Formatting and revisions are made after the meeting and then provided to stakeholders for review and suggestions.

Parent and staff capacity trainings are planned for the following year based on information gained during the annual needs assessment process. Parent engagement resources for purchase with 1% set-aside are also determined from the input. The purpose is to ensure effective parent and family engagement and to support a partnership among schools, parents, and the community to improve student academic achievement, through the following activities: annual meetings; conferences; e-mail communications; phone calls; parent workshops and activities; family nights; volunteering; school council meetings; open houses; annual notification of school designation; newsletters/flyers/brochures; website information; and Board of Education meetings.

### **8.5 School/Parent Compacts**

The Laurens County School System will share responsibilities for high academic student achievement with all parents and students enrolled in the school system and will develop, in collaboration with parents and students, a school-parent compact that outline how parents, school staff, and students will share the responsibility for improved student academic achievement. The school-parent-student compact will also describe how the school, parents, and students will build and develop a partnership to ensure student mastery of the GaDOE's high academic content standards.

All Title I schools are required to have school-parent compacts. It is the responsibility of the principal, in coordination with the district Parent and Family Engagement Coordinator, to make

sure that all compacts are reviewed and revised annually. The review and revision will occur in the spring of the year at Spring Stakeholder Input meetings (for input from parents), school leadership meetings and teacher meetings (for input from teachers), and student meetings (for input from students). Revision dates will be clearly marked on each compact. A paper invitation will be sent home to all parents in elementary and middle the schools for the spring stakeholder input meeting All high school parents will be notified through social media and other electronic systems. Meeting dates will also be publicized on all school websites. The Parent and Family Engagement Coordinator will be responsible for coordinating with schools to schedule meetings and collect required information (agenda, meeting notes, sign in sheets, etc.) Parent compacts will include responsibilities for the teachers, parents, and students. Compacts will be distributed to all parties involved for signatures each fall. Copies of the school-parent compacts as well as signature sheets for each student are kept on file at the school level are also available in parent resource centers.

## **8.6 Building Capacity for Involvement**

### **8.6a School Staff Capacity**

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 Family-School Partnership Program, and through newsletters and flyers.

The district level Parent and Family Engagement Coordinators and school level Title I Coordinators consider, and plan based on the six requirements for building capacity by answering the following questions:

- What strategies/materials have been offered to parents on understanding academic content standards?
- What training has been offered to parents related to literacy and the use of technology?
- How have faculty and staff been encouraged to communicate with and involve parents in their child's education?
- What efforts have been made to help parents enable their children to transition to each grade level?
- What attempts have been made to communicate parent and family engagement information to parents using language parents can understand?
- What other support do parents receive for parent and family engagement activities?

Each school is required to conduct at least two primary staff capacity trainings each school year, one in first semester and one in second semester, as well as two secondary staff capacity trainings each school year, one in first semester and one in second semester. Technical Assistance will be provided for these trainings by the Federal Programs Director and District Parent and Family Coordinators.

## 8.6b Parent Capacity

For parent capacity, schools are required to sponsor at least one in person primary capacity meeting per semester. This meeting should be one that helps parents to work with their child at home academically, preferably on focused skills from the school-parent compact. Schools must also sponsor consistent communication with parents through emails, flyers, newsletters, etc. that help parents to continue to gain the capacity to work with their child academically at home.

### Capacity for Parents of English Learners

Information for all parents will be sent home, to the extent practicable, in a language and format parents can understand. Documents, such as Parent and Family Engagement Plans (school and district), school-parent compacts, and invitations to parent conferences or meetings will be translated and distributed as needed.

For parents of English learners, parents will be informed on how they can be involved in the education of their children and be active participants in assisting their children to attain English proficiency, achieve at high levels with a well-rounded education, and meet the state academic standards. This will be achieved through offerings of district parent workshops, school parent meetings, and parent conferences (with translator when needed).

## **9. SCHOOL IMPROVEMENT 1003(a)**

### Monitoring of School Improvement

Laurens County School system currently has no Comprehensive Support and Improvement Schools (CSI) or Targeted Support and Improvement Schools (TSI). However, if in the future LCSS has a school that falls under these designations the school system will endeavor to build capacity and support the school improvement process for this school. All designated schools within a school system will be involved in school improvement efforts through the work of the school system, the RESA, and GaDOE. The Federal Programs Director will obtain guidance from GaDOE program specialists and will then provide technical assistance to school administrators in developing, implementing, monitoring, and revising plans and budgets. Data analysis will highlight areas of specific needs and address system goal areas. Laurens County School System will work with schools to implement practices that have proven effective with improving schools. Laurens County School System, along with the GaDOE, will establish clear expectations for personnel as they systemically support continuous improvement in all designated schools.

## **10. SERVICES FOR HOMELESS CHILDREN AND YOUTH (McKinney-Vento and ARP-HCY)**

### **Introduction and Definitions**

The Laurens County School System will follow the requirements of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 to ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools.

### **Definitions**

- Children and youth experiencing homelessness means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence, including children and youth who:
  - are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
  - are living in motels, hotels, campgrounds or trailer parks due to lack of alternative adequate accommodations;
  - are living in emergency or transitional shelters;
  - are abandoned in hospitals;
  - are awaiting foster care placement;
  - have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and
  - are migratory and living in a situation described above.
- A child or youth shall be considered to be experiencing homelessness for as long as he or she is in a living situation described above and to the end of the school year in which the student moves into permanent housing.
- Unaccompanied youth means a youth not in the physical custody of a parent or guardian, who is experiencing homelessness as defined above. The more general term youth also includes unaccompanied youth.
- School of origin means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.
- Liaison is the staff person designated by a Local Education Agency (LEA) as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.
- Immediate means without delay.

### **Annual Revision and Review**

#### **1. Identification**

Laurens County School District employs a Homeless Liaison who also functions as the system's school social worker. In collaboration with school personnel and community organizations, the liaison or designee identifies children and youth experiencing homelessness in the district, both in and out of school, and maintain data regarding homeless students in the districts information



system. The liaison or designee will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to offer homeless education information upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison.

The following protocols associated with the McKinney-Vento Program (MVP) shall be followed:

- Student is identified as potentially eligible for MVP services and is in one of the following circumstances.
- Student is a new enrollee.
- Student is currently enrolled in a Laurens County School.
- Student is residing in Laurens County but has a school of origin in another school system.
- School system staff (school MVP liaison, school counselor, school social worker, Title I Family Engagement Specialist, registration staff or other school system personnel) gather information related to potential MVP eligibility and submit to district homeless liaison (DHL) for MVP status determination.
- DHL determines MVP eligibility.
- If the student is residing within the boundaries of Laurens County and seeks to attend a Laurens County public school, the DHL identifies the school placement of the student (school of origin for currently enrolled students or attendance zone school for new enrollees) and notifies applicable school staff including school nutrition director, school-based liaison, school administrator, school social worker.
- If the student does not reside within the boundaries of Laurens County but seeks to remain in the school of origin in Laurens County the School Selection Feasibility Committee will convene to determine the school the student will attend.
- If the School Selection Feasibility Committee determines the best placement to be the school of origin the DHL will notify the appropriate school personnel.
- If the School Selection Feasibility Committee determines the best placement of the student to be in the attendance zone school, then the committee will notify the school of origin and DHL of the placement decision. The school of origin will notify the parent guardian of the enrollment decision and appeal rights using the designated paperwork.
- If the school that is selected denies the enrollment decision, they must provide the parent with the written enrollment decision and appeal process paperwork.
- A copy of this enrollment decision is forwarded to the DHL.
- If parent disputes this decision, then students will stay in selected school.
- If parent or guardian disputes the written enrollment decision, then the first appeal will be made to the District Homeless Liaison.

- The decision of the DHL will be presented to the parent/guardian in writing along with instructions on how to appeal this decision.
- If the parent disputes the decision of the DHL, then an appeal may be made to the Superintendent of Laurens County Schools. The Superintendent will inform the parent/guardian of his/her decision in writing along with a copy of the Georgia Appeals process.
- As long as the parent appeals then the student may remain in the school originally selected.

## 2. Selection

Each child and youth experiencing homelessness has the right to remain at his or her school of origin, or to attend the appropriate school that serves students who live in the attendance area in which the child or youth is actually living. Therefore, in selecting a school, children and youth experiencing homelessness shall remain at their schools of origin to the extent feasible, unless that is against the parent's or youth's wishes. Students may remain at their schools of origin the entire time they are experiencing homelessness, and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

## 3. Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment. Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or the LEA liaison. If complete records are not available, IEP teams or other committees or school officials, as appropriate, must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

## 4. Transportation

Transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance. In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to housed students. The Transportation Department holds annual training for all system drivers each fall on a number of

topics. Training on the transportation of homeless students is an agenda item each year during this training. The Homeless Liaison uses a PowerPoint presentation to inform drivers on the how they can assist with the identification of homeless students, as well as other issues related to the transportation of homeless students. Meeting documentation includes the PowerPoint presentation, agenda, and sign-in sheets.

#### 5. Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student experiencing homelessness to all appropriate educational services. The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute.

#### 6. Credit for Full or Partial Coursework

Students experiencing homelessness will be provided credit recovery options so as not to cause the loss of partial or incomplete credits. The following methods will be used:

After school credit recovery

Awarding of half and full units of credit where appropriate through after school programs

### **10.2 Annual Homeless Survey**

The Director of Federal Programs works with the Homeless Liaison each November to conduct an annual survey to identify the number, location, and educational and related support needs of homeless children and youth residing in the jurisdiction of Laurens County School System. The data in the Education for Homeless Children and Youth survey is a part of the state reporting requirements. Laurens County uses the definitions of homeless children and youth as identified in the McKinney-Vento Homeless Assistance Act when identifying and determining the needs of these children. The homeless liaison collaborates with transportation, school counselors, school secretaries/attendance clerks and administrators, and other federal programs to identify the needs of homeless. Once the survey has been completed in the Consolidated Application, the superintendent reviews the information and signs-off.

### **10.4 Training of Personnel**

The Homeless Liaison or designee annually conducts training and sensitivity/awareness activities to heighten the awareness of the following personnel of the specific needs of unaccompanied and homeless youth: principals, assistant principals, federal program administrators, transportation employees, registrars, school secretaries, school counselors, school social workers, custodians, school nurses and teachers. The liaison obtains

from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their school's compliance with this policy and will receive training from the district liaison annually. Meeting documentation includes the PowerPoint presentation, agenda, and sign-in sheets.

The District Homeless Liaison will attend all relevant GaDOE trainings and webinars need to stay current on Homeless policies.

### **10.6 Services**

Children and youth experiencing homelessness shall be provided services comparable to services offered to other students in the school selected. School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner, and language understandable to each parent.

## **11. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**

The Laurens County School System currently has one center, the Lily Home, that serves neglected and/or delinquent children. However, the Lily Home is designate as a childcare facility and all the students in their care are served educationally by Laurens County Schools. Therefore, Laurens County School System does not allocate funds for Lilly Home. However, Laurens County does set-aside Neglected and Delinquent Children funds as part of their Title I, Part A grant. The funds that are set aside must supplement (enhance) rather than supplant (take the place of) the services participating students would receive if they were not participating in the schoolwide program.

During October/November, the Director of Federal Programs completes the Annual Survey of Local Residential Childcare Institutions. A search is completed on the Department of Human Services website for all licensed "Residential Care Facilities" (Child Caring Institutions. Additionally residential treatment facilities that have educational programs and/or schools, licensed material homes, and outdoor child caring programs are searched to determine if any are located in Laurens County. Once the search is completed, the Annual Survey of Local Residential Childcare Institutions is completed by the Director of Federal Programs.

Based upon the number of children residing in these institutions for thirty consecutive days with at least one day being in October, Laurens County Schools receives a notification of the minimum amount that must be set aside to meet the requirements under Section 1113(c)(3) (B and C) of ESEA. Laurens County sets-aside this amount during the creation of its Title I, Part A budget.

## **12. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK (TITLE I, PART D, SUBPART 2 GRANTEES)**

The purpose of Title I, Part D is to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet. The purpose is also to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment and to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

Laurens County does not receive funding from Title I, Part D. However, if the system were to receive funding in the future, all guidance and regulation pertaining to the grant will be observed.

## **13. SERVICES FOR CHILDREN IN FOSTER CARE**

### **A. Foster Care Point of Contact**

The Laurens County Schools Social Worker/Homeless Liaison will serve as the point of contact that coordinates with the local Department of Family and Children Services (DFCS). This individual will assume responsibility for streamlined communication and collaboration with DFCS Case Managers and Education Support Monitor (DFCS POC). Such collaboration will ensure the smooth implementation of provisions as outlined in ESSA to induce thoughtful best interest determinations; appropriate and timely transportation plans; and immediate enrollment and records transfer. In addition, the Social Worker/Homeless Liaison will facilitate training for Laurens County Schools staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in the Laurens County Schools; and ensure effective and confidential data collection and sharing.

### **B. Assurances**

Coordination occurs between Case Managers, Education Support Monitor, Homeless Liaison, Foster Parents, and Court Appointed Special Advocates, regarding foster children entering and exiting care; changing placements; enrollment and withdrawal; and making best interest determinations. Laurens County Schools ensures that:

- A child in foster care remains in his or her school origin, unless it is determined that remaining in the school or origin is not in the child's best interest.
- If it is not in the child's best interest to stay in his or her school of origin, the child will be immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,

- That the new (enrolling) school immediately will contact the school of origin to obtain relevant academic and other records. (ESEA section 1111(g) (I)(E)(i)-(iii)).

### C. Foster Care Transportation Plan

When transportation is an issue, those parties will collaborate to develop a transportation plan that meets the needs of the individual child. “No cost plans” will be explored first and may include the following:

- Foster parent transports child to school of origin (within 25 miles round trip);
- Foster parent transports child to nearest school transportation pick up location; or
- Laurens County will follow existing plan for transporting children with disabilities when the foster child is disabled.

These steps will be followed if difficulty reaching an agreement on how to pay for transportation costs occurs:

- As outlined previously, the Laurens County will assume financial responsibility for costs incurred as the result of the re-routing of school busses in Laurens County while DFCS will assume financial responsibility for costs associated with reimbursing foster parents for travel or the cost of contracting with local transportation companies.
- Initial transportation planning will occur at the lowest level between parties named in Section A. Disputes will be forwarded to the Laurens County Federal Program Director and DFCS custody County Director for resolution.
- Final determination of how to pay for additional transportation costs will be made by LEA Transportation Director.
- Daily attendance will not be impacted by transportation disputes. Laurens County will provide or arrange for adequate and appropriate transportation to and from the child’s school or origin during the resolution process.

## **14. TITLE IV, PART A – STUDENT SUPPORT AND ACADEMIC ENRICHMENT**

Laurens County School System transfers 100% Title IV, Part A funds to Title V, Part B.

## **15. TITLE V, PART B – RURAL AND LOW-INCOME SCHOOLS PROGRAM**

### 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.

### **15.1. Written Procedures for Evaluation Reports**

Once the school system's Financial Department has completed the end of year Completion Report for the Title V-B grant, the Federal Programs Director reviews the report and signs off on the report if it is correct for the budget. The Federal Programs Director then uses the Completion Report to complete the Title V-B Data Collection tab in the Consolidated Application.

### **15.2 Use of Funds**

An eligible LEA may use RLIS funds for:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
- Teacher professional development, including programs that train teachers to use technology to improve teaching and to train teachers of students with special needs;
- Educational technology, including software and hardware, that meets the requirements of Part D of Title II;
- Parental involvement activities;
- Activities authorized under Part A of Title I;
- Activities authorized under Title III

## **16. TITLE III, PART A – LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**

### **16.1 Purpose of the Core Language Program**

The purpose of the ESOL Language Instruction Educational Program (LIEP) for English Learners is to increase their English language proficiency (ELP), including listening, speaking, reading, and writing, as well as their academic language proficiency in content subject matter. Additionally, the goal of the LIEP is to help ELs perform effectively at their current grade level.

An ESOL program is in operation at each level, beginning with kindergarten. Nine ESOL teachers are funded through consolidated funds. There is no other support staff funded for ESOL. The primary and elementary school students are served at least one segment daily by an ESOL-endorsed teacher at each of their schools. These teachers utilize the scheduled class period. The ESOL-funded materials used in the primary and elementary school classrooms include a variety of instructional resources that include, but are not limited to, leveled texts, Reading Comprehension journals that cover the Georgia Standards of Excellence and address the WIDA standards, juvenile read-a-louds with rich vocabulary, and writing activities pulled from various online resources. To supplement the ESOL instructional resources, both primary and elementary ESOL teachers utilize Imagine Language and Literacy (Imagine Learning) software program to provide students with additional practice.

Middle school students receive at least one segment daily of services by ESOL-endorsed teachers. High school students receive at least one segment daily by an ESOL endorsed teacher using the scheduled class period model that provides an elective course credit to the English Learner students. These ESOL teachers provide language support to help students increase literacy skills as well as content vocabulary in order to be successful in their other content areas. Additionally, (in both middle and high schools) students engage in literary activities to support listening, speaking, writing, and reading. Resources are gathered from varied resources, including Houghton Mifflin Multicultural Reader and Holt English Language Development resources, journal prompts, grammar exercises, and speaking practice activities.

As indicated above, equivalent instructional supplies and resources are provided to ESOL teachers for their core ESOL curriculum as they are to teachers of other content areas. In addition, researched or evidenced-based instructional practices are employed to promote literacy development and language acquisition.

## **A. Entrance and Exit Procedures**

### Entrance Procedures

Each school in the Laurens County School District engages in the identification and placement of English Learners and Immigrant students by first ensuring that all students complete a Home Language Survey (HLS) in a language parents understand, prior to entry into school. For transfer students, an original HLS and applicable English Language Proficiency (ELP) screener and/or ELP assessment scores are reviewed by the district's ESOL coordinator, in coordination with the school's registrar, to determine a transfer student's English Learner status. Information from the HLS is used to identify students who may need English language instruction.

The questions on the survey are the following:

1. Which language does your child best understand and speak?
2. Which language does your child most frequently speak at home?
3. Which language do adults in your home most frequently use when speaking with your child?

The HLS also contains an additional question (noted below as #4) that is used to collect each family's preferred language for school communication. The question is not part of the "official HLS" and thus the response is not considered when determining whether to screen a student.

4. In which language would you prefer to receive school information?

For students enrolling in a U.S. school for the first time, if one or more responses on the HLS indicate a language other than English, a student is referred to the schools ESOL teacher to be screened for language assistance services eligibility within 30 days of school enrollment. The WIDA Screener is used for the second semester of grade 1 through grade 12 and the WIDA



Screener for Kindergarten is used for students pre-K through 1<sup>st</sup> semester Grade 1. Scores from the respective screener, as well as the GaDOE’s ESOL Eligibility Guidance, are then used to determine if a student has met eligibility for language assistance services. Parent Notification of ESOL services for Newly Qualified English Learners are sent to their parents/guardians within the first 30 days of school. Parents are not required to sign and return the parent notification form.

#### Exit Guidelines

All English Learners are assessed annually using the state-adopted English proficiency measure, ACCESS for ELLs, to determine English language proficiency. All ELs who score between 4.3 and 4.9 on ACCESS for ELLs are considered for reclassification through the EL Reclassification process. The process requires for the ESOL teacher, other classroom teachers, administrator, and parent to collaboratively review the ELs information entered within the EL Reclassification Form and decide whether the student should exit from the ESOL program. Students who score a 5.0 or higher have a clear exit from the ESOL program. Students whose scores do not meet the state ESOL exit criteria continue to be eligible for language assistance services. Parents are notified in writing when their child meets criteria to exit from the ESOL program.

### **B. Compliance Monitoring Protocols**

Once a student exits the ESOL program, an ESOL teacher monitors the student’s grades on progress reports and report cards for two years following exit from the language instruction educational services. The Title III/ESOL Coordinator codes the student as being monitored (year one or two) within the student information system (SIS) and updates the student’s status annually in the SIS. ESOL teachers collaborate with regular education teachers when the student’s performance indicates students may be struggling in one or more areas. If needed, intervention and supports are provided through the district’s Multi-Tiered Systems of Support (MTSS). If intervention supports and progress monitoring are unsuccessful, and the student’s academic difficulties are determined to be related to English proficiency rather than academic deficits or disability, a Student Support Team using the Reclassification Process may recommend redesignation to EL status with direct ESOL services. Following completion of the two-year monitoring period, a student may not return to direct EL status.

### **C. English Learners with Disabilities**

For ELs with significant cognitive disabilities, who participate in the Alternate ACCESS for ELLs English Language Proficiency (ELP) assessment, their Individual Education Program (IEP) Team will serve as an EL Reclassification Team by completing the *EL Reclassification/IEP Team Rubric* for ELs. The IEP team may recommend exiting from EL status when the student has reached the following standardized threshold:

Alternate ACCESS Overall CPL P2 (Emerging) for two consecutive years with IEP Team recommendation or any other Alternate ACCESS Overall CPL – the same

score – for three consecutive years with an IEP recommendation. Once ELs with significant cognitive disabilities have exited the ESOL program, their progress toward IEP goals is monitored by the ESOL teacher and their special education case manager to ensure that the student’s English proficiency is not a barrier to their full participation in classroom instruction and assessment in English. The monitoring documentation is maintained in the exited student’s permanent record. During the monitoring process, if the IEP Team determines that the student needs language assistance services again through the ESOL program, the IEP Team (with a 2<sup>nd</sup> language specialist) revisits the EL Reclassification decision.

The Federal Programs Director and Technology Data Specialist are responsible for submitting comments to relieve any data collection errors.

#### **D. Records and Maintenance**

The Laurens County School System maintains records for English Learner students at each of the schools. Records are kept in a vault that is locked and requires permission of an administrator or registrar to access. Each ESOL teacher has an English Learner caseload and creates and maintains the records of his/her caseload. In order to ensure ESOL teachers are knowledgeable of the requirements for creating and maintaining accurate records as required by the federal and state governments, the Title III/ESOL Coordinator annually updates ESOL teachers on EL record keeping. The updates include the required documents to be maintained within the ESOL folders as well as the expected timeline to ensure the documents are available in the ESOL folder. At mid-year and at the end of the year, the Title III/ESOL Coordinator requires for each ESOL teacher to complete a checklist of the contents of their ESOL folder. An administrator is then required to sign-off on the checklist, indicating that the ESOL teacher’s information is accurate. The checklist is then sent to the Title III/ESOL Coordinator to review and approve.

##### **1. State and Federal Required Documentation**

ESOL records are reviewed with a checklist to monitor the state and federal required documentation, as listed below:

- Original Home Language Survey (HLS) – which is completed by a parent or legal guardian, in a language and format the family understands and/or documentation that the HLS was orally interpreted before completion – with parent’ signature and date.
- English Language (ELP) Screener Score Results – which demonstrates initial eligibility for EL status, if the HLS indicated a language other than English. Dated documentation of the results of the ELP Screener are included.
- Copies of Annual ACCESS for ELLs Individual Score Reports – which should include each year the student qualified as an English Learner.
- *When Applicable: Parent Refusal or Waiver* – which is a form in parent’s preferred language of communication and must include a signature and date provided by the parent.

- *When Applicable: Documentation of Student’s Exit from ESOL Program* – which includes the EL Reclassification Form when applicable for EL Exit Procedures.
- *When Applicable: Documentation for Up to Two of Years of Monitoring* – which is applicable to EL=1 and EL=2 students.

## 2. Other Required Documentation

Other ESOL records are also maintained for the requirements listed:

- EL-TPC (Test Participation Committee) form is an Assessment requirement to document an EL’s need for testing accommodation.
- Parent Notification for ESOL Language Program Services is an OCR requirement and is maintained in the event of an OCR review.
- *When applicable*, the Title I Parent Notification of Title I and/or Title III Services form is complete and maintained as a Title I requirement.
- *When applicable*, an individual ESOL Distance Learning Plan is developed (using the state recommended form) for every EL who is receiving distance learning to document requirements from the U.S. Department of Education. The requirements indicate that all ELs should receive language instruction services even when participating in distance learning. The form specifies how ESOL services will be provided based on ACCESS for ELLs data and teacher input/recommendation.

## **16.2. Title III Program Oversight for Consolidation of Title III Funds**

The Title III/ESOL Coordinator provides Title III guidance, technical assistance, and documents for support to principals and teachers through emails, phone calls, local databases, and in person. Guidance is also designed for school leaders, through the district-wide principals’ meetings at least every other month.

Title III funds are consolidated into Fund 150 at all schools. The amount of Title III funds contributed to each school’s Fund 150 is determined based on the number and needs of the EL students enrolled in the school. The purpose of the consolidated funds is to address any unmet needs identified through the annual Comprehensive Needs Assessment (CNA) and through self-monitoring of English Learners’ student outcome data.

To ensure that schools are spending their funds according to their Title III Intent and Purpose (I&P) statement, the district’s Federal Programs Director reviews the detailed expenditure report from the finance department and documentation provided from schools to ensure the schools are meeting I&P statements. A checklist of appropriate documentation is provided to the principals ahead of time and then reviewed at during scheduled monitoring session. Written feedback is provided on the monitoring checklist so that principals can note any necessary corrective actions.

The Intent and Purpose of Title IIIA funds (consolidated within Fund 150) are utilized for the following requirements and specific programs chosen by the district to improve the language acquisition and overall reading literacy of select English Learners and to facilitate our plan for engaging parents of English Learners.

- Having an effective Title IIIA language instruction educational program(s) that demonstrate success in increasing the English language proficiency (ELP) and student academic achievement of English Learner (EL) students participating in such programs:
  - Imagine Learning
  - Rosetta Stone
  - After-school tutoring and summer program (as determined by needs)
- Performing activities supplementary or as an enhancement to the Title IIIA language instruction educational program (LIEP) [for the following purposes]: (1) engaging parents, family and the community in the above activities; and (2) ensuring that these activities include elements that fulfill the Title III requirement to “enhance or supplement” the Title IIIA language instruction educational (LIEP) program if activities are held in coordination with Title I EL parent engagement and outreach:
  - Distribution of bilingual books to parents of ELs for the purpose of continuous reading and literacy development at home
  - Holding sessions in all schools throughout the district to inform parents about the language instructional educational programs utilized with ELs at school, after school, and/or during the summer (as applicable) that can be enhanced or supplemented by parents reading to and with their students at home.

Through the annual needs identification and root cause analysis process in the spring of each school year, Laurens County School System determines the strengths and challenges of its programs. Data analysis allows the district to determine in which schools, and for which EL students, additional supplemental resources are need. These needs are based on English Language Proficiency and academic data of EL students.

### **16.3 EL-Focused Professional Development**

Documentation of each EL-related professional development for teachers and administrators is collected by the Title III/ESOL Coordinator after each scheduled event and is maintained in the federal programs’ files for monitoring (self-monitoring and cross functional monitoring).

Description of the Plan: The District Title III and ESOL Professional Learning Plan contains a year of implementation as well as the following components: name of each activity, a brief description of each activity, the goals to be achieved, dates and timeframe for the activities to be held, the list of participants, and the budget cost (if applicable).

Determining Professional Learning to Provide: At mid-year and at the end of each year, the Title III/ESOL Coordinator reviews effectiveness data (student outcome reports from software

programs and district's benchmark assessments) and consults with school leaders and ESOL teachers as well as other teachers to determine teacher/leader needs for professional learning. Professional learning surveys submitted by teachers and leader after attending a professional learning activity are also reviewed. In addition, the results of the annual Comprehensive Needs Assessment (CNA) held in the spring of the school year guide school and district goals to ensure that teachers and leaders have the necessary tools and strategies to improve in the instruction and assessment of all students, including looking specifically at English Learners. Depending on the teacher/leader needs, which could include understanding and implementing curricula, assessment practices and measures and instructional strategies for English Learners, the Title III/ESOL Coordinator and/or ESOL teachers either design the specific professional learning to meet the district's needs or the Title III/ESOL Coordinators seeks professional learning offerings from the GaDOE, WIDA (World Class Instructional Design and Assessment), or the local college/university [e.g., University of Georgia CLASE (Center for Latino Achievement and Success in Education) program] for support and training.

Implementation of the Professional Learning Plan: Every teacher of EL students and administrators participates annually in ongoing professional learning relevant to English Learners. The Title III/ESOL Coordinator shares the Title III and ESOL Professional Learning Plan with ESOL teachers and school administrators to inform them of professional learning (PL) opportunities that are available for the upcoming school year. The Title III/ESOL Coordinator and school leaders collaborate to determine the appropriate staff (including non-ESOL endorsed teachers) to participate in each PL activity. ESOL teachers communicate students' current English Language Proficiency (ELP) levels as well as descriptors of what ELs can achieve to staff members and assist colleagues with identifying appropriate scaffolding techniques and instructional strategies based on the student's level of language acquisition.

If a professional learning opportunity is held offsite or virtual, registrations and payment for registration fees (if applicable) are completed by the Title III/ESOL Coordinator, her designee, or the PL participant. The Title III/ESOL Coordinator maintains documentation for each PL activity, including any professional leave forms, flyer or description of PL, delivery format(s), emails sent out to teachers/administrators, and copies of P.O.s for each funded activity. Participants in each listed PL activity are asked to maintain and submit documentation of their participation. The documentation may be in the form of a certificate of participation or login, agendas, and/or any PL handouts, as appropriate.

Effectiveness: The Title III/ESOL Coordinator continuously monitors the implementation of the Professional Learning Plan to determine effectiveness by reviewing documentation submitted by participants, as well as by informally (through verbal discussions or emails) or formally (through surveys) getting feedback from participants regarding each professional learning opportunity. Additionally, the overall effectiveness of the ESOL program and Title III supplemental programs and initiatives are measured by analyzing the results of English

Language Proficiency (ELP) assessments, the district’s academic benchmark assessment, and other available measures for EL subgroups, including ELs, monitored students, former ELs, and ELs with disabilities. As a result of the analysis, programmatic and instructional adjustments are implemented.

#### **16.4 Parent Engagement to Enhance/Supplement LIEPs**

As written in ESSA, all school districts that receive Title I, Part A funds must “implement an effective means of outreach to parents of English Learners” with the purpose of assisting them with being involved in the education of their children. ESSA further states that parents of English Learners (ELs) must be encouraged to actively participate in helping their children a) become proficient in English, b) “achieve at high levels within a well-rounded education”, and c) “meet the challenging State academic standards expected of all students.” Therefore, Title I law requires that parents of ELs be included in activities provided for all parents. The parent engagement activity related to the Title III funded supplemental language instructional program is monitored by the Title III/ESOL Coordinator through purchase orders, signed forms, and other evidence of distribution to students and families.

Each school in Laurens County is a Title I school and is required to hold an Annual Title I Parent Meeting to which all parents are invited. Parents of ELs who attend Title I schools are encouraged to participate in these events. Translated invitations to these meetings are sent to them and translated information documents are provided at the sessions. Breakout sessions designed specifically for parents of English Learners are offered at Title I schools during these required Annual Parent Meetings. At these sessions, ESOL teachers inform parents of ELs about the state funded ESOL program, ACCESS for ELLs testing, and any Title III programming offered to ELs at the particular school. Parents of ELs are also provided specific ways in which they can be involved in their child(ren)’s education. Other regular parent meetings are scheduled throughout the school year for the purpose of gathering input from parents of ELs and for responding to their recommendations regarding their child(ren)’s progress, including but not limited to their development of English proficiency.

Efforts are also made to engage the community in the learning of English Learners by posting information on school and district websites to provide information about language diversity in the school district, special characteristics of ELs, and strategies the schools use to ensure that ELs become proficient in English and succeed academically. Additionally, Laurens County host quarterly Title III parent activities that specifically target helping parents to support their student(s) in language acquisition and school achievement.

Family Literacy

Should funds become available, and should such a need be identified, literacy support for parents/families of ELs (aside from the bilingual books) may be offered by the district. Costs associated with providing family literacy support (compensation for instructor, materials, childcare) may be paid using Title IIIA funds within Fund 150, if approved.

### **16.5 Immigrant Program**

The Laurens County School System does not receive a Title IIIA Immigrant subgrant.

## **17. TITLE I, PART C – EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**

The Laurens County School System provides a Migrant Education Program (MEP) to help mitigate the unique needs of migratory students due to interrupted schooling from multiple moves. The goal of the program is to ensure that migratory students have access to challenging academic standards and are provided with additional academic support as needed to help them be successful.

### **17.1 Providing Supplemental Services and Outreach Activities**

The Laurens County School System works to provide supplemental services and outreach activities as needed for migratory preschool children, out-of-school youth, and drop-outs and their families. Supports and services for K-12 are funded through a coordination of funds within the district.

The needs of migratory children are identified during the Georgia's System of Continuous Improvement Needs Assessment process, and supplemental student supports are outlined in the District and School Improvement Plans. The District MEP Contact coordinates with agencies as necessary to identify and meet the educational and related needs of migratory students. Parent engagement activities with interpreting services also are available as needed for parents of migratory students.

If it is determined that migratory preschool children are living in the school district, the Laurens County School System helps to meet their needs by providing Migrant Education informational resources to teachers of preschool children and/or the parents of migrant preschoolers. If the migrant student is not enrolled in school, educational materials, including books and school supplies also are provided to support the preschool students' learning. Additionally, services can be provided in the home or by enrolling preschool age participants in a facility as slots are available.

Additionally, if it is determined that non-enrolled youth to age 21 are living within the county,

the Laurens County School System supports current best practices to meet their unique needs. Education, health, and advocacy opportunities include online courses and job and career exploration and planning through YouScience or the Migrant GOSOSY website (osymigrant.org). Other online tools, educational resources, and assistance with obtaining access to the local library and career resources are offered, as well. If there are any eligible Migrant non-enrolled youth to age 21, an Implementation Plan (IP) to address the specific needs of Out-of-School Youth (OSY) and Drop-Outs' (DO) is developed. Documentation of these services include meeting logs, MEP supplemental services reports, and copies of resources provided, as applicable.

The District MEP Contact oversees and observes all MEP funded services and activities. Documentation includes schedules, sign-in sheets, and time logs, as applicable. If tutoring services are needed, effectiveness of it is determined through students' pre- and post-assessments. Overall program evaluations are collected through parent and teacher feedback from parent letters, phone calls, emails, or in-person.

## **17.2 Records Maintenance and Transfer**

Each month, the District MEP Contact reviews all emails from the Migrant Education office (as soon as possible upon receipt) for a report on any data documents provided through the GaDOE portal. If available, documents in the Migrant Data Transfer site are retrieved and verified with the student information system (SIS), Power School. If there are any errors, they are noted in red and sent to the regional Migrant Education Program office through the GaDOE portal. If there are no errors, the regional office is sent an email indicating that all information is correct. If there are new participants, the MEP Contact codes the appropriate student in PowerSchool and prints a copy to file in the local MEP records.

Reports that may be provided by the Migrant Education Division and downloaded from the GaDOE portal and reviewed for verification in the local SIS include:

- Migrant Participation Report
- New Participant Report
- PFS Report
- End of Eligibility Report

If no migratory students are enrolled, an email communication from the MEP State Data Collections Specialist is received and printed for local MEP records.

### **A. Records Maintenance and Transfer: Timely Transfer of Pertinent School Records**

Once the District MEP Contact receives notification (from the school office, Migrant Recruiter, or MEP database) that a Migrant student is entering or exiting the system, data are collected to



ensure that transfer documents are provided to the receiving school in a timely manner. Upon the request for school records, the registrar at each school copies and sends all appropriate educational records within three days of receiving the request. The District MEP Contact coordinates with the registrar office of each school in the district and requests copies of notifications to verify that school records, including information on health, were transferred as required. The verification data are filed in the district's Migrant Education records. The type of data the District MEP Contact collects may include letters, memoranda, fax transmittal, telephone logs, transfer documents for students leaving the district for other counties or states, and copies of any move notifications from the MEP database.

### **B. How the District Uses the MSIX Database**

In coordination with the Migrant Recruiter, the Laurens County School System utilizes the MSIX database to communicate the mobility of migratory students as needed for interstate or intrastate communication. When new migrant students are identified in the district, the District MEP Contact helps school personnel place the child in the appropriate grade level, course, and/or program. As students move out of the district, the District MEP Contact in collaboration with the Migrant Recruiter, submits a departure notification within the MSIX database to allow the potential receiving district or state to find the migrant family and continue support and services. As students move into the district, the District MEP Contact in collaboration with the Migrant Recruiter submits a notification within the MSIX database to notify the sending district or state that the child has arrived and that records are needed. The District MEP Contact also will collaborate with other districts to collect information from the schools, as needed, to submit data in a secure manner, either via FAX or via the GaDOE's secure portal. Departure notices will be made in the MSIX database as soon as the District MEP Contact is aware of a migrant student's departure in order to meet the required timeline.

### **17.3 Identification and Recruitment: Use of the Title I, Part C Occupational Survey**

Through the use of the Title I, Part C Occupational Survey, all students throughout the school system are screened for possible migratory status. The District MEP Contact monitors this process. First, the District MEP Contact provides guidance to the front office staff (secretary and registrar) via email and in-person regarding dissemination and collecting of the occupational surveys. Guidance is given on an annual basis at the beginning of the school year to ensure that the schools are using the most current Migrant Occupational Survey. Then, the surveys (with multiple language options) are provided to each school's office for beginning of year back to school packets and for any enrollment occurring throughout the year. For monitoring purposes, all surveys are then sent to the District MEP Contact through email or interoffice mail for review. This review is done in bulk at the beginning of the school year (in August) and throughout the school year as students are enrolled. The District MEP Contact reviews and prioritizes each Occupational Survey within two days (preferred) for any responses marked

“yes” for the first and third question. Forms marked “yes” for both items indicate a family’s move in the last three (3) years and an occupation that is approved by the Migrant Education Program. The forms are then shared via the secure Georgia Department of Education portal with the Migrant Recruiter who is helping to serve the school district. The District MEP Contact works with the assigned Migrant State Recruiter to reach and interview the families, who will plan a follow-up contact by phone or visit to arrange an interview with any potential migratory family. Additionally, the District MEP Contact may use Language Line interpreting services to assist with contacting and interviewing non-English speaking families, if needed.

#### **A. Coordination of Services**

The MEP District Contact coordinates with other agencies, organizations, and/or gather resources to build a recruitment network to identify potentially eligible migratory participants. A network of employers and agencies that employ and serve the same population are maintained. Some of these agencies include but are not limited to *local churches, and community organizations*.

#### **B. School District/Local Agricultural Information**

The school district maintains a current local agricultural or employment locations map containing profiles of employers, if applicable, agricultural activities, crops and/or growing systems in the area. The digital city map contains a plot location of crops, farms, and employers. An employer’s roster is also maintained with the following fields: name of business, business address, and name and phone number of contact person. The roster information is updated three times a year (September 1, January 1, and June 1) or as needed.

The school district also plots location of migrant participants’ residences. This information is also updated three times a year (September 1, January 1, and June 1) or as needed. This map is for internal use only. At least once per semester, the District MEP Contact or designee contacts employers via telephone or in person to determine hiring practices in order to prepare for potential new families who may be moving into the district. Such information is attached to the employers’ roster.

In order to have the district’s list of agricultural activities, local agricultural map, residential map, and list of employers readily available to be shared with the GaDOE MEP staff throughout the school year when requested and/or needed, all ID&R plan documentation is kept in the District MEP Contact office in a physical or digital file.

#### **17.4 Services for MEP Students**

Migrant students are evaluated academically to determine their specific academic needs. Services for migratory students are recorded by the District MEP Contact using the

Supplemental Services (SS) Tracking Form where every Migrant Education Program participant (for the regular school year and summer) in the district are included. The tracking form includes information on all services provided and/or justifications for no MEP funded services provided. Services to those students determined to be PFS are tracked using the Priority for Services (PFS) Student Report. All migrant students may also be served under other programs, such as ESOL or gifted education, if eligible. Additionally, specific activities to address the unique needs of migratory families are provided, such as informing children and families of migratory families of ways to gain access to other education (e.g., after school program), health, nutrition, social services, or in-home tutoring, if needed, especially for preschool migrant students. Finally, the LEA continues to conduct an annual Migrant Education Program needs assessment to examine program goals and determine solutions for identified needs of migratory students.

### **17.5 Parent and Family Engagement**

Parent and Family Engagement is an essential component of each school in the district. Maintaining a Migrant Parent Advisory Council (PAC) is a requirement of the Migrant Education Program and is developed by the District MEP Contact at the beginning of each school year. The District MEP Contact uses a sample agenda and parent resources as provided by the state's Migrant Education Program. A meeting is scheduled for at least three (3) times within the school year. Parents of migratory students are invited to attend, with a goal of having at least 50% of the council made up of migrant parents, if possible. Other individuals invited to the council meeting include partners from various programs that can provide services or outreach to migrant families, such as the director from the district's afterschool program (ASPIRE), the Family Engagement Liaison, the coordinator from the Family Connection program, at least one school administrator, and a community member familiar with migratory families. The goal of the meetings is to ensure that migratory parents are informed of supplemental services that are available within the district and are provided an opportunity to review progress of the services and offer feedback. Any suggestions are then used to plan for additional services and needs of migratory students. Parents of migratory students are also invited to attend regional and state PAC meetings to share about initiatives within the district and to also gain ideas that can be brought back to implement, if applicable. The District MEP Contact attempts to schedule local meetings prior to the regional and state meetings; however, adjustments in local meeting dates may be made to ensure that migratory parents can participate.

### **17.6 Professional Learning**

Participation in professional learning and gaining the capacity to meet the needs of a varied student population are key priorities within our school district. Therefore, local Migrant Education Program (MEP)-funded tutors are also required to participate in professional learning opportunities that are connected to the state's Measurable Program Outcomes (MPOs) goals.

These opportunities may be acquired at the local, regional, or state level, including those provided by the MEP, but must be approved by the District MEP Contact. The purpose of the professional learning is to ensure that MEP-funded tutors have the necessary skills and knowledgebase to implement effective instructional practices that will target the unique needs of the migratory students in which they serve. Additionally, per the MEP guidance for student service providers, MEP-funded tutors are required to participate in two professional learning opportunities or more if Implementation Plan observations indicate that more professional learning is needed. The District MEP Contact will maintain documentation of the MEP-funded tutor's participation in the required professional learning.

## **18. Individuals with Disabilities Education Act (IDEA) – Fiscal Indicators**

### **18.1 Maintenance of Effort for IDEA**

The Director of Special Education and Director of Finance completes Georgia Department of Education Maintenance of Effort Eligibility worksheet at the beginning of the school year using the guidance from GaDOE. Required expenses are pulled from the district's financial accounting system for the prior school year by the Director of Finance and the Director of Special Education completes the IDEA Maintenance of Effort form. Fund 100 expenditures are included in the following categories: 2011, 2021, 2023, 2031, 2033, 2041, 2043, 2051, 2053, 2061, 2063, 2310, 2620, 2810 and SPLOST. Other funding categories and all federal funds are excluded from the MOE calculations. Comparisons are made from two school years ago to the previous school year by per pupil expenditures and total state/local expenditures. The Child Count FTE from the October count of the year is utilized to find per pupil expenditure. The current expenditures and the projected expenditures for the proceeding school year is entered on the form to ensure that Maintenance of Effort will continue to be met. When questions arise, the Georgia Department of Education Special Education Program Manager is contacted for guidance.

If Maintenance of Effort is not met, the Exception to the Maintenance of Effort Compliance Requirement is completed following GaDOE guidance and in collaboration with the Director of Finance. There are five allowable exceptions that the district may use to reduce the level of expenditures:

- The voluntary departure, by retirement or otherwise, or departure for just cause, of special education or related services personnel.
- A decrease in the enrollment of children with disabilities.
- The termination of the obligation of the agency to provide a program of special education to a particular child with a disability that is an exceptionally costly program because the child has left the jurisdiction, aged out of special education, or no longer needs the program of special education.
- The termination of costly expenditures for long-term purchases, such as the acquisition of equipment or the construction of school facilities; (this requires prior approval from GaDOE); and

- The assumption of cost by the high-cost fund operated by the GaDOE under §300.704(c).

Laurens County School District may request an adjustment to its effort. If the district receives an IDEA Part B 611 allocation increase from the previous year, the district may be eligible to reduce the Maintenance of Effort amount required to meet MOE by up to 50% of the amount of the increase if it meets other requirements. The amount of funds expended for early intervening services under 34 CFR §300.226 can count toward the maximum amount of expenditures that may reduce under 34 CFR §300.205(a). To reduce effort with exceptions or adjustments, the Director of Finance in collaboration with The Director of Special Education completes the Exceptions Requirement form and/or the MOE Adjustment form (if applicable) found on the GaDOE website.

Laurens County Schools must expend, for the education of children with disabilities, at least the same amount from each of the following sources: state and local aggregate, state and local per pupil, local aggregate, or local per pupil. The compliance test is conducted annually when financial reports have been verified. The MOE compliance results are located in the Consolidated Application under "Special Ed MOE".

## **18.2 Excess Cost**

Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per pupil expenditure (APPE) in the Laurens County School District. Laurens County must spend at least the average annual per pupil expenditure on the education of a child with a disability before funds under IDEA, Part B are used to pay the excess costs of providing special education and related services. The Excess Cost calculation demonstrates that the school system is not using federal funds in place of local and state funds for the core educational program regarding students with disabilities.

The Director of Special Education completes the Excess Cost calculation according to the GaDOE guidance and submits it through the GaDOE portal prior to January 31<sup>st</sup> of each school year. Documents used for the calculations are the DE046 Financial Analysis Report, FTE 002 (Student Enrollment by Grade Level), FTE 017 (Special Education Child Count), school-level state and local amounts expended for special education, and other state and local expenditures expended for special education.

IDEA Supplemental Relief Allocations (Program 2829) and IDEA Georgia Parent Mentor Partnership Participation Grant (Program 2831) will be handled like regular IDEA funds in the calculation.

### **18.3 Comprehensive Coordinating Early Intervention Services (CCEIS)**

Laurens County's Director of Special Education completes the Comprehensive Coordinating Early Intervention Services (CCEIS) tab in the IDEA Consolidated Application according to the GaDOE guidance.

### **18.4 High-Cost Grant**

The High-Cost Grant is available for eligible children ages 3-21 who have been determined by the IEP Team to be a student with a disability and in need of special education. These children, due to the severity of their disabilities, require multiple high-cost special education services, related services, assistive technology and/or special adaptive equipment needs. Due to the cost of these services, local districts are under extraordinary financial pressure. If expenditures for such a student total above \$27,000, Laurens County will apply for this grant according to the GaDOE guidance. The High-Cost Grant is based on costs already incurred by Laurens County Schools.

### **18.5 Parent Mentor Partnership Grant**

The purpose of the Georgia Parent Mentor Partnership (GaPMP) is to enhance communication and collaboration among families, educators, and communities to ultimately lead to greater success for students with disabilities and increase family engagement. Laurens County Schools does not receive the GaPMP grant. However, all state guidance and regulations will be followed if the district receive this grant in the future.

## **19. Individuals with Disabilities Education Act (IDEA) – Results-Based Monitoring Program Indicators**

Laurens County Schools adheres to the Due Process Checklist to ensure all components are included in a student with disabilities' folder. The Director of Special Education uses the checklist to ensure all eligibilities and IEPs have the required components. If they do not, the director works with the case manager until the issues have been resolved. The Special Education Administrative Assistant reviews all paperwork and completed the checklist as documents are received.

## **20. Individuals with Disabilities Education Act (IDEA) – Consolidation of Funds in a Schoolwide Program**

Laurens County does not consolidate any of its IDEA funds in Consolidation Fund 150.

**21. Coronavirus, Aid, Relief and Economic Security (CARES); Coronavirus response and Relief Supplemental Appropriates (CRRSA); American Rescue Plan (ARP)**

Laurens County Schools will implement the Coronavirus, Aid, Relief and Economic Security (CARES); Coronavirus response and Relief Supplemental Appropriates (CRRSA); American Rescue Plan (ARP) also noted as CARES/CRRSA/ARP programs with the same processes that are followed for other federal programs. Care will be taken to enable the safe operation of schools while reducing the risk of virus transmission. In addition, improvements will be made to facilities as needed to improve air quality, reduce the possibility of virus transmission, and support student health needs.

As noted in another area of this document, it is possible that employees may receive hazard pay for a national or local emergency or to perform critical services. Instances when this might happen may include a pandemic or a natural disaster. Employees will be compensated for fully completing an objective from a supervisor related to the aforementioned conditions.

# Appendix



# Appendix A: Laurens County School System Federal Programs Calendar/ Responsibility Timeline

## Federal Programs Projected Yearly Timeline

Monitoring – District Level, Program Director / School Level,  
Principal or Designee

	<b>District (efforts led by Program Director)</b>	<b>Schools (efforts led by Principal or Designee)</b>
<b>July</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete and Submit Comprehensive LEA Improvement Plan (CLIP) -</li> <li><input type="checkbox"/> Review School Level SIPs</li> <li><input type="checkbox"/> Review / revise written Federal Programs Handbook</li> <li><input type="checkbox"/> Host federal programs meeting for Principals - Procedures / guidelines review</li> <li><input type="checkbox"/> Disseminate Fraud Policy, Complaint procedures to all staff.</li> <li><input type="checkbox"/> Develop Timeline for Title I School to follow</li> <li><input type="checkbox"/> Monitor salaries being paid out of Federal grants with payroll – verify salary with detailed pay history printout to ensure appropriate employees are being paid with Federal Funds.</li> <li><input type="checkbox"/> Monitor monthly expenditures – Check detailed expenditure report to ensure appropriate funds are charged.</li> <li><input type="checkbox"/> Develop District Testing Calendar</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Notice of Homeless Children and Youth (McKinney Vento) upon enrollment</li> <li><input type="checkbox"/> Principals, bld. admin and other school reps participate in Fed prog. mtg.</li> <li><input type="checkbox"/> Principals disseminate Fraud Policy, Complaint procedures to school level staff.</li> </ul>
	PQ – apply for certification for all new teachers and paraprofessionals	PQ – Verify PQ for all certified staff at school level
	<b>Title III: Home Language Survey (all new students and Pre K students)</b> <b>Title III: Develop/Revise ESOL Professional Learning Plan, Parent and Family Engagement Plan, and ESOL Handbook.</b>	
	Title I, Part C - Finalize and submit Implementation Plans.	
<b>August</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revise Comprehensive LEA Improvement Plan (CLIP)</li> <li><input type="checkbox"/> Technical Assistance meeting with School Title I Coordinators including review of PFEP and School-Parent Compacts, Planning for Annual Title I Parent Meetings, and building staff and parent capacity</li> <li><input type="checkbox"/> Monitor progress with Parent and Family Engagement implementation timeline based on PFEP</li> <li><input type="checkbox"/> Monitoring for compliance with school level Parent Notifications</li> <li><input type="checkbox"/> List Title I employees (including PQ teachers, Parapros, Instructional Coaches, and others: securing schedules or need for time logs if split funded)</li> <li><input type="checkbox"/> Review grant and budget to prepare for completion reports</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Attend Regional Technical Assistance training for Title programs provided by GaDOE</li> <li><input type="checkbox"/> Complete required Accountability reports in ConApp</li> <li><input type="checkbox"/> Collect GKIDS 2.0 training certification from all Kindergarten teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School Improvement and Parent and Family Engagement Plan shared with staff during pre-planning</li> <li><input type="checkbox"/> Final version of Parent and Family Engagement Plan and School Compacts due to Federal Programs Director</li> <li><input type="checkbox"/> Host school level Title I Annual Parent meeting for information sharing Prior to November 1<sup>st</sup></li> <li><input type="checkbox"/> Dissemination of required parent notifications and information by schools</li> <li><input type="checkbox"/> Transfer policy/ procedures (if necessary, based on Focus or Priority status)</li> <li><input type="checkbox"/> Building Staff Capacity PLCs</li> <li><input type="checkbox"/> Notify parents using multiple ways that school is a Title I school and about the parent resource center.</li> <li><input type="checkbox"/> Upload schedules/duties/responsibilities of all federally funded employees.</li> <li><input type="checkbox"/> Title I School Allocation Budgets due to Federal Programs Director</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> <li><input type="checkbox"/> Kindergarten teachers complete all GKIDS 2.0 training modules.</li> </ul>

	PQ – provide remediation plans with all new hire that are not PQ	PQ - Principal’s Meet with and discuss remediation plans with non-PQ staff. PQ - Dissemination of Non-PQ Teacher Letters if more than 20 days PQ – Complete periodic certification for any substitute teachers paid with Federal Funds
	Title III – Review and approve all parent waivers	Title III – ESOL teachers review Home Language Surveys and screen students for whom a language other than English is indicated. Title III – ESOL teachers complete TPC meetings for all EL and EL-M students; copies of TPCs and Can-Do Descriptors are provided to classroom/content area teachers
	Title I, Part C: <input type="checkbox"/> Attend annual ID&R training along with required GaDOE workshops <input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey updates	
	Private School (Equitable Services): Private School Invitation to Participate sent through ES4PS	
<b>September</b>	<input type="checkbox"/> Complete Consolidated Application requirements for all Federal Grant Budgets. <input type="checkbox"/> Conduct Title I Evidence and Artifacts Documentation <input type="checkbox"/> Attend Principal’s Meeting to update staff on requirements and due dates. <input type="checkbox"/> Attend Regional Meetings scheduled by GaDOE <input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs. <input type="checkbox"/> Begin to set up files for Title I Crate and Cross functional monitoring (if required) <input type="checkbox"/> Conduct Title I and PQ Evidence, and Artifacts Documentation Review in Title I Crate <input type="checkbox"/> Review PARs timesheets <input type="checkbox"/> Technical Assistance Meeting with Title I Coordinators for update/training purposes.	<input type="checkbox"/> Begin Building Parent Capacity Opportunities <input type="checkbox"/> Review schedules and segments for upcoming FTE count <input type="checkbox"/> Upload documentation to Title I Crate <input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds <input type="checkbox"/> Instructional Coaches develop monthly and yearly goals for Federal Programs Monitoring
	Title III: Provide monthly professional development for ESOL teachers	Title III: All ESOL teachers complete annual WIDA certification training
	Title IC: <input type="checkbox"/> Deadline for LEAs to submit annual re-sign forms to the regional migrant education office. <input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey updates	

<p><b>October</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Host Fall Federal Programs Meeting to present Stakeholder District wide Parent and Family Engagement Plan, CNA, DIP and Budgets</li> <li><input type="checkbox"/> Completion reports due (Grants Accounting Online Reporting System (GAORS))</li> <li><input type="checkbox"/> Complete budgets based on DIP - SIPs</li> <li><input type="checkbox"/> Complete Neglected &amp; Delinquent report (support N&amp;D facilities if applicable)</li> <li><input type="checkbox"/> Provide technical assistance with school level parent workshops (<i>meeting document samples in Federal Guidelines appendices</i>), attend meetings, provide parent information)</li> <li><input type="checkbox"/> Attend Cross functional monitoring Training (if required)</li> <li><input type="checkbox"/> Complete (McKinney Vento Act) Annual Homeless Education Survey</li> <li><input type="checkbox"/> Comparability for next year based on previous year's FTE (if required)</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Request carryover waiver if needed</li> <li><input type="checkbox"/> Private School Initial Meeting</li> <li><input type="checkbox"/> Technical Assistance Meeting with Title I Coordinators for update/training purposes.</li> <li><input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs.</li> <li><input type="checkbox"/> Cross-Functional Monitoring notification received from GaDOE (if applicable)</li> <li><input type="checkbox"/> Confirm CFM date and attend available trainings</li> <li><input type="checkbox"/> Conduct EIP Audits</li> <li><input type="checkbox"/> Conduct Title I Evidence, and Artifacts Documentation Review in Title I Crate</li> <li><input type="checkbox"/> Host District Level Test Training Meeting</li> <li><input type="checkbox"/> Conduct Instructional Coach goal monitoring meeting monthly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent workshop (PFEP documentation) Including Awareness of Parent Resource Centers</li> <li><input type="checkbox"/> Monitor progress with Parental and Family Engagement Activities implementation timeline based on School PFEP</li> <li><input type="checkbox"/> Review of benchmark school data: monitor progress with SIP</li> <li><input type="checkbox"/> Implement Primary Method of Building Staff Capacity</li> <li><input type="checkbox"/> Submit Required Title I Documentation</li> <li><input type="checkbox"/> Host Annual Title I Parent Meeting before NOV 1<sup>st</sup></li> <li><input type="checkbox"/> Continue Building Parent Capacity Opportunities</li> <li><input type="checkbox"/> Complete School Level Inventory audit</li> <li><input type="checkbox"/> Continue to upload documentation to Title I Crate</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> </ul>
	<p><b>Title I, Part C:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Host fall Parent Advisory Council (PAC) meeting</li> <li><input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey updates</li> </ul>	
	<p><b>Title III:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete Pre-Id upload for ACCESS assessment</li> <li><input type="checkbox"/> Provide monthly professional development for ESOL teachers</li> <li><input type="checkbox"/> Complete Audit of HLS in students' permanent files.</li> </ul>	
<p><b>November</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct Title I Evidence and Artifacts Documentation Review in Title I Crate</li> <li><input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs.</li> <li><input type="checkbox"/> Conduct On-site School level inventory audits</li> <li><input type="checkbox"/> Technical Assistance Meeting with Title I Coordinators for update/training purposes.</li> <li><input type="checkbox"/> Review Title I Schools' Websites for Title I postings</li> <li><input type="checkbox"/> Complete Annual Survey of Neglected and Delinquent Children Survey</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Host high school STC and Lead SPED teachers for Winter EOC testing accommodation uploads.</li> <li><input type="checkbox"/> Conduct Instructional Coach goal monitoring meeting monthly</li> <li><input type="checkbox"/> Post to district website Annual GaDOE Climate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Promote Parent Engagement Month</li> <li><input type="checkbox"/> Monitor update of school's Title I Evidence and Artifacts (P&amp;F Engagement, evidence for use of funding, SIP)</li> <li><input type="checkbox"/> Upload required Documentation in Title I Crate</li> <li><input type="checkbox"/> Continue Building Parent Capacity Opportunities</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> <li><input type="checkbox"/> Host School Level Test Administration Training for Winter EOC</li> <li><input type="checkbox"/> Post to school website Annual GaDOE Climate Survey for Parents.</li> <li><input type="checkbox"/> Have faculty, staff and student complete the Annual GaDOE Climate Survey.</li> </ul>

	<p><b>Title III:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide monthly professional development for ESOL teachers</li> <li><input type="checkbox"/> Enter student TPC accommodations for upcoming GMAS Winter EOCs.</li> </ul>	
	<p><b>Title I, Part C:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey updates</li> </ul>	
<b>December</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitoring for compliance with school level parent involvement and documentation</li> <li><input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs.</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Prepare for and administer GMAS Winter EOCs</li> <li><input type="checkbox"/> Conduct Title I Evidence and Artifacts Documentation Review in Title I Crate</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Parent workshop (parental involvement documentation)- May be done in January</li> <li><input type="checkbox"/> Upload required Title I Documentation in Title I Crate</li> <li><input type="checkbox"/> Continue Building Parent Capacity Opportunities</li> <li><input type="checkbox"/> Complete Periodic Certification for all Federally Funded employees (mid-year)</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> <li><input type="checkbox"/> High schools prepare for and administer GMAS Winter EOCs</li> </ul>
	<p><b>Title III: Monthly ESOL PLC meeting</b></p>	
	<p><b>Title I, Part C:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey updates</li> </ul>	
	<p>Private School (Equitable Services): Private Schools Consultation Meeting for next school year planning (if applicable)</p>	
<b>January</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Prepare Parent and Family Engagement Surveys to be posted in February</li> <li><input type="checkbox"/> Review budget for amendments and carryover funds</li> <li><input type="checkbox"/> Technical assistance with Per. Certs. (after mid-year complete)</li> <li><input type="checkbox"/> Technical Assistance Meeting with Title I Coordinators for update/training purposes.</li> <li><input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs.</li> <li><input type="checkbox"/> Technical Assistance for beginning of SIP/CNA process</li> <li><input type="checkbox"/> Host Principal Mid-Year Meetings</li> <li><input type="checkbox"/> Submit carry over amendment Monitor progress with DIP</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Conduct Title I Evidence and Artifacts Documentation Review in Title I Crate</li> <li><input type="checkbox"/> Conduct Instructional Coach goal monitoring meeting monthly</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Principal Mid- Year Meetings to monitor progress with SIP</li> <li><input type="checkbox"/> Continue Building Parent Capacity Opportunities</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> <li><input type="checkbox"/> Upload required Title I Documentation in Title I Crate</li> <li><input type="checkbox"/> Begin work on School Level CNA</li> </ul>
	<p><b>Title III: Prepare and train for upcoming ACCESS testing window</b></p>	<p><b>Title III: Host Winter Parent Meeting</b></p>
	<p><b>Title I, Part C:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct Winter Parent Advisory Council (PAC) Meeting</li> <li><input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey updates</li> </ul>	
	<p><b>PQ:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Pull In-Field Reports from PSC website</li> <li><input type="checkbox"/> Review In-Field errors with school and district level administrators</li> </ul>	<p><b>PQ:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Out-of-Field teachers for coding errors in SIS</li> </ul>

<b>February</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide technical assistance with school level parent workshops (<i>meeting document samples in Federal Guidelines appendices</i>), attend meetings, provide parent information)</li> <li><input type="checkbox"/> Post Parent and Family Engagement Surveys</li> <li><input type="checkbox"/> Develop and Post Staff and Leadership Needs Assessment Surveys</li> <li><input type="checkbox"/> Technical Assistance Meeting with Title I Coordinators for update/training purposes.</li> <li><input type="checkbox"/> Based on state rotation, host redelivery of Cross Functional Monitoring Training (all program directors, district and bldg. admin)</li> <li><input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs.</li> <li><input type="checkbox"/> Conduct Title I Evidence and Artifacts Documentation Review in Title I Crate</li> <li><input type="checkbox"/> Conduct Instructional Coach goal monitoring meeting monthly</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Provide district level test administration training for Spring GMAS EOCs and EOGs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Professional Development for staff on Parent Involvement</li> <li><input type="checkbox"/> Distribute Parent Survey</li> <li><input type="checkbox"/> Monitor progress with Parental Involvement implementation timeline based on PFEP</li> <li><input type="checkbox"/> Teacher Needs Assessment survey given</li> <li><input type="checkbox"/> Continue Building Parent Capacity Opportunities</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> <li><input type="checkbox"/> Upload required Title I Documentation in Title I Crate</li> <li><input type="checkbox"/> Continue work on School Level CNA</li> <li><input type="checkbox"/> Provide school level test administration training for Spring GMAS EOCs and EOGs</li> </ul>
	<p><b>Title III:</b></p> <ul style="list-style-type: none"> <li>- ACCESS window opens</li> <li>- Monthly ESOL PLC meeting</li> </ul>	<p><b>Title III: Administer ACCESS Test</b></p>
	<p><b>Title I, Part C:</b> Review Migrant Educational Program CER and Occupational Survey updates</p>	
<b>March</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of district and school data; monitor progress with DIP</li> <li><input type="checkbox"/> Provide Technical Assistance for Spring School Level Stakeholders Input meetings.</li> <li><input type="checkbox"/> Support schools as they begin to develop comprehensive needs assessment.</li> <li><input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs.</li> <li><input type="checkbox"/> Technical Assistance Meeting with Title I Coordinators for update/training purposes.</li> <li><input type="checkbox"/> Conduct Title I Evidence and Artifacts Documentation Review in Title I Crate</li> <li><input type="checkbox"/> Conduct Instructional Coach goal monitoring meeting monthly</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Host STC and Lead SPED teacher for input of GMAS Spring EOG testing accommodations.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Monitor progress with SIP</li> <li><input type="checkbox"/> Analyze Parent Survey Results</li> <li><input type="checkbox"/> Plan and Conduct School Spring Stakeholder Input Meetings -Revise School Parent and Family Engagement Plan, Parent -School Compact, Review Parent Survey for next school year</li> <li><input type="checkbox"/> Teacher Needs Assessment survey analyzed</li> <li><input type="checkbox"/> CNA draft due to Federal Programs Director</li> <li><input type="checkbox"/> Continue Building Parent Capacity Opportunities</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> <li><input type="checkbox"/> Upload required Title I Documentation in Title I Crate</li> </ul>
	<p><b>Title III: Monthly ESOL PLC meeting</b></p>	
	<p><b>Title I, Part C:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey updates</li> </ul>	

<p><b>April</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review of district and school data</li> <li><input type="checkbox"/> Hold Federal Programs Stakeholders’ meeting (gather feedback)</li> <li><input type="checkbox"/> Revise District Wide Parent and Family Engagement Plan for next school year (with parent input)</li> <li><input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs.</li> <li><input type="checkbox"/> Conduct Title I Evidence and Artifacts Documentation Review in Title I Crate</li> <li><input type="checkbox"/> Conduct Instructional Coach goal monitoring meeting monthly</li> <li><input type="checkbox"/> Review and return with comments school level CNAs</li> <li><input type="checkbox"/> Prepare and administer GMAS Spring EOGs</li> <li><input type="checkbox"/> Host STC and Lead SPED teacher for input of GMAS Spring EOC testing accommodations.</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Begin revision of District CNA based on current data and school level CNAs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Plan and Conduct School Spring Stakeholder Input Meetings -Revise School Parent and Family Engagement Plan, Parent -School Compact, Review Parent Survey for next school year</li> <li><input type="checkbox"/> Continue Building Parent Capacity Opportunities</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> <li><input type="checkbox"/> Upload required Title I Documentation in Title I Crate</li> <li><input type="checkbox"/> Begin working on School Improvement Plan and Goals</li> <li><input type="checkbox"/> Prepare and administer GMAS Spring EOGs</li> </ul>
	<p style="color: red;">Title III: Monthly ESOL PLC meeting</p>	
	<p style="color: green;">Title I, Part C:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey updates</li> </ul>	
<p><b>May</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revise DIPs based on new data</li> <li><input type="checkbox"/> Monitoring for compliance with assistance to school development of CNA &amp; SIP revision</li> <li><input type="checkbox"/> Revise DIP implementation strategies - in depth alignment with budget and expenditures</li> <li><input type="checkbox"/> Deadline for Amendments</li> <li><input type="checkbox"/> Support schools in completing needs assessment (based on end of the year data).</li> <li><input type="checkbox"/> Provide technical assistance to schools to include all “new school year” handbook updates, website and other formats (Right to know, PIP, DIP, SWP).</li> <li><input type="checkbox"/> Technical assistance with Periodic Certifications</li> <li><input type="checkbox"/> Monitor salaries and monthly expenditures being paid out of federal grant funds – Check detailed expenditure report to ensure appropriate funds are charged to Federal Programs.</li> <li><input type="checkbox"/> Conduct Title I Evidence and Artifacts Documentation Review in Title I Crate</li> <li><input type="checkbox"/> Conduct Instructional Coach goal monitoring Year End Meetings</li> <li><input type="checkbox"/> Review PARs timesheets</li> <li><input type="checkbox"/> Prepare and administer GMAS Spring EOCs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue Building Parent Capacity Opportunities</li> <li><input type="checkbox"/> Include all “new school year” update handbook, website and other formats (Right to know, PIP, DIP, SWP, Parent School Compact).</li> <li><input type="checkbox"/> Complete Periodic Certifications for all federal funded employees (end of year)</li> <li><input type="checkbox"/> Complete Periodic Certification for any substitutes paid with Federal Funds</li> <li><input type="checkbox"/> Upload required Title I Documentation in Title I Crate</li> <li><input type="checkbox"/> Complete Year End Title I Program Evaluations</li> <li><input type="checkbox"/> Continue working on School Improvement Plan and Goals</li> <li><input type="checkbox"/> Prepare and administer GMAS Spring EOCs</li> <li><input type="checkbox"/> Verify School level data in LivePortal</li> </ul>
	<p style="color: green;">Title I, Part C:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Host Spring Parent Advisory Council (PAC) meeting and Comprehensive Needs Assessment meeting</li> <li><input type="checkbox"/> Review Implementation Plans and complete yearly evaluations.</li> <li><input type="checkbox"/> Review Migrant Educational Program CER and Occupational Survey Updates</li> </ul>	
<p><b>June</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Title I Conference</li> <li><input type="checkbox"/> Deadline to spend Rewards monies (if applicable)</li> <li><input type="checkbox"/> Verify CCRPI data</li> <li><input type="checkbox"/> Complete all required program evaluations for all Title Programs.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Complete and submit School Improvement Plans, Parent and Family Engagement Plans and School Compacts.</li> </ul>

## Appendix B: School Improvement Plan Development Timeline

### School Level CNA/SIP Development Timeline

Creating “A Streamlined, Supported, Living Document That Effects Change”.

January

#### Introduction and Timeline - Coaching Session 1

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- The development of your School Improvement Plan (SIP) will be discussed, along with next steps for the coming months.
- Coaching Session 1 - Types of data and the CNA standards

February

#### Coaching Session 2

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- Root cause analysis - Identifying priority needs for your school

March

#### CNA draft due

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- A draft of the CNA will be due in March

April

#### Coaching Session 3

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- Development of SMART goals. We will answer the questions of how many goals are needed for your SIP and what are your action steps going to be to accomplish these goals.

May

#### SIP and Intent and Purpose Statement drafts due

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- A draft of your school's SIP overarching needs/ goals and action steps will be due May
- A draft of your school's I&P statements, which align to the school's SIP will be due in May

June

#### Completed CNA/SIP

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- A completed copy of the CNA/SIP should be in the SLDS platform in June
- Reciprocation Meeting - June - Postplanning- Principals meet with Directors and Coordinators to discuss available services.

## **Appendix D – List of Laurens County School District PLCs**

1. Aspiring Leaders Program
2. Assistant Principals' Professional Development Program
3. Principals' Professional Learning
4. Instructional Coaching Professional Development Program
5. Media Specialist Professional Learning Community
6. New Teacher Development
7. Special Education Professional Learning Community
8. Gifted Education Professional Learning Community
9. District Data Team
10. School Level Professional Learning Communities
11. School Based Mental Health Counselors and Social Workers Professional Learning Community
12. MTSS School Coordinator Professional Learning Community



