

# SUMTER SCHOOL DISTRICT



## FEDERAL PROGRAMS PROCEDURES MANUAL

*For The Children...*

Dr. William Wright, Superintendent  
Mrs. Pamela Rhodes, Director of Federal Programs

**Purpose of this Handbook**

The purpose of this standard operations procedures handbook is to provide a step-by-step, systematic approach to managing the rules and guidelines of Federal Programs to ensure consistent compliance. The information is used by staff to ensure that Federal programs are being implemented accurately and effectively. The step-by-step approach contained in this handbook will promote uniformity in operations as Sumter School District (SSD) seeks to carry out official duties and responsibilities. The South Carolina Department of Education (SCDE) provides local educational agencies (LEAs) extensive guidance on the over- arching requirements for federal programs via the onsite monitoring document that is used to ensure that LEAs are meeting all statutory requirements of federal programs. It is hoped that this guide will be useful to staff as they strive to ensure compliance with all federal programs statutory requirement.

**Federal Programs Staff**

Mrs. Pamela D. Rhodes	Director of Federal Programs
Dr. Jade` McLeod	Executive Director of Academics
Dr. Lamont Moore	Director of Title III, G&T, ESOL, Testing & Accountability
Mr. Christoher Jones	Title 1 Budget Analyst
Mrs. Tamara Collier	Coordinator of Community and Family Engagement
Mrs. Judith Boyce	Federal Programs Data Specialist
Mrs. Lillarwise Seymore	Federal Programs Administrative Assistant
Elton (Lydell) Hickmon	Title I Technician Specialist

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FEDERAL PROGRAM MANUAL  
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**SUMTER COUNTY SCHOOL SYSTEM  
LOCAL EDUCATION AGENCY  
WRITTEN MONITORING PROCESS AND PROCEDURES**

**Purpose of the Federal Programs Procedural Manual**

The information included in this document pertains to the Sumter County School District (SSD) monitoring process of the implementation of Federal Programs, including Title I, Part A; School Improvement (CSI, ATSI, Priority Schools), Title I Part C; Title I Part D; Title II, Part A; Title III, Part A; Title IV, Part B, and the McKinney-Vento Act.

The purpose of this procedural handbook is to provide a systematic approach to managing the rules and guidelines of Title I and other federal programs to ensure consistent compliance. Staff may use the provided information to ensure that Title programs are being implemented accurately and effectively.

The information contained in this handbook will promote district consistency in operations as Title staff seeks to carry out official Title duties and responsibilities. The South Carolina Department of Education (SCDE) provides Local Educational Agencies (LEAs) extensive guidance on the over-arching requirements for Title I via the on-site monitoring document that is used to ensure that LEAs are meeting all statutory requirements of Title programs. These specific requirements from the SCDE document were used to create this handbook.

**Description of Federal Programs**

**Title 1, Part A** - The purpose of Title I, Part A of Public Law 107-110 is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children.

This purpose is accomplished by such efforts as follows:

- providing an enriched and accelerated educational program;
- promoting schoolwide reform through schoolwide programs or through additional services that increase the amount and quality of instructional time;
- significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development; and
- affording parents meaningful opportunities to participate in the education of their children at home and at school.

**School Improvement (CSI, ATSI, Priority Schools)** - To provide financial resources to local educational agencies (LEA) on behalf of Title I schools identified as Focus.

**Title 1-C, Migrant Education Program** - The purpose of the South Carolina Department of Education Migrant Education Program (MEP) is to ensure that migrant students have the opportunity to meet the same challenging state content and student performance standards that all children are expected to meet. School districts provide educational and support services that assist migrant students to overcome educational disruption, cultural and language barriers, and other problems that result from repeated moves. Successful transition to employment or postsecondary education is the goal for every student. Funds that support the migrant program are provided through a federal grant to qualifying states.

Funding for migrant education programs is regulated by qualifying definitions of migrant status for participants. A Certificate of Eligibility for each participant must qualify the status in accordance with the law. **Section 1309 of Public Law 107-110. 2** states the definition as follows:

#### Migratory child

The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work:

- has moved from one school district to another; or
- in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- resides in a school district of more than 15,000 miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

**Title I, Part D ESEA Neglected & Delinquent:** The purpose of this component of the federal program 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;
- 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.

**Title II Part A, Teacher and Leader Effectiveness** - Improving Educator Quality State Grants originally authorized as Eisenhower Professional Development and the Class Size Reduction programs under the Elementary and Secondary Education Act (ESEA) of 1965, was reauthorized in 2001 by the No Child Left Behind Act (NCLB) and in 2015 by the Every Student Succeeds Act (ESSA). While ESSA was authorized in December of 2015, the Consolidated Appropriations Act of 2016 extended the date by which certain parts of the Act would be effective. The United States Department of Education (USDE) issued the Non-Regulatory Guidance for Title II, Part A on September 27, 2016. Further guidance has been provided by USDE in the form of Dear Colleague Letters and FAQs.

Improving Teacher Quality State Grant funds are obtained by a State on the basis of the USDE's approval of either (1) an individual State plan as provided in Section 2112 of the ESEA (20 USC 2112) or (2) a consolidated (2) application that includes the program, in accordance with Section 9302 of the ESEA (20 USC 7842). Through the program, state and local educational agencies (SEAs and LEAs) receive funds using a USDE provided formula based on poverty and population.

The purpose of the Title II, Part A grant is:

- to increase student achievement consistent with challenging State academic standards,
- to improve the quality and effectiveness of teachers, principals and other school leaders,
- to increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools, and

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- to provide low-income and minority student greater access to effective teachers, principals and other school leaders.

**Title III & ESOL PreK-12-** is responsible for the oversight of the language instruction of limited-English proficient and immigrant students. This is accomplished by:

- administering grant programs that help children develop proficiency in English and achieve high content standards;
- recommending policies and promoting best practices for meeting the needs of English language learners;
- strengthening collaboration and coordination among federal, state, and local programs serving English language learners; and
- monitoring funded programs and providing technical assistance that addresses outcomes and accountability.

Title III grant applications are due to our Title III office by July 1st of each year.

**Title IV, Part A -Student Support and Academic Enrichment (SSAE)** that is intended to improve students' academic achievement by increasing social-emotional skills, health and safety and technology.

**Title IV, Part B – 21st Century Community Learning Centers Program** - The purpose of South Carolina's Title IV, Part B, 21st Century Community Learning Centers Program is to provide federal funds to establish or expand community learning centers that operate during out-of- school hours and that have three specific purposes: To provide opportunities for academic enrichment and tutorial services; to offer students a broad array of additional services, programs, and activities to reinforce and complement the regular academic program; and, to offer families of 21st CCLC students opportunities for literacy and related educational development.

**Title IX Part C- McKinney Vento Homeless Assistance Act** - Every Child Has a Right to an Education  
The McKinney-Vento Education for Homeless Children and Youth (McKinney-Vento) program is authorized under Title VII-B of the McKinney-Vento Homeless Assistance Act, most recently re-authorized December 2015 by the Every Student Succeeds Act (ESSA). The Education of Homeless Children and Youth program at SCDE oversees the federal McKinney-Vento Education for Homeless Children and Youth program. The program provides training, technical assistance, and monitoring, as well as competitive federal funding to support school district McKinney-Vento programs. South Carolina school districts identified 12,660 McKinney-Vento Students during **the 2017–18 academic year.**

The McKinney-Vento Program is designed to address the problems that homeless children and youth face in enrolling, attending, and succeeding in school. Under this program, the SCDE must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

Homeless children and youth must have access to the educational and other services that they need to enable them to meet the same challenging State student academic achievement standards to which all students are held. In addition, homeless students may not be separated from the mainstream school environment based solely on the fact that they are experiencing homelessness.

Every school district is required to have a trained, local homeless education liaison to identify and assist families with enrolling and fully participating in school.

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## **SCDE Monitoring of Federal Programs**

All federal programs are monitored by the state to determine the effectiveness of the entire program as well as individual student progress. Monitoring of programs at the federal, state, and local level ensure that programs not only meet guidance rules and regulations, but that programs move beyond compliance to high levels of expectation for student achievement. The South Carolina Department of Education requires that the local education agency monitors the implementation of federal programs and the expenditure of all funds associated with such programs. Specific requirements are as follows:

- The LEA will conduct self-monitoring of its schools and programs sufficient to ensure compliance with federal program requirements, including Title I-A, Title I-C, Title II-A, Title III-A, and Title IV, Part B, School Improvement 1003a and MVP.
- The Director of Federal Programs and ESOL Director will undergo training from SCDE and other sources in order to maintain proficiency in federal program compliance requirements.
- The Director of Federal Programs will provide on-going technical assistance on a regularly scheduled basis and at times as requested by the school or program.
- The Director of Federal Programs will monitor all program expenditures to verify that all program expenditures comply with federal and state requirements.
- The Director of Federal Programs will maintain all documentation required for LEA auditing and monitoring, according to the SCDE issued monitoring document.
- The LEA will participate in on-site monitoring as part of a four year cycle. The LEA and all applicable personnel will participate in training and technical assistance updates as provided by SCDE prior to the monitoring visit.
- During such time that the system does not receive an on-site cross-functional monitoring visit, the Director of Federal Programs will complete the self-assessment checklist for submission to SCDE.

Following SCDE and/or federal monitoring, the LEA will receive a comprehensive monitoring report containing recommendations, findings, and required actions. Such recommendations, findings, and required actions will be addressed in a timely manner through the Corrective Action Plan, to be approved by SCDE. The associated program director will monitor implementation of the corrective action plan.

## **LEA Monitoring of Schools and Federal Programs**

Monitoring of Title 1 schools is an ongoing process. There will be an open line of communication between the schools, central office and the Director of Federal Programs. Continuous technical assistance will be provided via school visits, meetings, email, phone calls, PowerPoint presentations, and website.

An annual Federal Programs meeting is held for principals and District-level staff in the spring or early summer in conjunction with Summer Professional Development. During these meetings, program updates are provided and reviewed. Updated guidance is provided and added to Federal Programs Notebooks. Topics covered include: budgeting, parental involvement, monitoring, ESSA mandates, inventory, and development of appropriate written plans and policies as related to the following programs: Title I, Part A; Title I, Part C; Title I, Part D; Title II,

Part A; Title III, Part A; Title IV, Part A and the McKinney-Vento Act. Additional guidance is provided at monthly Administrative Council, Principal, and Building Contact Meetings as needed for each program.

- **The Federal Programs Notebook contains detailed guidance, sample budget worksheets, program/policy checklists, and support documents to provide thorough clarification and accountability for implementation of school improvement plans.**
- Written guidance is presented for all Federal Programs via a consistent format. Items are presented in a monthly handout - "Tips for Title I." and Federal Programs Timeline. All guidance is explained and discussed with principals and other participants, such as leadership team members and building contacts.
- Opportunity is provided for participants to ask questions or gain clarification on the program requirements.
- Instructions for submitting budgets for the various grants are discussed; the chart of accounts is explained; and necessary expenditures such as Title I, Part A required 1% set-aside for Parent Family Engagement, homeless, and professional development set-asides are explained.
- Schools designate Building Level Contacts for the following programs: Title I, McKinney Vento, and Parental Involvement. ESOL teachers serve as building contacts for Title III, Part A and Migrant Student Support Providers serve as contacts for Title I, Part C.

Building Level ESOL teacher/contact will adhere to the following guidelines while identifying students under Title 1, Part A in conjunction with **Title III, Part A**

### **EL Identification**

To assist in the identification of LEP students the Home Language Survey, in their native language, is completed by all enrolling students at the time of enrollment. **Students who answer English to the three questions regarding home/native/first language are labeled as English speakers and are not eligible for the LEP program.** If parents/students state a language other than English to any of the three language questions, students are assessed for eligibility in the ESOL program using the WIDA Screener.

The English to Speakers of Other Languages (ESOL) program is offered to all limited English proficient students who meet eligibility criteria. Our goal is to have students succeed in all four language skills (speaking, listening, reading and writing) both academically and socially as well as to demonstrate achievement of established criteria of mastery of each standard on the state curriculum for their grade level in reading, English/Language Arts, mathematics, science and social studies.

Students in Kindergarten through 12<sup>th</sup> grade who are eligible for the ESOL program is provided with ESOL instructional support. ALL ESOL students are assessed annually in the state-adopted English proficiency measure (ACCESS for ELs) to determine continued eligibility. (ACCESS=Assessing Comprehension and Communication in English State-to-State).

### **EL Enrollment Protocol**

- Enrollment packet contains a Home Language Survey Form to be completed by parent/guardian of all new students upon registration.

- If the parent/guardian indicates that any language other than English is the primary language in the home, a copy of the HLS should be given to your school ESOL teacher/contact.
- ESOL Teacher and School must determine eligibility:
  - Check EL status in SLDS (after student entered in Infinite Campus)
  - Check Historical data in Infinite Campus
  - Review permanent record
  - Contact school of last attendance
- If student has no existing documentation to support EL eligibility, then ESOL teacher will complete a WIDA Screener assessment (Local guidance - must be done within 10 days of enrolling; State Guidance – within 30 days of enrollment)
  - The Kindergarten WIDA Screener is utilized for students from spring semester of PreK through the first semester of first grade; the criteria for eligibility will follow the guidelines found in the South Carolina Department of Education Title III ESOL Resource Guide.
  - When the WIDA Screener is administered to students from second semester of grade 1 through grades 12, the criteria for eligibility will follow the guidelines found in the South Carolina Department of Education Title III ESOL Resource Guide.
  - If the student's score is borderline, then the score in conjunction with the professional judgment of the student's Language Assessment Committee (LAC) will inform the final decision of services and placement.
- ESOL teacher determines eligibility based on WIDA Screener scores
  - If not eligible – document in Infinite Campus (IC)
  - If eligible:
    - Document in IC with WIDA Screener score, date, and appropriate flags (See Appendix B)
    - Send eligibility notification letter home to parent offering ESOL services
    - Notify appropriate school person that student accepts or refuses services
      - Accepts services: document in IC and enroll in ESOL course(s)
      - Refuses services: document in IC; complete parent waiver form; serve indirectly
    - ESOL teachers shares all student information with regular education teachers
    - Complete ESOL Notification form and place in permanent record (See Appendix C)
    - Create EL student folder to include parent notification, ACCESS scores, HLS, and all other required documents.

### **ESOL Services**

Sumter County School System's program of services to ELs addresses the following two requirements:

- (1) The provision of research-based English language acquisition services and

(2) The provision of effective participation of ELs in all district academic and special programs.

Sumter County School System follows Title III federal guidelines and procedures based on 160-4-5-.02 LANGUAGE ASSISTANCE: PROGRAM FOR ENGLISH LEARNERS (ELs) and the SCDE ESOL/Title III Resource Guide. These guidelines and procedures can be found via a link on the Sumter County School System's Federal Programs' web page.

Students in K-4 are served at each elementary school. Students in grades 5-12 are served at Hutto Middle School, Bainbridge Middle School, New Beginnings Learning Center, Personalized Learning Community and Bainbridge High School according to the Title III guidelines below.

- Grades K-3: 45-minute daily segment (can be served 1 segment)
- Grades 4- 8: 50-minute daily segment (can be served up to 2 segments)
- Grades 9-12:55-minute daily segment (can be served up to 5 segments)

Based on the information received at the Principals' Meeting:

- School teams and stakeholders revise their schoolwide/school improvement plans on the basis of the current, annual needs assessment. The Federal Programs Director provides the SCDE template with additional guidance and resources.
- The principal submits the budget and required documentation to the specified department that oversees the particular Title Program.
- Due dates are monitored and reminders are given via email, phone calls, and at monthly administrative meetings.
- Technical assistance is provided by the Federal Programs Director on a continual basis during the year via "Tips for Title I" at Administrative Council Meetings and Principal Meetings, and through scheduled building contact meetings, email memos, and by visiting the schools.
- When a school needs to correct or resubmit an item, the Federal Programs Director notifies the principal and provides guidance concerning the issue, needed changes, additions, or support documentation, and suggestions to correct the issue.

The same processes and procedures are adhered to with Carryover and other additional funds for the Title programs.

### **Monitoring Process**

All fifteen elementary school and one identified middle school in the Sumter County School System operate as **Schoolwide Programs**. A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title 1 school. Other identified school in Sumter County operate as identified by the SCDE such as (**Targeted Assistance Programs, CSI, Priority.**)

The District monitoring process consists of four major components: monitoring of expenditures, single audit, on-site monitoring, and self-monitoring checklist.

Each school completes an annual Comprehensive Needs Assessment (CNA) as part of the overall school improvement process. This needs assessment is the foundation for identifying areas that must be addressed to improve student achievement.

- Student test data are analyzed and disaggregated to determine areas of strengths and weaknesses by subgroup and domain.
- All staff members participate in the annual needs assessment and participate in data analysis sessions to gain a better understanding of specific needs of all students, including programmatic and instructional needs.
- Special emphasis is given to ensuring that teachers are equipped with appropriate strategies in addressing instructional needs of all students, including those eligible for special services through special education.
- Administrators plan budgets to ensure that all expenditures and instructional strategies are based on scientific research and are directly related to school improvement.
- Needs assessment data, professional learning plans, and lists of instructional materials and resources are reviewed annually by system/school-level administrators to make certain that all expenditures are directly aligned to school improvement and increasing student achievement as outlined in federal program requirements.
- Schools participate in Short Term Action Plan Reviews held quarterly with central office staff and academic coaches. School teams present the progress on the goals of the 45-60-day Action Plan. School teams provide evidence, artifacts, and discuss progress towards meeting the school goals. Written and oral feedback is provided.

The principal at each school receiving grant funds is responsible for working with the Federal Programs Director to oversee program development and implementation and monitor procedures.

- The Federal Programs Director works directly with the Budget and Finance Department to monitor and cross-check school expenditure requests with needs listed in the school plans.
- Federal program updates are provided at principal's meetings, training workshops, and during work sessions with principals and/or building contacts for specific areas.
- Meetings and work sessions scheduled throughout the school year enable school principals and building contacts to be directly involved in developing and revising all policies and procedures related to federal programs in compliance with federal guidelines.
- The Federal Programs Director and the Executive Director of Academic Instruction provide technical assistance to all schools through District level meetings and site visits to monitor school processes for planning school improvement, providing professional development, interpreting data, determining effective support and appropriate, supplemental activities to address the identified steps required to achieve established goals.
- The Federal Programs Director and the Executive Director of Academic Instruction visit each of the schools on a regular basis in an effort to provide monitoring and additional on-site support.
- Technical assistance visits are documented on a site-visit form with detailed minutes that are signed by all participants.

In the event that there are findings that indicate a need for additional on-site monitoring, The Federal Programs Director and the Executive Director of Academic Instruction will meet immediately with principals to develop an action plan for improvement. The plan will detail measurable objectives and goals, strategies, person(s) responsible, needed materials, timeline

for implementation, and means of evaluation. Monthly meetings will be scheduled with the principal to ensure that progress is being made and findings are addressed and corrected.

### **On-Site Procedures**

On-site monitoring has been found to be an effective way to provide support to the particular needs of each Title I funded school. The Federal Programs Director visits schools to provide technical assistance with plan creation, implementation, budget, or other Title I requirements, particularly the school improvement process and student achievement at the school.

- The Federal Programs Director, Executive Director of Academic Instruction, or the principal may request technical assistance.
- The purpose, the date, the time, persons who need to attend, and any required documents or information needed to conduct the meeting are clearly communicated prior to the meeting.
- The meeting is documented on one of two site-visit form with names, positions, and signatures of all participants, clear information on which components are addressed, discussion notes, conclusions, and next steps. **See Appendix A for forms.**
- Follow-up measures are completed by the school or the Federal Programs Department as appropriate.
- Completion of necessary steps is documented, and all parties are informed of completion of tasks or resolution of issues.
- Monitoring visits are conducted to ensure appropriate use of materials, to address challenges to student progress, to conduct a physical inventory of Title I equipment, and compliance to Title programs.

### **Budget Monitoring**

The Federal Programs Director, Executive Director of Academic Instruction, Title I Budget Analyst and/or Special Education Director, work collaboratively with the Budget and Finance Department to monitor budgets and run necessary reports. Monitoring of each budget status is performed continuously to verify expenditures and verify that requisitions are coded and paid from the appropriate program budget.

- Budget allocation amounts are distributed individually to each principal, and the Federal Programs Director collaborates with each school to develop a budget based on the school's Title I Comprehensive Needs Assessment and Schoolwide/School Improvement Plan. **Directions for completing the school spending plan and template can be found in Appendix B.**
- Budgets are developed around the needs of the school as **determined through an analysis of the school's achievement data using multiple sources.** These are typically the same areas addressed in the school's improvement plan.
- Budgets are due from principals' in the month of **September/October.** They are provided guidance through meetings, phone calls, and emails. The structure for completing this process is discussed in depth during the May/June/July Administrative Meetings and/or Administrative Retreat and is reviewed at monthly principals' meetings as needed.
- Budgets are reviewed by the appropriate program directors.
- All expenditures must be reasonable and necessary to implement the approved Title I plan.

- District Staffing Meetings are conducted with each principal in collaboration with Human Resources, Accounting the Program for Exception Education the Federal Programs Director, and Executive Director of Academic Instruction.
- Focus Schools – Flexible Learning Program (FLP): The Federal Programs Coordinator ensures that schools in needs improvement/Focus designation set aside the required funds and monitor expenditure of said funds when necessary, revisions are completed at the school-level. Assistance is also provided in the budgeting process and for all expenditures with respect to additional allocations of school improvement money under Title I, Part A.
- The set-asides and school budgets are reviewed and entered into the consolidated application by the Federal Programs Director for all Federal Programs budgets.
- The timeline for this submission is early fall.
- Upon approval of the application by the SCDE, schools are notified by the Federal Programs Director of the budget approval and may begin utilization of the funds.
- Schools are given a due date to complete utilization of funds to ensure that all funds are properly expended, and the Federal Programs Director monitors the process to ensure that funds are accessed in a timely manner.
- The Federal Programs Director is trained on the SCDE Chart of Accounts and on Title I guidelines concerning allowable costs and is kept aware of any changes through Federal or SCDE updates, conferences, sessions, webinars, and regional workshops.
- Procedures are in place to ensure that direct charges against Title I funds are not duplicated and charged against other federal funds.
- The District's financial accounting system only allows the computer to charge one fund, one function. Separate funds are maintained for the Federal Program funds.
- All schools in the school system are identified by a separate location number in order to keep track of the individual school expenditures and cross-reference them to the allotted budget.
- Complete Accountability and Fiduciary Responsibilities are found later in this document.

### **Procedures for submitting requisitions for purchases:**

The Federal Program Director and CFO maintain compliance with guidelines and standard accounting procedures. Purchases are tracked using established procedures and site visits are held as part of the monitoring process. Internal controls procedures manual and the procedures within are shared with administrators at monthly administrative council meetings, monthly principal meetings, and on-site visits made by the Federal Programs Director.

Funds are tracked using a separate fund and program code in the accounting system SmartFusion (SF) and multiple layers of separation of duties to ensure proper internal controls. The budget will be entered into SF based on the budget approved through the Consolidated Application.

A multi-tiered purchase order system is in place to ensure all funds are approved, encumbered, and spent according to the approved plan.

- Director/Principal initiates Purchase Order (PO)
- Supervisor/Grant Director approves PO ensuring compliance with guidelines for the expenditure of monies
- CFO also approves PO after Supervisor/Director has approved the PO
- Purchasing Clerk assigns PO#, encumbers against budget by entering into accounting system and mails back to requestor.

- PO's forms are 4-ply.
  - o White copy goes to vendor with order.
  - o Pink copy is for Accounting
  - o Gold copy is for request
  - o Yellow copy is submitted for payment
- Supervisor or Warehouse Personnel receive goods, checks against original order, and sends in PO (yellow copy) approved (by Supervisor/Director) for payment.
- Accounts Payable (AP) clerk matches invoices to receiving copy of PO and enters into AP system.
- AP Clerk prints checks (with detail posting to the General Ledger).
- CFO reviews checks and check register.
- Clerk/Secretary mails checks.

### **Schoolwide/School Improvement Planning**

Each school reviews and monitors their schoolwide/school improvement plan and Parent Family Engagement plan continuously throughout the year at school improvement team meetings, quarterly Short Term Action Plan reviews, staff meetings, school council meetings, PTO meetings, Community Conversations, and at parent workshops. An annual summer planning session is held in June where individual schools review and analyze data, discuss balanced score card and survey results, determine progress based on action plan, and plan for revision and updates. Plans are then posted to school websites for vetting and stakeholders can provide input via comment forms. Plans are also available for review at the system's annual Title I Meeting held in July. Invitation to participate is published in newspaper, school and system websites, and through the automated phone system. System administrators meet quarterly with each school to conduct a short term action plan review.

Each school hosts an Annual Title I Meeting, usually during the first two weeks of school, in which parents are informed about Title 1 via a power point presentation developed in partnership with the Federal Programs Director. Parents are provided the opportunity to review and make suggestions concerning the following documents at any time throughout the school year:

- School Parent Family Engagement Policy
- System Parent Family Engagement Policy
- Student/Parent/Teacher/Principal Compact
- Schoolwide/School Improvement Plans
- Results of Recent Parent Surveys
- Evaluation Form of parent events
- Use of Parent Family Engagement Funds and Title I Funds

Changes to the plans are made and distributed to parents on an on-going basis throughout the school year. If a plan is revised, procedures are in place for the corrected plan to be submitted to the Title I office with an updated cover sheet, agendas, sign-in sheets, and forms with the parents' suggestions to confirm parental involvement in the process. All plans are posted on the school and system websites.

Other documents distributed to parents include:

Parents' Right to Know Teacher and Paraprofessional Qualifications  
Academic Progress of School including designation and performance on state assessments  
Parent-Teacher Resource Center  
Complaints Procedures  
Fraud, Waste, Abuse and Corruption Policy  
Testing and Security Policy  
Homeless/Unaccompanied Youth Policy  
Academic achievements  
Information/links to obtain copies of state report card and CCRPI reports ([www.SCDE.org](http://www.SCDE.org))

During the spring/summer, school leaders and central office personnel finalize the schools' budgets based on the Schoolwide/School Improvement Plans.

### **District Program Timelines for Title Programs**

***See Appendix C for example of Timeline updated electronically on a monthly basis.***

\* Title I, Part A; Title I, Part C; School Improvement, 1003a; Title II, Part A; Title III, Part A; Title IV, Part A, the McKinney-Vento Act; and Title V, Part B:

#### May/June/July

- Federal Program Director and school-level staff review and revise Schoolwide/School Improvement Plans.
- Federal Program Director and school-level staff review annual accountability data.
- Federal Program Director and district level staff participate in administrative retreat and school workshops with school-level staff to analyze student performance data from the previous year.
- School-level administrators meet with teachers to analyze student performance data from the previous year and develop action plans.
- Assistant Superintendents for Teaching & Learning, the Federal Program Director, system level staff and school-level staff work with grade levels and departments to develop professional learning plans based on analysis of student performance data and action plans.
- Federal Program Director finalizes plans and handouts for the Annual Federal Programs update to present information on what Title I is, how Title I supports improved student achievement, and specific requirements of the program, such as Parents' Right to Know, parental involvement, and program guidelines. Principals are given copies of sample Power Point presentations, agendas, and sign-in sheets for the Annual Title I Meeting to be held at school site.
- **CLPT meeting is held to review and revise CLIP and Parent Family Engagement plan for the system.**
- Federal Program Director provides update at the June Administrative Meeting and Administrative Retreat prior to principals leaving for summer break.
- Federal Programs Director, Homeless Liaison, Title IIA and Title III program managers attend their respective annual Title I SCDE Meeting.
- Principals submit revised schoolwide/school improvement plan, Parent Family Engagement plan, compact, and budgets prior to leaving for summer break.

**COMPARE THIS CALENDAR TO OUR FEDERAL PROGRAMS TIMELINE!!!!!!!!!!!!!!!!!!!!!!**

July

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals' Meetings.
- Public Invitation to Participate is held to allow stakeholder review and input on Comprehensive LEA Improvement Plan (CLIP), District Parent Family Engagement Plan, and schoolwide/school improvement plans and Parent Family Engagement plans.
- Annual Title 1 district meeting held.
- Federal Programs Director and school-level administrators continue progress monitoring achievement data.
- Submit Comprehensive LEA Improvement Plan (CLIP) via the SCDE portal by July 31 deadline.

August

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principal's Meetings.
- Schools conduct Annual Title I and Parent Family Engagement Meeting at each school site.
- Distribute Parents' Right to Know letter to parents on school letterhead
- Distribute Title II-A PQ Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Distribute Title I parent compact, Parents' Right to Know letters, Home Language Survey, Migrant Education Occupational Survey, McKinney-Vento Education Assistance Act information and Student Housing Questionnaire, and other registration documents to parents at open house/student registration.
- Conduct a curriculum night and/or open house for parents.
- Federal Programs Director attend regional Title I training (schedule TBD by SCDE Title I Staff Members).
- Migrant Education Team attend regional training provided by Education of Migrant Students area office.
- Federal Programs Director and school-level administrators continue progress monitoring achievement data.
- **FLP Plan (if necessary) due SCDE.**

September

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals' Meetings.
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Federal Programs Director and school-level administrators continue progress monitoring achievement data.
- Federal Programs Director and Homeless Liaison work together and complete Annual Homeless Survey to be submitted via the SCDE portal (subject to SCDE dates).
- Federal Programs Director along with Financial Office prepares to finalize completion reports for individual budgets.
- Schools receive school budgets to finalize.

October

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals' Meetings.

- Federal Programs Director submits the following federal program budgets: Title I, Part A; Title 1, Part C; Title IIA, Title III, Part A; Title VI, Part A, Title V, Part B and McKinney-Vento Grant. Assistant Superintendent for Teaching & Learning submits budget for Title III.
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Federal Programs Director completes and submits the annual report for neglected/delinquent children.
- Federal Programs Director will complete the annual Title I comparability report with Assistant Superintendent for Human Resources and Chief Financial Officer.
- Federal Programs Director will prepare and mail “district invitation to consult” letters or utilize the SLDS function to schools serving students who reside in the DCSS attendance zones or attend regional private school meeting with Director of Federal Programs, SCDE and private schools.
- Federal Programs Director attends cross-functional monitoring training (schedule TBD by SCDE Title I Staff Members).
- Federal Programs Director along with Financial Office finalizes completion reports for individual budgets.
- Federal Program Director and school-level administrators continue progress monitoring achievement data.
- Conduct Benchmark Assessments and/or Common Assessments Data Collection.
- Federal Programs Director prepares budget and evaluation report – Title V.
- Title 1, Part C Budget due SCDE October 1.

#### November

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals’ Meetings.
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- CLPT meeting is held to monitor system implementation of CLIP and Parent Family Engagement plan for the system.
- Federal Program Director and school-level administrators continue progress monitoring achievement data.
- Schools participate in Short Term Action Plan Reviews with district administrators.

#### December

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals’ Meetings.
- Federal Programs Director submits Annual Neglected and Delinquent Survey via the SCDE portal (subject to SCDE dates).
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Federal Program Director and school-level administrators continue progress monitoring achievement data.
- Conduct Benchmark Assessments and Common Assessments Data Collection.
- Federal Programs Director and Migrant Staff attend Migrant Education Conference. (If funded)

- Federal Program Director will meet with officials from private schools to provide a federal program overview and discuss services (i.e., consultation process, determining equitable services, and parental involvement).

#### January

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals' Meetings.
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Federal Program Director and school-level administrators continue progress monitoring achievement data.
- CLPT meeting is held to monitor system implementation of CLIP and Parent Family Engagement plan for the system.

#### February

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals' Meetings.
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Federal Program Director and school-level administrators continue progress monitoring achievement data.
- Federal Program Director attends GCEL conference for professional development.
- Parent Family Engagement Coordinator and appropriate staff attend Parent Engagement Conference
- Federal Program Director and school-level administrators continue progress monitoring achievement data.

#### March

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals' Meetings.
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Federal Program Director and school-level administrators continue progress monitoring achievement data.
- Administer II-A/Professional Learning Survey with system employees.
- Conduct Benchmark Assessments and/or Common Assessments Data Collection.

#### April

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals' Meetings.
- Administer II-A/Professional Learning Survey with system employees.
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Federal Program Director and school-level administrators continue progress monitoring achievement data.

- CLPT meeting is held to monitor system implementation of CLIP and Parent Family Engagement plan for the system.
- Complete administration of II-A/Professional Learning Survey, summarize results, and use for CNA planning.
- Federal Program Director plans upcoming annual Title I Principals' Update.
- Administer parent survey and work with system-level Family Involvement Coordinator to analyze results and begin planning process for upcoming year.
- Schools participate in Short Term Action Plan Reviews with district administrators.
- Complete needs assessment (CNA) and began planning for upcoming year

#### May

- Provide Federal Program updates/technical assistance at monthly Administrative Council and Principals' Meetings.
- Distribute Title II-A PQ Requirements Notification letter to parents to inform them if a non-PQ teacher is in the classroom for 20 or more days.
- Federal Program Director and school-level administrators begin analysis of current assessment data to plan for the upcoming school year.
- Federal Program Director and school-level administrators continue progress monitoring achievement data.
- Schools participate in Short Term Action Plan Reviews with district administrators.

#### June

- Title I Principals' Workshop at June Administrative Council Meeting and Administrative Retreat.
- System/school-level administrators review the Comprehensive LEA Improvement Process (CLIP) and budget process for upcoming year.
- School Teams analyze data and revise schoolwide/school improvement plans and Parent Family Engagement plans and submit to federal programs office for review and approval.
- Federal Program Director, Homeless Liaison, Title IIA Director, and Title III Director attend the Parent Family Engagement Annual Title I Conference and McKinney Vento Conference.

#### **Other District and School Timelines**

June-July Local Educational Agency (LEA) completes Consolidated Application

July 1– June 30 Continuous review of LEA and school plans, including Parent Family Engagement plans, for possible amendments

July – August For schools that must offer Flexible Learning Programs (FLP), notify parents at the beginning of the school year

July – August Teacher/Paraprofessional Qualifications (all Title I schools): Notify parents at the beginning of the school year that they may request information regarding the professional qualifications of their child's teachers/paraprofessionals. Notification must be on school letterhead.

July 31 Deadline for LEA to submit CLIP

August 31 Deadline for FLP plans (If applicable)

August – May Prepare files for State Educational Agency (SEA) compliance review: Self-Monitoring and Cross-Functional Monitoring Programs

September - October Notification sent to the LEA of Institutions for Neglected and Delinquent Children, Adult Correctional Institutions, and Community Day Programs for Neglected and Delinquent Children

October 1 Deadline for LEAs to submit Title I, Part A; Title I, Part C; Title II, Title III, Title IVA, Title V Part A budgets to SCDE

October Demonstrate comparability on the first Full-time Equivalent (FTE) count day (recommend trial run for comparability before the first FTE count day to allow for necessary personnel changes)

October Cross-Functional Monitoring training for LEAs – SCDE notifies LEA

October 30 Completion reports due to Sumter's Grants Accounting Online Reporting System (GAORS)

October Send notification of the availability of Title I consultation to private schools serving LEA students

November Collect data to determine eligible attendance areas for school year

December 1 Deadline for demonstrating comparability without penalty

December Annual Migrant Education State Conference (If funded)

December Annual Neglected and Delinquent (N&D) survey to U.S. Department of Education (US ED) due to the SCDE via portal (date set by SCDE)

November – January Amend Title I, Part A; Title I, Part C; Title III; Title IV, Part A and Title V, Part B budgets, add carryover funds

January For schools that must offer Flexible Learning Programs (FLP), notify parents at the beginning of the second semester

January – May Cross-Functional Monitoring for cycle schools

April In-depth review of Title I budget with school system financial officer (review budgetary needs for the remainder of the year)

May – June Begin work on the Consolidated Application

June 15 Deadline for submission of LEA Self-Assessment Checklist

June Annual Title I Director's Conference/Annual Title I Conference/Annual Homeless Conference/Annual Title III Conference/Annual Title IIA Conference (PFE Conference)

June 30 LEA submits edited/revised schoolwide plan for new schoolwide programs.

### **Corrective Action – Fiscal and Programmatic Non-Compliance**

Schools that receive notification, or are contacted by the Title I office of any fiscal or programmatic actions needed, are required to implement corrective action. Notification may include, but is not limited to: corrections necessary to expenditures including payroll; inventory control and maintenance; deviations from or non-compliance with the procedures established by the **DCSS** and Federal Programs; or findings issued by external and internal agencies that are communicated to the Superintendent and Board of Education.

The Federal Programs Director will provide technical assistance and guidance through phone or email contact, meetings with schools, and collaboration and work with other support divisions and management as deemed appropriate, to ensure schools implement necessary steps to monitor corrective action and to resolve findings or irregularities.

### **Data Review**

Central office personnel meet during the summer and during the school year with principals, assistant principals, and appropriate school-level personnel to disaggregate system/school-level student achievement data, including **CCRPI training sessions held locally and through RESA**. They also meet to review and provide feedback on the Comprehensive LEA Improvement Plan (**CLIP**) and other components of the consolidated application, all federal program policies and plans, Title II-A professionally qualified data and teacher equity plan, Title III plan, Homeless and Migrant Education Program procedures, and system/school-level Parent Family Engagement plans.

Needs assessment data, professional learning plans, and lists of instructional materials and resources are reviewed frequently by system/school-level administrators and the financial officer, to make certain that all expenditures are directly aligned to school improvement and increasing student achievement as outlined in federal program requirements.

### **Principal Involvement in Policies and Procedures**

Principals are involved in all aspects of the Title I program. They are invited to meetings, provided guidelines and expectations, and are allowed to provide feedback and offer suggestions to improve the processes and procedures.

Each principal is directly responsible for the presentation, review, and revision of his/her school's policies and procedures as related to the school improvement plan, Parent Family Engagement plans and activities, and the parent compact. Samples of required information, such as Parents' Right to Know letters, sample compacts, workshop topics, PowerPoint for Annual Title I Parent Meetings are provided to principals. The Federal Programs Notebook outlines requirements and provides due dates; however, the principal may choose the meeting format and delivery of required components if the integrity of the requirements is maintained.

### **Federal Programs Technical Assistance**

May 25, 2023

Monthly updated timeline and “Tips for Title I” provide written updates and guidance for all Federal Programs and their continuous implementation. Federal Programs Director meets monthly with building level Title 1 contacts, and conducts on-site visits to review documentation for monitoring, implementation of plans, and parent engagement opportunities. All meetings will be documented by either the Federal Programs Meeting/Agenda Form or the LEA Title 1 Monitoring Form (observation/meeting documentation. Samples of the forms are found in **Appendix A.**

**SUMTER COUNTY SCHOOL SYSTEM LEA  
WRITTEN PROCESS AND PROCEDURES FOR TECHNICAL SUPPORT IN:  
  
DEVELOPMENT/APPROVAL/MONITORING/REVISION OF  
SCHOOLWIDE/SCHOOL IMPROVEMENT (INCLUDING 1003A)  
AND  
PARENT FAMILY ENGAGEMENT PLANS**

**Purpose:** The purpose of the development of Title I school plans is to provide the infrastructure by which qualifying students will receive the federal Title I funding provided to offset the effects of poverty on the opportunities of low-performing students in high-poverty schools. The program must supplement not supplant; that is, Title I funds must be used as a supplement to the funds that would, in the absence of Title I funding, have been available from other sources. In addition, schools are required to have a parental involvement plan that includes strategies to maintain and improve stakeholder engagement including a parent/school compact.

**ESSA Requirements:** Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation’s schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation’s national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

The previous version of the law, the No Child Left Behind (NCLB) Act, was enacted in 2002. NCLB represented a significant step forward for our nation’s children in many respects, particularly as it shined a light on where students were making progress and where they needed additional support, regardless of race, income, zip code, disability, home language, or background. The law was scheduled for revision in 2007, and, over time, NCLB’s prescriptive requirements became increasingly unworkable for schools and educators. Recognizing this fact, in 2010, the Obama administration joined a call from educators and families to create a better law that focused on the clear goal of fully preparing all students for success in college and careers, by providing appropriate Schoolwide/School Improvement Plans/Goals.

**Steps in process for developing school plans – Schoolwide Design**

- A. Determine prerequisite eligibility
  - 1. Sumter County School District identifies school as a participating school or as serving an *eligible attendance area*.
  - 2. School must serve an eligible attendance area with a minimum of 35% of students from low-income families
  
- B. Development of Schoolwide Plan – All 8 schools operate as schoolwide.
  - 1. Organize materials and information to write the plan
    - a. Follow template design provided by Sumter County School District Title I and SCDE; including the template with suggestions created by Federal Programs Director
    - b. Develop a timeline for completion of plan

- c. Maintain agendas, sign-in sheets, and required affirmation documents
  - d. Determine deliverables of the plan and writing process
    - What must be done
    - When each task must be completed
    - What is needed to complete the task
    - Who is responsible for the task
    - Who is responsible for accountability of team tasks and progress monitoring the process
2. Based on three core elements
- a. Comprehensive Needs Assessment
    - 1. Conduct comprehensive needs assessment using all available data
    - 2. Summarize results of needs assessment in narrative format
    - 3. Collect copies of current school demographical data, school improvement plan, parent plan, and all teacher and parent surveys
    - 4. Use data analyses to develop solutions to address identified areas of need to improve student achievement
    - 5. Identify effective professional learning to address identified areas of need to improve student achievement
  - b. Required components of Comprehensive Schoolwide Plan (SCDE template)
    - 1. Comprehensive Needs Assessment
    - 2. Schoolwide Reform Strategies
    - 3. Instruction by PQ Staff
    - 4. Professional Development
    - 5. Attracting PQ Staff to High-Needs Schools
    - 6. Parent Family Engagement
    - 7. Preschool/Middle School Transition
    - 8. Teacher Involvement in the Use of Academic Assessment to Guide Instructional Decisions
    - 9. Timely Additional Assistance to Students Experiencing Difficulty (not making satisfactory progress)
    - 10. Federal, State, and Local Program Coordination
    - 11. How Will Individual Student Assessment Results and Interpretation be Provided to Parents
    - 12. Collection and Disaggregation of Student Assessment and Achievement Data
    - 13. Provisions for seeking Statistically Sound Results for Each Category for Which Assessment Results are Disaggregated
    - 14. Provisions for Public Reporting of Disaggregated Data
    - 15. The Schoolwide Plan was Developed During a One-Year Period

16. Plan was Developed with the Involvement of the Community to be Served and Individuals Who Will carry Out the Plan Including, Teachers, Principals, Other State Staff, Students, and Parents
17. Plan is Available to the Sumter County School District, Parents, and the Public
18. The Schoolwide Plan is Translated to the Extent Feasible, into any Language to Accommodate Parents of Participating Students
19. Plan is Subject to the School Improvement Provisions of Section 1116

c. Submission and Evaluation

1. Complete Plan Checklist to ensure all components have been included
2. Submit plan to Sumter County School District Title I office for evaluation with cover sheet including revision dates
3. Title I Director conducts review
4. Make necessary changes as requested by Sumter County School District and/or state Title I office

C. Implementation of Plan

1. Plan should be implemented at the beginning of the school year and shared with all stakeholders
2. Plan should be continuously monitored throughout the year utilizing data sources and stakeholder input. Short term action plan reviews will occur quarterly with district office and Federal Programs director.
3. Revisions should be submitted to Sumter County School District Title I using written process.

D. Supporting Documentation

- a. Agendas, sign in sheets, minutes, and invitation to participate
- b. Comprehensive Needs Assessment
- c. Spending Plan/Budget
- d. Title I Staff Roster
- e. Copy of Assessments of Students' Progress and Modifications
- f. Evidence that Sumter County School District Consistently Supervises the Provision of Services (Logs, Minutes of Meeting, School Site Visit Forms)
- g. Copy of Expenditures (PO's) Aligned to Program Support Areas (instructional materials, salaries, equipment, contracts, invoices, purchase request/orders)
- h. Inventory (dated and signed by person conducting inventory and by person affirming the inventory is accurate)
- i. Periodic Certification Forms and schedules
- j. Schedules and daily instructional logs for Title I Paraprofessionals

### **Steps in process for Monitoring and Providing Support to Title I School Programs**

- I. In order to monitor and support writing the plan, the Title I office will:
  - A. Assist with process by monitoring the school's progress
  - B. Provide consultation as needed to the school
  - C. Have consultant available to attend meetings and work sessions as needed
  - D. Evaluate the completed plan using the provided rubric and checklist
  - E. Inform the school of acceptance of the plan or if necessary, modifications for acceptance
  - F. Be available to assist with presenting the information to the parents
  - G. Assist with completion of Title I budget
  - H. Assist with record keeping
  - I. Monitor the program through visits to the school, providing advice on Title I regulations and guidelines with supporting documentation of site visitation
  - J. Assist with routine annual plan revisions
  - K. Ensure that Expenditures are Aligned to Program Support Areas (instructional materials, salaries, equipment, contracts, invoices, purchase requests/orders)
  - L. Review Inventory (dated and signed by person conducting inventory and by person affirming the inventory is accurate)
  - M. Ensure that Periodic Certification Forms are completed
  - N. Maintain procedures necessary to determine individual school funding.

### **Steps In Developing/Maintaining Parent Family Engagement Plan**

Each school, while completing the steps for schoolwide plan revisions, should analyze data to inform the revision of the Parent Family Engagement Plan. Using parent surveys and balanced score card data, strengths and weaknesses should be identified and strategies implemented to maintain and increase stakeholder participation. The plan should clearly define steps to create a collaborative partnership that supports student achievement. Specifically, parents must be solicited for input on spending the required 1% Parent Family Engagement set aside.

1. Comprehensive Needs Assessment (Review student achievement data, balanced score card data, parent surveys)
2. Revise Parent Family Engagement Plan and Parent/Teacher/Student Compact
3. Submit to Title I Office for approval with required documentation (Agendas, sign in sheets, minutes, and invitation to participate) and cover sheet with updated revision date
4. Make any necessary changes as requested by Title I Director
5. Share Plan with Stakeholders at the beginning of the school year
6. Complete Parent/Teacher/Student Compact within the first 10 days of school
7. Engage parents throughout the year in opportunities to participate, volunteer, and attend parent workshops; work with District Parent Family Engagement Coordinator to support parent engagement at school site
8. Utilize parent input and survey data to monitor Parent Family Engagement plan throughout the year
9. Submit request for revision to plan to Title I Director if necessary during the school year.

**Sumter County School System  
The Planning Process: Schoolwide Plan/ School Improvement Plan**

**A Systemic Approach:**

Provides structure for improvement and a logical way for school staff to think about the changes that need to be made in the school throughout the life of the schoolwide program  
Creates a process for continuous self-assessment and improvement  
Identifies needs  
Identifies interventions to address the needs  
Assesses the effectiveness of those interventions  
Makes revisions as needed

**The Steps in Creating/Revising a Schoolwide Plan**

**Step 1 – Needs Assessment**

Thoroughly audit all assessment results, teaching practices, personnel decisions, fiscal effort, and instructional resources in determining why the current plan and procedures did/did not increase student achievement. After review, set measurable targets to show progress toward meeting objectives in the new or revised improvement plan.

**Step 2 – Develop or Revise the School’s Plan for Improvement**

The plan should address student performance on the Sumter Milestones Assessment Program, common assessments, benchmark tests, attendance, persistence to graduation, and Parent Family Engagement areas. The plan should demonstrate how each of these areas is supported by professional development, technical assistance from BOE and the fiscal responsibilities of the district. Parents, school staff and others should be involved in the planning and implementation of the plan.

**Step 3 – Plan Review/Approval**

The School District/Federal Programs Department will review the plans to determine if the required components are present and the improvement needs are addressed. Checklist will be completed as documentation.

**Step 4 – Implementation/Monitoring**

All components of the plan should be implemented at or before the beginning of the next school year. Parents, staff members and others should be involved in the implementation of the plan. The plan should be evaluated often and revised as needed. Short term action plans will be held quarterly to monitor the progress towards measurable goals.

**Step 5 – Revision or Amendments (If applicable throughout year)**

May 25, 2023

If the schoolwide plan is revised, or if amendments needed, it should be resubmitted in its entirety with a coversheet that identifies the participants/ positions (stakeholders) involved in the revision process with their original signatures. A revised date needs to be included on the coversheet. The **REVISION JUSTIFICATION** sheet (*see Appendix D*) should be completed and follow the coversheet, documenting how the plan has changed and the justification for the change and amendment. Documents should be included to support the revision process that validates stakeholders' opportunity for input: Invitation/Agenda/Sign-in Sheets. All supporting data should be filed in the school's crate for documentation.

**SUMTER COUNTY SCHOOLS**  
**Federal Programs**  
**Needs Assessment and Planning**

Federal guidelines require that each school that receives Title I funding conducts an annual needs assessment. Multiple data sources should be used to complete this needs assessment. The Needs Assessment process should be carefully documented. All stakeholder groups should participate in the needs assessment and in the development of the Title I plan. Stakeholders shall include school leadership, teachers, paraprofessionals, parents, and the system Title I Director, and may include others as determined by the principal. Final decisions regarding the use of Title I funds within the school should be a team decision. The needs assessment and resulting plan will guide each school's actions and expenditure of funds for the upcoming year.

Review the following data as part of the needs assessment process:

- Student assessment data (GMAS, Benchmark Test, Common Assessments, and others)
- CCRPI report
- School Improvement Plan
- Balanced Scorecard
- Input from stakeholders (surveys, etc)

Consider the following questions you plan for the upcoming school year:

**Student Achievement**

- How do our students perform in comparison to state and local standards?
- How does our program address the educational needs of children who have difficulty reading, learning math, and performing well in other content areas?
- How well are we serving students with unique abilities or disabilities?
- What is a challenging but realistic target for student achievement?
- Do our MVP (Homeless); EL; Migrant; Foster and/or Special Education students have needs that are unique to them?

**Curriculum and Instruction**

- How do our staff members express high expectations for student achievement?
- What are teachers and administrators doing to ensure that teaching methods are up-to-date and effective?
- What opportunities do our teachers have to improve the quality of their instruction?

**Professional Learning**

- Do teachers have a say in what professional development topics are made available?
- Are we offering professional learning that equips our teachers to work with at-risk students and to address our identified needs?
- What follow-up takes place after professional learning sessions?
- Do our teachers work as collaborating teams? How can we enhance collaboration efforts? How do we utilize common planning time and professional development time?

#### Parent Family Engagement

- In what ways are parents and our community involved in meaningful activities that support students' learning?
- How are parents and the community involved in school decisions?
- To the extent practicable, are school messages communicated in languages understood by our parents who do not speak English?
- Are services for families available to all demographic groups? Do they include students with disabilities?
- Do we offer opportunities for parents to develop their own parenting skills?

#### School Context and Organization

- Is adequate time devoted to subjects in which our students perform poorly?
- Do our teachers have a voice in decision-making and school policies?
- What role do our teachers have in deciding what assessments we will use to evaluate individual students or the school program?

#### **Needs assessment and planning process (See Appendix E for CNA form)**

- 1) Identify student needs. Remember that the focus of Title I is student achievement in Reading and Mathematics. Be sure to consider special needs of homeless, Foster and migrant students.
- 2) Brainstorm possible actions to address identified needs.
- 3) Consider implications and impact of each possible action.
- 4) Prioritize the resulting list of needs.
- 5) Collect input from stakeholders regarding needs and possible actions.
- 6) Develop a draft plan for the upcoming year with timelines and materials/resources needed for each proposed action.
- 7) Collect input from stakeholders regarding draft plan.
- 8) Adjust and finalize Title I Plan for the upcoming year.

**Be sure to document all Needs Assessment and Planning work sessions/meetings with agendas and/or meeting notes and sign-in sheets.**

#### **Timeline:**

March – May	Complete Needs Assessment
April-June	Develop or revise Title I/Schoolwide/School Improvement Plan and Title I Parent Family Engagement Plan Start to Develop budget, matching all expenditures to Plan
July-August	Provide Opportunity for stakeholder vetting of Schoolwide/School Improvement and Parent Family Engagement Plan

## Comprehensive LEA Improvement Plan (CLIP)

Sumter County's CLIP revisions take place annually using prior year data and needs assessment information. The CLIP serves as the plan detailing coordination of various federal programs and identification of county needs and in-turn budgeting for such needs with federal funds. Department coordinators, school and system leaders, as well as, community and parent stakeholders are involved in the revision process. Feedback from stakeholders is encouraged throughout the year at quarterly **CLPT** meetings which provides an opportunity for authentic roundtable feedback discussion. A public participation session and annual Title 1 meeting are held during the summer with all stakeholders invited. In addition, the CLIP is available for review via the district website. A meeting agenda and sign-in sheet should be maintained during all meetings related to CLIP revision.

- During the months of April through July, Central Office personnel, school leaders, teachers, parents, and community members revise the Comprehensive LEA Improvement Plan (CLIP).
- Quarterly **Comprehensive LEA Planning Team (CLPT)** Meetings are held where stakeholders including community and parent representation meet to engage in ongoing review and monitoring of system level plans for school improvement. Program updates are provided and input for system planning and budgeting (CLIP, school plans, parental involvement budgeting, student achievement, etc) is solicited.
- After the June CLPT meeting, district office personnel convene and make final revisions to the CLIP based on the parent/community suggestions from the CLPT meetings and the most recent year's parent survey results and evaluation forms. The CLIP and District Parent Family Engagement plan are posted to the website for vetting. Plans are also available for review at the system's annual Title I Meeting and Public participation day held in July. Invitation to participate is published in newspaper, school and system websites, and through an automated phone system.
- The CLIP is entered into the SLDS Application portal by the Federal Programs Director.
- When the CLIP is approved, it is posted to the system website to provide all stakeholders access to the District's plan. Stakeholder feedback may be submitted at any time during the year.
- Requests for amendments should be made in writing to the Federal Programs director using the ***Request for Revision/Amendments found in Appendix D.***

### **Flexible Learning Program (FLP) (As identified) Targeted Assistance**

Schools identified as Title I Focus schools offer **a Flexible Learning Program (FLP)**. All schools develop a written plan for implementation of the program along with stakeholder input and technical assistance from the Federal Programs director. The FLP plan is submitted and approved by SCDE. Once notification is sent regarding the Focus school status, information regarding implementation of the Flexible Learning Program and the opportunity for participation is also sent to families. Families receive enrollment opportunities for FLP through postal mail twice annually in the fall and spring semesters.

## Evidenced Based Practices and Interventions

### 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

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- 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

### **Pre-Kindergarten Programs**

Sumter County does not utilize Title 1, Part A funds for pre-kindergarten programs.

## **Parent Family Engagement**

### **Notification**

All efforts are made to the extent practical to make correspondence to families in an understandable format in the family's primary language. Migrant families will be availed the contact information of the Migrant Education Recruiter and other Spanish speaking families will be provided an interpreter to aid in translation of documents, interpretation at conferences, and assistance in understanding information sent home.

The Title I Department provides each school with the following notices for parents: Professionally Qualified Teachers and Paraprofessionals letter, Right to Request Teacher Qualifications letter and School Designation Status. These notices are sent home to parents at the beginning of the fall semester and with each enrolling student throughout the school year as part of the school handbook. These documents are also available on the DCBOE website at any time throughout the school year.

The District follows the guidelines for parent notifications according to the guidance set by the South Carolina Department of Education regarding School Designation as a Priority, Focus, or Reward School, and schools offering Flexible Learning Programs. The District establishes timelines annually to ensure the timely dissemination of parent notifications.

### **Focus School Designation**

Schools placed on the Focus Schools list will engage in focused school improvement planning, professional development and will offer a Flexible Learning Program for eligible students. District personnel, Federal Programs Director and Assistant Superintendent of Teaching & Learning will provide technical assistance to Focus schools and will assist with the development and implementation of the school improvement plan and FLP plan.

The following actions are carried out by **DCSS** for all **Focus schools**:

- Parents of each student enrolled in the school are notified of the school's classification in multiple ways by inclusion in the handbook provided for all students, posted on the website, and notification in the Title 1 Back to School PowerPoint.
- Participation in Flexible Learning Program is offered to eligible students at the school by letter in August and January. The notification will include contact information, a brief description of the services, explanation of the eligibility procedures, and an offer to assist parents in understanding the flexibility waiver. Students are deemed eligible by applying federal rank order with multiple criteria to determine students in most academic need.
- Assistance with updating and implementing school improvement plan and FLP Plan.

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- Coordination of Focus Schools requirements by School Improvement and Title I are supported by the Federal Programs Coordinator, Assistant Superintendent of Teaching & Learning, and School Improvement Specialist from RESA.
- Assistance with budgeting and expenditures of additional school improvement money allocated by Title I, Part A and School Improvement, 1003a.
- Ongoing monitoring of school improvement plan including attendance at school improvement meetings, work with consultants, identifying needed professional learning opportunities, and attendance at meetings with school improvement specialist to target reason for Focus School designation.

## **Focus School**

- Must not meet the definition of a Priority School
- 3-year average of Achievement Gap scores
  - Achievement Gap will be weighted by enrollment for schools with more than one grade band
  - Schools must have 3 years of data
- Rank schools by 3-year average of Achievement Gap scores
- Select lowest 5/10% as applicable
- Schools identified as Focus Schools in 2012 which do not meet the exit criteria will be re-identified as Focus Schools

## **Priority School Designation**

Priority schools focus on closing achievement gaps and enabling all subgroups of students to meet performance targets identified in the ESEA Flexibility Waiver in the academic areas

Priority School (non-SIG School):

- Title I Schools
- 3-year average of Content Mastery category performance
- Category performance will be weighted by enrollment for schools with more than one grade band
- Schools must have 3 years of data
- Rank schools by 3-year average of category performance
- Select lowest 5%
- Add schools with graduation rates <60% for 2 consecutive years

## **Reward Schools**

The Title I Reward Schools Program recognizes and honors two categories of Reward Schools:

- Highest-Performing Reward Schools
- High-Progress Reward Schools.

Below is an organizer that locates those SCDE resources, including the Division of School and District Effectiveness initiatives, within the structure of continuous improvement for successful learning and teaching for all schools.

### **Reward School Designation**

In an effort to celebrate the accomplishments of the Reward Schools, a Public Service Announcement, website announcement and award of certificate will be given to reward schools at a public board meeting. Schools may also inform parents of school designation through marquee, website announcement, flier and other means.

### **ESSA Public School Choice**

Sumter County does not offer ESSA Public School Choice and participates in the Intradistrict Transfer Option.

### **Right to Know Teacher and Paraprofessional Qualifications**

Parents are informed of their rights to know their child's teacher and/or paraprofessional qualifications. This letter is sent home with all students at the beginning of the school year in the elementary, middle, and high school student handbooks. The notice includes specific contact information (person's name, telephone number, and email address). The letter is also available online through the county website.

### **Professionally Qualified Status**

All parents receive notification of the Professionally qualified status of the system at the beginning of the school year in the elementary, middle, and high school student handbooks. Sumter County strives to be 100% professionally qualified for both its teachers and paraprofessionals in all content areas.

If a student has been taught for 20 or more days in a core academic subject by a teacher who is not professionally qualified, parents will be provided notification through postal mail. All notices are in an understandable and uniform format, including in a language that parents understand. Parents may request the teacher's qualifications and will also be informed of professional learning opportunities of the teacher.

### **Parent, Family Engagement Goals**

Sumter County Schools has an on-going commitment to our Title I parents. PFE is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Our goal is to ensure that our Title I parents and their children receive 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 a parent being the child's first teacher. As a channel for their children's success, the district will assist parents of all levels in their ongoing commitment to their child's success. The Sumter County Board of Education believes that the public schools belong to the people who create them and that student educational goals should reflect the goals of the community. We affirm and assure the rights of parents to participate in the development of the goals and objectives of the public schools and encourage involvement in all areas of their children's educational experiences.

Each school communicates with parents in an understandable and uniform format, to the extent practicable, provided in a language the parents can understand, including translated documents. Community "On the Road" events will occur throughout the year to ensure community & parent feedback.

## **Parent Family Engagement Policy Overview**

### **Process to Collect and Review the Effectiveness of System Parent Family Engagement Plans and Practices**

The TITLE I Federal Programs Director is responsible for the monitoring of the Parent Family Engagement Program.

#### **Process to Collect**

Each year in January/February the schools conduct a parent survey to all parents in each school. The surveys are collected by the principal and tallied. The TITLE I Federal Programs Director provides results for the school and the district. In addition to the annual survey, evaluations and parental feedback are also taken at Title I Parent Family Engagement meetings, workshops and School Community Conversations Meetings.

#### **Process to Review**

The results of all surveys, evaluations and parental input from Parent Family Engagement meetings, workshops and Community Conversations are reviewed in School Improvement meetings, Administrative Council Meetings, and Parent Family Engagement Planning meetings. Results are used to make revisions, plan workshops and parent family engagement meetings, as well as, make revisions and/or additions to the Parent Family Engagement Plan, School Improvement Plan, and School wide Plan.

### **Actions Taken to Improve the Quality and Effectiveness of Parent Family Engagement Policies and Practices**

As a result of feedback from parents, workshops and activities are planned. The Parent Family Engagement contact at each school helps plan Parent Family Engagement activities and workshops.

### **Building Parents' Capacity**

#### **Standard 1: Welcoming All Families**

Sumter County Schools will provide training to all school staffs on effective strategies for assisting parents and families. This training will be completed in the first quarter of each school year by the Parent Family Engagement Contact or Principal. The training will focus on the following areas:

- Developing a welcoming school environment
- How to effectively reach out to parents
- Treating parents as equal partners in the education of their children
- Effective communication strategies
- Developing effective Parent Family Engagement policies

#### **Standard 2: Communicating Effectively**

- Each school will maintain up-to-date websites
- Elementary schools develop *newsletters* which are sent home to communicate with parents
- Parent events are communicated using multiple formats; websites, flyers, emails, newspaper, newsletters, School Messenger, Remind and Instagram.
- Parent workshops are delivered both at the school and district levels. Topics are determined by parent, administrator and parent family engagement contact feedback during the needs assessment process.
- Parents are encouraged to become a registered Parent Portal and Parent Portal App user. Hands on technology assistance and Parent Portal Training opportunities are offered.

### **Standard 3: Supporting Student Success**

- Each school conducts an Annual Title I Meeting with the assistance of the Federal Programs Director
- Parent workshops are held on a variety of topics including GSE, Sumter Milestones, reading strategies, math nights, strategies to use at home with a struggling student, etc.
- Partnerships with outside agencies, Family Connections, provide reach out resources to parents and families in need.
- District level Parent Volunteer and Community Training opportunities are offered four times each month.

### **Standard 4: Speaking Up for Every Child**

- Principals and teachers are provided Response to Intervention Training (RTI) to quickly identify and support struggling students.
- Parents are provided opportunities to learn how to maneuver through a parent conference, SST meeting, IEP, etc.
- Mandated reporting of child abuse training is held annually for every employee. Sexual child abuse identification and training is also offered to all staff in Sumter County Schools (Darkness to Light). The training is offered to parents and community as well after hours in a workshop format.
- A component of the Annual Parent & Community Volunteer Recertification Training includes a mandated reporter section.

### **Standard 5: Sharing Power**

- Parents are invited to participate in the development of school improvement plans, school wide plans, CLIP, district Parent Family Engagement team meetings (PFET, involvement policies, and school-parent compacts. Multiple approaches are used to accomplish this, such as sending home flyers, emails, School Messenger calls, holding community conversations meetings, surveys, open houses, school councils, conducting parent meetings after hours and in the community
- Title I budgets, specifically the required 1% set aside for parent family engagement, are shared with stakeholders. This is accomplished through school leadership team meetings, school council meetings, open houses, annual Title I meetings, etc.

### **Standard 6: Collaborating with the Community**

- Sumter County Schools reaches out to encourage parents and community members to participate in community conversations meetings, strategic planning committees/meetings, school councils, CLIP committee, etc., via emails, flyers, letter invitations, newspaper announcements, marquee announcements, personal contact, phone calls or other means of communication.

Schools are required to consider and plan for capacity by reflecting on the following questions regarding the six types of Parent Family Engagement: **See Appendix F.**

1. What strategies/materials have been offered to parents on understanding academic content standards?
2. What training has been offered to parents related to literacy and the use of technology?
3. How have faculty and staff been encouraged to communicate with and involve parents in their child's education?
4. What efforts have been made to foster PFE in Pre-K programs?
5. What attempts have been made to communicate PFE information to parents using language parents can understand?
6. What information has been distributed to parents about helping their children learn at home?
7. How have parents been involved in the decision-making:

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- a. For their child?
  - b. For the school?
8. Describe your school's collaboration with the community as a type of involvement.

Sumter County schools utilize community partners to enhance services to our students and parents. Partnerships with Family Connections, DFACS, Rotary, Department of Labor, Community Partners, STEM partners, etc. provide extended outreach opportunities for our parents, students and staff.

### **Annual Title I Meeting**

All Title I schools are required to hold an annual meeting within the first two months of school. It is the responsibility of the principal in coordination with the Federal Programs Director to arrange meeting times and invite all stakeholders to the meeting. The principal will be responsible for collecting and submitting documentation of the required Title I annual meeting, including a copy of the sign in sheet, agenda, and minutes to the Federal Programs Director. Title I information will be disseminated at the meetings via a powerpoint presentation provided by the Federal Programs Director and District Parent Family Engagement Coordinator. Meetings are announced via paper copies to parents, websites, School Messenger, Newspaper, Newsletters, announcements, and marquees at schools that have them.

### **Steps In Developing/Maintaining Parent Family Engagement Plan**

Each school, while completing the steps for schoolwide plan revisions, should analyze data to inform the revision of the Parent Family Engagement Plan. Using parent surveys and balanced score card data, strengths and weaknesses should be identified and strategies implemented to maintain and increase stakeholder participation. The plan should clearly define steps to create a collaborative partnership that supports student achievement. Specifically, parents must be solicited for input on spending the required 1% parent family engagement set aside.

1. Comprehensive Needs Assessment (Review student achievement data, balanced score card data, parent surveys)
2. Revise Parent Family Engagement Plan and Parent/Teacher/Student Compact
3. Submit to Title I Office for approval with required documentation (Agendas, sign in sheets, minutes, and invitation to participate) and cover sheet with updated revision date
4. Make any necessary changes as requested by Title I Director
5. Share Plan with Stakeholders at the beginning of the school year
6. Complete Parent/Teacher/Student Compact within the first 10 days of school
7. Engage parents throughout the year in opportunities to participate, volunteer, and attend parent workshops; work with District Parent Family Engagement Coordinator to support parent engagement at school site
8. Utilize parent input and survey data to monitor Parent Family Engagement plan throughout the year
9. Submit request for revision to plan to Title I Director if necessary during the school year.

### **Providing Technical Assistance to Schools**

School Administrators name their schools' Parent Family Engagement Contact (PFE) each spring. Therefore, each school has its own Parent Family Engagement Contact on site. The Title I Federal Programs Director and District Parent Family Engagement Coordinator provide the PI Contacts with Parent Family Engagement Plan and Parent-School Compact templates. Technical assistance is provided to School PI Contacts on developing effective PIP and Compacts. Guidelines and deadlines for document submissions are provided to PFE Contacts by The District Parent Family Engagement Coordinator as well (See Appendix). The Title I Federal Program Director and District Parent Family Engagement Coordinator review PIP and Parent-School Compacts and provide additional technical assistance or further recommendations, if necessary, before sending the PIP and School Parent Compacts back to the PFE Contacts. Following the Guidelines and

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deadlines for document submissions, final drafts are prepared and posted to school websites. Copies of the PIP and Parent-School Compacts are distributed to parents the first week of school and are available at the Annual Title I Meetings.

Technical assistance is provided to PFE Contacts during Title I Parent Family Engagement Contact Meetings, which are held throughout the year. PFE items of discussion include topics, such as; PIP, Parent-School Compacts, parent feedback, workshops and activities, guidance, timelines and other PFE items.

### **School Improvement 1003a**

A memorandum of agreement will be signed with the Sumter County School district and SCDE after the school has been identified as a Focus school. The district will complete a district self-assessment and will support the Focus school in improvement efforts. The Federal Programs director and the Assistant Superintendent of Teaching and Learning will be closely involved with the Focus school, attending school improvement and leadership team meetings, participating or leading professional development, and providing other technical assistance as needed.

### **Monitoring**

Monitoring is an essential component of all federal programs, including 1003a School Improvement Funds. It is a process of systematically providing technical assistance and providing data and related documentation in order to guide program implementation, evaluate program outcomes, and improve program goals and objectives.

The Sumter County School System has a strategic plan for monitoring each of its Title I Schools and implementation of the School Improvement Plan and budget. Regular school visits, professional learning opportunities, technical assistance, required follow-up documentation and the prior approval process are critical components to the monitoring process at the LEA level. District monitoring is a multi-faceted process that is on-going throughout the year and includes quarterly Short Term Action plan reviews.

### **Review and Approval of School Improvement/Schoolwide Plans**

Sumter County utilizes the School Improvement/Schoolwide Plan template designed by SCDE as a single joint plan for all schools. Plans are analyzed against existing formative and summative data each spring and stakeholder feedback is gathered through the use of survey feedback and meetings held at both the school and district level. The school's leadership team continues the work in early summer by finalizing plan revisions and submitting them for review to the Director of Federal Programs. The plan is reviewed against the required components of the document and feedback is given to the school. Finalized plans are published for public access through multiple means.

### **Professional Development, Analyzing Data, and Technical Assistance**

Professional development is provided for schools receiving federal funds through district and system level professional development, school level professional development, RESA courses and support, workshops, and technical assistance meetings.

System data is compiled, reviewed, and discussed during the Leadership Retreat, Administrative Council Meetings, RESA trainings, and School Improvement Team Meetings. Schools receive data via the DOE portal

and the notebook prepared for the Leadership Retreat which contains the Balanced Scorecard data. Data is also posted on the district website. The balanced scorecard shows trend data and includes current and archived data. This notebook is helpful with school level data review as schools work with stakeholders and the leadership team to develop the School Improvement Plan, Schoolwide Plan, Parent Family Engagement Plan, and Flexible Learning Program Plan (where needed). All schools have data rooms which display school data and all data is posted on the school websites. School improvement team meetings are held regularly and data discussion and monitoring is part of the meeting. This information is shared with all staff at regular intervals as a part of continued professional learning.

Technical Assistance is offered to schools as part of the planning process, during regularly scheduled meetings, and through email memos and phone calls. Regular site visits are made to schools for monitoring and technical assistance for Focus schools utilizing 1003a funds.

### **Monitoring Use of Funds**

Development of the 1003a justification of funds will be completed in conjunction with **School Improvement Specialist** and with the Director of Federal Programs and the Assistant Superintendent of Teaching and Learning. Budget updates will be provided on a quarterly basis as part of the monitoring of funds. All expenditures will follow the prior approval process and recommendations for budgeting and use of funds will be given to schools throughout the process and at the request of the school.

### **School Improvement Grant 1003 g (SIG)**

Sumter County does not currently have any 1003g participating School Improvement Grant schools.

### **ESSA Public School Choice**

Sumter County does not offer Public School Choice to Focus schools. Sumter County offers Intradistrict school choice through House Bill 251.

### **Intradistrict Transfer Process**

**HB251** gives parents an annual option to request a school transfer for their child(ren) based on space availability.

Implementation Procedures:

1. Parents of Sumter County School System students will be notified of HB251 by June 1 of each year and provided with a preliminary list of schools based on existing data. Letters will be provided to all students and will be posted on the district's website.
2. Parents may get a "School Choice Request Form" and guidelines from the Board of Education Office, or may download a copy from [www.dcboe.com](http://www.dcboe.com).
3. Applications for transfer must be delivered to the Assistant Superintendent for Human Resources, Board of Education, 100 S. West Street, Bainbridge, GA, during the designated School Choice Week.
4. All requests must be received by the close of business on the final day of the designated School Choice Week.
5. In the event the number of transfer requests exceeds the available capacity in the particular school, requests will be approved or denied on the basis of a lottery.
6. Parents will be notified of the approval or denial of their request by letter after the deadline.
7. Once a request is approved, the parent assumes all costs and responsibilities related to the transportation of their child to and from the school so long as the child remains at that assigned school.

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8. School Choice students are grandfathered under this law unless the parent or guardian has failed to meet the parental responsibilities.

## **Fiduciary Responsibility**

### **Maintenance of Effort**

SCDE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked “met” or “unmet” on the consolidated application. Documentation for MOE is only required for districts that do not meet the required maintenance of effort. Districts’ MOE is completed by the SCDE. Federal Programs Coordinator will pull the MOE information from the Consolidated Application for documentation purposes.

### **Comparability of Services**

Sumter County schools will utilize the SCDE Portal application for annual running of comparability of services. Back-up documentation will be maintained through FTE and CPI reporting. The Department of Human Resources and Director of Federal Programs will work together prior to the year start to ensure that every effort for comparability of services is being sought. Comparability will be evaluated again after the October FTE count. The SCDE Portal application will be run upon notification from the SCDE typically in December. In the event that the system does not appear comparable, guidance from SCDE will be followed and staff employment will be adjusted in order to be compliant.

### **Cost Principles**

This manual contains internal controls and grant management standards used by all Federal programs to ensure that federal funds are lawfully expended. Employees of the Federal Program and District personnel who deal directly with federal funds are expected to review this manual to gain familiarity and understanding of the Federal Program rules and practices and to comply with all requirements. This manual primarily focuses on key changes \*\*Pursuant to Requirements in 2 CFR Part 200: Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and Education Department General Administrative Regulations (EDGAR), and is to be used as a supplement to policies and procedures and Federal Program Handbook. However, when the district’s local policies and/or procedures conflict with the federal regulations, the district shall comply with the more restrictive regulations and shall be adhered to in all aspects of federal and state grants management.

## **Identification of Federal Award**

Sumter County Schools identifies, in its accounts, all federal awards received and expended and the Federal programs under which they are received. Federal program and award identification includes, as applicable, the Catalog of Federal Domestic Assistance (CFDA) title and number, federal award identification number and year, name of the federal agency, and, if applicable, name of the pass- through entity. Upon receipt of each grant award, the District obtains the required information from the Notice of Grant Award (NOGA) or other awarding agency’s Grant Award Notification (GAN) and enters the information in the general ledger using the assigned 3-digit fund code following the State DOE chart of accounts.

### **Federal Cash Management Policy/Procedures**

Two methods of payment are provided in federal regulations: advance and reimbursement. The District uses the reimbursement method for requesting grant payments from SCDE for all Federal programs.

#### **Advance Method**

The District does not utilize the advanced payment method for any Federal program.

#### **Interest Earned on Advances**

The District does not utilize the advanced payment method for any Federal program.

### Remitting Interest

The District does not utilize the advanced payment method for any Federal program.

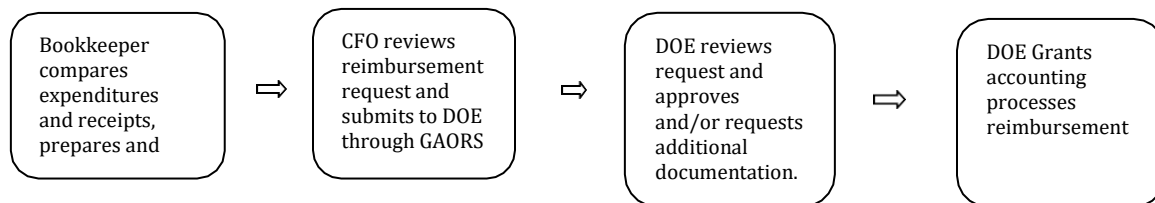
### Excess Cash on Hand

The District does not utilize the advanced payment method for any Federal program.

### Reimbursement Method

The District utilizes the reimbursement method for all Federal programs. Under the District's cash flow system the reimbursements are covered under the fluid system until the reimbursements are received. All reimbursements are based on actual disbursements (i.e., payments already made), not on obligations.

The CFO will request reimbursement for actual expenditures incurred in any Federal program (federal grants) monthly through GAORS system. When using this method, the District will only request reimbursement for funds actually paid out.



### Program Income

Program income means gross income earned by a grant recipient that is directly generated by a supported activity or earned as a result of the federal award during the grant's period of performance. 2 CFR § 200.80. The District does not generate any income from any Federal program.

### Sub-recipients

Sumter County has no sub-recipients for any Federal programs.

## Expending Grant Funds

### Determining Allowability of Costs

Grantees are required to have written procedures for determining the allowability of costs charged to federal grants. 2 CFR § 200.302(b)(7). All costs must be allowable under the federal cost principles in 2 CFR Part 200, Subpart E, and under the terms and conditions of the specific federal award.

Expenditures must be aligned with budgeted items in the approved grant application. Certain changes or variations from the approved budget and grant application need prior approval from SCDE

Grant Administrator with direction from SCDE will determine when an amendment to the budget is required for Federal program grant.

When determining how to spend grant funds, the Federal Program Administrator, will review the proposed cost to determine whether it is an allowable use of federal grant funds before obligating and spending those funds on the proposed goods or services. All expenditures made with federal education funds must meet the standards outlined in EDGAR, 2 CFR Part 3474, and 2 CFR Part 200. The Federal Program Administrator must consider the following factors when making an allowability determination.

### Factors Affecting Allowability of Costs

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

✓ **Necessary and Reasonable for the performance of the federal award.**

**Reasonable Costs:** A cost is *reasonable* if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision to incur the cost was made. "Reasonable" means that sound business practices were followed and purchases were comparable to current market prices.

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

- Prudence was used in making the decision to incur the cost, considering the person's responsibilities to the District, its employees, the public, and the federal government.
- It is necessary to carry out the objectives of the grant program or is recognized as an ordinary cost to operate the organization.
- The District applied sound business practices; arm's-length bargaining (i.e., the transaction was with an unrelated third party); federal, state, and other laws and regulations; and the terms and conditions of the award in making the decision.
- The price is comparable to that of the current fair market value for equivalent goods or services.
- There were no significant deviations from the established practices of the organization which may unjustifiably increase the cost. 2 CFR § 200.404

**Necessary Costs:** While 2 CFR § 200.404 does not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. It means it is vital or required in order to meet the objectives of the grant or for the grant to be successful. Necessary does not mean "nice to have," which means it is not necessary to accomplish the objectives of the program in that it is not vital or required for the success of the program.

A key aspect in determining whether a cost is necessary is whether the district can demonstrate that the cost addresses an existing need and can prove it. For example, the district may deem a language skills software program necessary for a limited English proficiency student enrolled in the Federal program.

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

- Whether the cost is needed for the proper and efficient performance of the grant program;
- Whether the cost is identified in the approved budget or application;
- Whether there is an educational benefit associated with the cost;
- Whether the cost aligns with identified needs based on results and findings from a needs assessment; and
- Whether the cost addresses program goals and objectives and is based on program data.

**Allocable to the federal award.** A cost is *allocable* to the federal award if the goods or services involved are *chargeable* or *assignable* to the federal award *in accordance with the relative benefits received*. This means that the federal grant program derived a benefit in proportion to the funds charged to the program. 2 CFR § 200.405. For example, if 50% of an academic instructor salary is paid with grant funds, then that academic instructor must spend at least 50% of his or her time on the grant program. Additionally, if equipment or supplies purchased with grant funds benefits more than one grant program, the purchase must be "split-funded" among the grant programs receiving benefit.

- ✓ **Consistent with policies and procedures** that apply uniformly to both federally-financed and other activities of the District. For example, personnel whose travel is paid with federal funds is reimbursed at

the same rates as personnel whose travel is paid with state or local funds and the grant is charged accordingly.

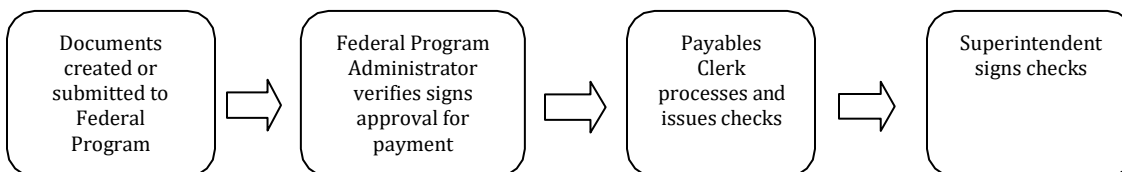
- ✓ **Conform to any limitations or exclusions set forth as cost principles** in 2 CFR Part 200, Subpart E, or in the terms and conditions of the federal award.
- ✓ **Consistent treatment.** A cost cannot be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.
- ✓ **Adequately documented.** All expenditures must be properly documented with original source documentation that is clearly written and maintained on file (either electronically or on paper) with accounting records. Documentation includes purchase orders/requisitions, invoices, receipts, verification of receipt of goods and services, travel authorizations and vouchers, contracts, time-and-effort records, copies of checks, bank statements, etc. Expenditures that are not supported by source documentation cannot be charged to the grant.
- ✓ **Determined in accordance with generally accepted accounting principles (GAAP), unless provided otherwise in 2 CFR Part 200.**
- ✓ **Not included as a match or cost-share of another federal program,** unless the specific federal program authorizes federal costs to be treated as such. Some federal program statutes require the grantee to contribute a certain amount of non-federal resources to be eligible for the federal program.
- ✓ **The net of all applicable credits.** The term "applicable credits" refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges, such as credits. To the extent that such credits accruing to or received by the District relate to the federal award, they shall be credited to the federal award, either as a cost reduction or a cash refund, as appropriate. 2 CFR § 200.406.

2 CFR Part 200's cost guidelines must be considered when federal grant funds are expended. Federal rules require state- and District-level requirements and policies regarding expenditures to be followed as well. For example, state and/or District policies relating to travel may be narrower or more restrictive than the federal rules. In this case, the stricter State and/or District policies must be followed.

## Review and Authorization of Costs

### Segregation of Duties

#### Purchase Orders, Invoices, Travel, Vendor Contracts



### **Employee Costs – Regular Work Day**

- Documentation: Human Resources
- Approval: Federal Program Administrator
- Process: CFO calculates salary based on Salary
- Process: Payroll Clerk
- Superintendent signs check
- Review: Bookkeeper prints monthly budget vs., actual report
- Review: Federal Program Administrator reviews reports

### **Before/After School Program Employee Costs**

- Documentation (contracted services form)
- Employee submits timesheet
- Approval: Site Administrator/Supervisor
- Approval: Federal Program Administrator - site
- Process: Payroll Clerk
- Superintendent signs check
- Review: Bookkeeper prints monthly budget vs., actual report
- Review: Federal Program Administrator reviews

### **Transportation Costs (bus drivers and mileage)**

- Documentation (contracted services form - driver) (mileage invoice)
- Employee submits timesheet
- Approval: Director of Transportation

Approval: Federal Program Administrator

Process: Payroll Department – employee costs  
Bookkeeper – JE for mileage

Superintendent signs payroll checks  
CFO approves JEs

Review: Bookkeeper prints monthly budget vs.,  
actual report

Review: Federal Program Administrator reviews

## Procurement

### **Conflict of Interest Requirements**

Substantial state and federal requirements exist pertaining to standards of conduct and conflict of interest. It is the intent of the District for all employees, officers, or agents to conduct all activities associated with procurements in compliance with the highest ethical standards, including the avoidance of any real or perceived conflict of interest. It is also the intent of the District to impose appropriate sanctions or disciplinary actions, including but not limited to termination and/or prosecution, for any employees or officers who violate any of these requirements.

### **State Requirements**

To receive Federal Funds, the District annually signs and adheres to the South Carolina Department of Education Conflict of Interest and Disclosure Policy.

### **Federal Requirements**

In addition to the SCDE requirements pertaining to standards of conduct and disclosure of conflict of interest, in accordance with 2 C.F.R. § 200.318(c)(1), the District's standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of federal contracts include the following federal standards.

*No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.*

*The officers, employees, and agents of the organization may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value.*

### **Disciplinary Actions**

The Organization will impose appropriate sanctions or disciplinary actions, including but not limited to termination and/or prosecution, for any employee or officer who violates any of these requirements related to standards of conduct and conflict of interest. 2 CFR § 200.318(c)(1)

### **Mandatory Disclosure**

Upon discovery of any potential conflict, the Organization will disclose in writing the potential conflict to SCDE or other federal awarding agency in accordance with applicable SCDE or other federal awarding agency policy. 2 CFR § 200.112.

In addition, the Organization will disclose, in a timely manner, in writing to SCDE or other federal awarding agency, all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award. 2 CFR § 200.113. Failure to make required disclosures can result in any of the remedies described in 2 CFR § 200.338, Remedies for Noncompliance, including Debarment and Suspension. The CPO and BGC Executive Board will conduct any necessary investigation and submit it in writing to SCDE or other federal awarding agency.

### **Full and Open Competition**

All procurement transactions paid with federal funds are conducted in a manner providing full and open competition consistent with 2 C.F.R § 200.319. In an environment of full and open competition, no proposer or bidder has a competitive advantage over another. All potential proposers and bidders must be provided the same information and have the same opportunity to submit a bid or proposal.

The Organization also complies with the following requirements in 2 CFR 200 to ensure full and open competition when purchasing with federal funds.

### **Federal Procurement System Standards**

In addition to avoiding conflicts of interest and ensuring full and open competition as described above, the Organization's written procurement procedures for purchases made with federal funds reflect applicable state and local laws and regulations and conform to the following federal standards for procuring goods and services with federal funds. 2 CFR § 200.318

### **Avoiding Acquisition of Unnecessary or Duplicative Items**

The District avoids the acquisition of unnecessary or duplicative items. Additionally, the District considers consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, the District makes an analysis of leases versus purchase alternatives, and other appropriate analyses to determine the most economical approach. 2 CFR § 200.318(d)

### **Awarding Contracts to Responsible Contractors**

The District awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. The District considers such matters as contractor integrity and business ethics, compliance with public policy, ability to complete the project on time and in accordance with specifications, record of past performance, and the contractor's financial and technical resources. 2 CFR § 200.318(h)

The District will check references where possible and try to ensure there are no outstanding complaints against the contractor.

The District will award a contract to a contractor who has the appropriate experience, expertise, qualifications, and any required certifications, necessary to perform the work. Committee reviews and rating scales are utilized in the screening process. Contractors should also have the financial resources to sustain the project while the initial work is being completed and during each service period until he or she submits invoices for payment to the District as work is completed (for example, at the end of each month). Contractors should have the proper equipment or the capability to subcontract for the proper equipment necessary to complete the contracted work. For example, if the contractor is to develop a school day teacher and after school instructor

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communication instant method using software and computer, the contractor should already have his or her own computer with the appropriate software.

The vendor selection process shall ensure that the Organization does not restrict competition among qualified vendors.

### **Selection Criteria**

The organization has selected vendor qualification criteria that includes, but is not limited to, the following:

- Past experience with the organization
- Cost of goods and services, including future costs of maintenance
- Vendor's financial stability and position as it relates to the ability to provide the goods and/or services
- Has not been debarred or suspended from contracting under federal grants

Committee reviews and rating scales are utilized in the screening process.

*Debarment and Suspension:* The District will not subcontract with or award subgrants (not allowed under 21st CCLC) to any person or company who is debarred or suspended from receiving federal funds. The 21st CCLC Grant Administrator is required to check for excluded parties at the System for Award Management (SAM) website before any procurement transaction paid with federal funds. This list is located at: [www.sarn.gov](http://www.sarn.gov) 2 CFR Part 180 and 2 CFR Part 3485.

### **Purchasing Goods or Services with Federal Funds**

In accordance with 2 CFR Part 200, Subpart E, Cost Principles, all purchases made with federal funds, regardless of the method of purchase, must be determined to be:

- **reasonable** in cost
- **necessary** to carry out the objectives of the federal program
- **allowable** under the federal cost principles and the terms and conditions of the award
- **allocable** (chargeable or assignable) to the grant program based on the relative benefits received

The Federal Program Administrator verifies the proposed purchase is necessary to accomplish the objectives of the grant program in that the expenditure is vital or required for the grant program to be successful by going through the approval chain. If a question of necessity arises, then additional justification is requested before final approval.

### **Five Methods for Procuring with Federal Funds**

2 CFR § 200.320 provides for five methods that must be used when making purchases with federal funds. In some cases, these federal methods are less restrictive than state requirements; in other cases, the state requirements are more restrictive than these federal methods. Additionally, if local requirements are more restrictive than either state or federal, then local requirements must be followed. In all cases, the more restrictive requirements or methods must be followed when making purchases with federal funds.

The type of purchase method and procedures required depends on the cost (and type, in some cases) of the item(s) or services being purchased.

Micro-purchase

Small purchase procedures

Sealed bids

Competitive proposals

Noncompetitive proposals (sole source)

**Micro-Purchases** (Purchases up to \$10,000)

Federal methods provide for procurement by micro purchase. Micro-purchase is defined in 2 CFR§ 200.320(a) as a purchase of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed \$10,000. The micro-purchase method is used in order to expedite the completion of its lowest-dollar small purchase transactions and minimize the associated administrative burden and cost.

In accordance with federal requirements, micro-purchases may be awarded without soliciting competitive quotations if the Organization considers the price to be reasonable. Also, when using federal funds, to the extent practicable, the organization must distribute micro-purchases equitably among qualified suppliers. The organization maintains evidence of this reasonableness in the records of all micro-purchases.

**Small Purchase Procedures** (Purchases between \$10,001 and \$250,000 in the Aggregate)

The federal threshold for small purchase procedures is \$250,000. 2 CFR § 200.320(b). Small purchase procedures (as defined in 2 CFR § 200.320[b]) may be used in those relatively simple and informal procurement methods for securing nonprofessional services, supplies, or other property that do not cost more than \$250,000.

When using federal funds to purchase goods or services, price or rate quotations must be obtained from an adequate number of qualified sources for all purchases between \$10,001 and \$250,000. Such price or rate quotations must be documented in writing, and the Organization must demonstrate that price or rate quotations were obtained from an adequate number of qualified sources (three sources if possible and feasible).

**Competitive Proposals** (§ 200.319) are utilized if the total amount of purchase for like items or in the aggregate is more than the Simplified Acquisition Threshold (\$250,000 under UGG 200.88) and if the Competitive Bid method is not appropriate.

1. Award contract to responsible vendor whose proposal is most advantageous to the program, considering price and other factors.
2. Used when sealed bid is not appropriate.
3. Request for proposal (RFP) must be publicized and identify all evaluation factors and their relative importance.
4. Proposals must be solicited from an adequate number of services.
5. Must have method for evaluating proposals and selecting vendor.
6. Contracts must be awarded to the responsible vendor whose proposal is most advantageous.

**Competitive Bid** (§ 200.319) are utilized if the total amount of purchase for like items or in the aggregate is more than the Simplified Acquisition Threshold (\$250,000 under UGG 200.88) and if the Competitive Proposals method is not appropriate.

1. Specifications and bid documents are mailed to all potential bidders.
2. Bids are publicly opened and then held under advisement.
3. Bids will be tabulated and selected on the criteria of the lowest and best price based upon quality, service, and availability that meets specifications; final approval will be made by the Superintendent.
4. When the lowest bid is not accepted, the reason will be documented and kept on file.
5. The invitation to bid will clearly define the purchase conditions. The following, as a minimum, shall be addressed:
  - a. Contract period
  - b. Date, time, and location of bid opening.
  - c. Benefits to which DCBOE will be entitled if the contractor cannot or will not perform as required.
  - d. Termination provisions and the basis for any settlement.

- e. Provision requiring compliance with Executive Order 11246 entitled “Equal Employment Opportunity” as amended by Executive Order 11375 and as supplemented in the Department of Labor Regulations.
  - f. Provisions requiring access by a duly authorized representative of the DCBOE, State Agency, United States Department of Education, or Comptroller General to any books, documents, papers, and records of the bidder which are directly pertinent to the contract.
  - g. Provision requiring bidder to maintain all required records for five years after final payment and until all other pending matters are closed.
6. If any potential bidder is in doubt as to the true meaning of specifications or purchase conditions an interpretation will be provided by the Federal Program Director.

**Noncompetitive negotiations** are used only as a last resort to purchase an item as a sole source. Several sources are contacted prior to determining and documenting that the product/service is sole source.

### **Consultants, Contracts, Purchased Services for Federal Program Funds**

Contracts are required for all consultants and purchased services. Agreements are entered into between Sumter County Board of Education and the consultant. Each contract contains the following:

- Contracts are generated by the Federal Program Administrator
- Specific duties are specifically spelled out for each contract.
- The person must also submit to be fingerprinted if they are working with students.
- The contract includes the number of hours to work and the rate of pay.
- Principals must submit the tutoring time logs, to the Federal Program Administrator, who generates a PO and follows the normal PO process.

Each contract is signed by the following:

- Contractor
- Principal/Program Director
- Asst. Supt. for Human Resources
- Superintendent

### **Verification of Work**

The Federal Program Administrator provides oversight in ensuring that all contractors’ work is complete. Artifacts, daily sign in sheets, and completion of all workshops are kept on file in the Federal Programs office. Purchase orders are created following same procedure as purchasing merchandise.

The Federal Program Administrator signs off on all purchase orders and invoices prior to the issuance of payment for services.

These contracts must be maintained and kept in the Federal Program files.

### **Capital Expense Funds**

The Sumter County Board of Education does not use Federal funds to budget items under object code 700 (capital expense).

### **Travel**

Travel costs are the expenses for transportation, lodging, subsistence (i.e., meals), and related items incurred by employees who are in travel status on official business for Sumter County Schools, including any federal program. DCBOE policy for reimbursing travel is more restrictive than the federal cost principles allow.

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Pursuant to the requirements in 2 CFR § 200.474(b), documentation must be maintained that justifies that (1) participation of the particular individual is necessary to the federal award; and (2) the costs are reasonable and consistent with the District's established policy. All Federal programs adhere to the Sumter state travel regulations.

### **Travel Procedures**

A professional leave request via PExpress must be submitted 5 days prior to attending any professional learning or professional activity opportunity. You must make sure that you have prior approval to attend any workshop and ALL travel arrangements should be discussed upon and agreed upon prior to attendance. Out-of-system travel must be documented in PExpress and accompanied by the agenda and conference brochure. Failure to complete this will result in the request being non-approved and a delay in the processing of your request. When submitting travel/reimbursement for the event, be sure to complete the entire travel form and include a copy of the agenda (daily itinerary noting meeting times, meals, etc.) or reimbursement cannot be made. The principal or designee should ensure that paperwork complies with requirements prior to signing. If other signatures are required (i.e., Professional Learning Coordinator, Federal Program Director, etc.), such should be obtained before submitting to the BOE financial department.

If you are attending workshops or professional activities out of county, at RESA or GLRS, submit request via PExpress and attach the email/flyer/other that has workshop details, dates and times. All expenses must be pre-approved by building or district contact. No reimbursement will be provided without prior approval by the school and district professional learning department.

### **Transportation**

Check on the availability of county-owned vehicles. Reservations should be made well in advance by calling the bus shop at 248-2204. Logs are maintained by the bus shop. If a county vehicle is driven, gas for the car can be reimbursed with a **receipt**. Please note--if a Board of Education-owned vehicle is available for use but you choose to use your personal vehicle, then the Board does not have to reimburse mileage. However, if the Board chooses to reimburse for use of a personal vehicle, the reimbursement rate will be reduced per the State Accounting Office guidelines.

Do know that mileage rates change periodically and the most up-to-date form should be downloaded from the DCBOE web site.

To claim mileage for travel you can only claim mileage from your work location to the meeting location and back to your work location. You can not claim the mileage from/to your home unless you are traveling on a non-work day (viz. weekend or holiday) or the distance to/from your home is shorter than the distance to your work location. **Only approved drivers/vehicles will be reimbursed and this must be approved prior to travel.**

### **Meals**

Meals are reimbursed per guidelines from the state. You must note departure and arrival times on the expense report/travel form so that accounting can determine if you are eligible for a meal. A failure to fill in the blank can result in the form being returned. Participants on trips less than 13 hours are typically not eligible for meal reimbursement. See the pop up boxes on the travel form for amounts of meals (see form on DCBOE web site). You must attach the printed agenda/itinerary from the conference/workshop to the completed travel form. If the agenda lists a meal as part of the schedule of events, the Board of Education can **not** reimburse the employee for that meal.

If a banquet ticket purchased for the event exceeds the meal allowance, you can be reimbursed for the amount of the ticket (attach banquet receipt or registration receipt if the page specifies the banquet ticket amount).

## **Lodging**

Typically conferences provide reasonable rates if rooms are secured early. When conference rates are not available, please shop for reasonably-priced lodging in a place that is safe, secure, and fairly close to the workshop. If you identify yourself as a government employee and state that you have a tax exempt form, you are usually quoted a lower rate. Use reasonable judgment when acquiring accommodations; we want to be good stewards of our funds. Make certain that the tax form is presented **upon check-in** when traveling in Sumter (see form on dcboe web). Note: the tax form is not accepted out-of-state.

Lodging expenses are allowed when the destination is located more than 50 miles from both the Primary Work Site and Residence. Consider the time of the event and the distance; (example: If the event begins at 10:00 am and is within 70 miles consider driving the day of instead of incurring an overnight expense). Written pre-approval must be obtained, when lodging is required within this 50 mile radius.

It is recommended that you stay two to a room, if possible. Program Directors may approve requested accommodation arrangements based on program needs and nature of event/workshop/conference. Overnight travel arrangements must be approved prior to travel and individual room stays must be prior approved or the attendee may forfeit reimbursement. Rooms can be reserved on a personal credit card. If a block of rooms is being held on one credit card, make certain that individual credit cards are presented upon check-in and make certain the rooms are listed in the name of the person paying the bill (an individual cannot be reimbursed for paying for multiple rooms). If staying two in a room and using two credit cards for payment, ensure that the hotel bill lists the appropriate name for each bill (that is, do not pay an invoice in someone else's name with your credit card—it makes reimbursement an impossibility). Participants can stay two in a room and one person pay for the entire room charge and get reimbursed. Do know, however, that if family members travel with an employee, the difference in the room rate from single occupancy to double or more is the responsibility of the individual.

It is possible to secure a check (processed well in advance) for the lodging amount. You will need information from the hotel in writing showing room rate & applicable taxes (minus the tax from which we are exempt). The school bookkeeper may be able to assist with this process. If paying for a room by a system check, the expectation is that the employee honors the commitment to attend. It is always a good idea to have a back-up attendee or the individual may have to reimburse the system for any cost incurred for a trip not taken.

## **Registration**

Registration may be paid by personal check or credit card and reimbursed after the trip is taken (with a registration receipt). Many conferences accept purchase orders or system checks, as well. If a system check is to be cut to pay for the registration in advance, the PO must be sent to the County Office three weeks in advance. If paying for registration by system PO or check the expectation is that the employee honors the commitment to attend. Again, it is a good idea to have a back-up attendee in case an emergency occurs.

## **Other**

If a taxi/bus/metro is used, a receipt is needed for reimbursement. Parking and toll receipts are needed for reimbursement, as well. These expenses should be documented on the travel form for reimbursement and be accompanied by a receipt.

The purchase of materials while attending a conference is NOT reimbursable. If materials are to be purchased, the participant must contact the school principal or the program supervisor funding the trip to obtain permission and a PO number. Certainly individuals may use personal funds to buy items of interest for their own professional libraries.

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Professional Learning hours will be awarded to the PDEExpress transcript after verification of completing the course(s) has been received. When attending a conference, time will be credited based on conference agenda. In-district and out-of-district events will be reimbursed based on agenda or upon receipt of RESA/GLRS verification by the professional learning offices. Awarding of credit will be posted to the individual transcript obtained in PDEExpress.

## **Event Reimbursement**

Employee Monthly Expense Statements must be submitted to the County Office for payment within **30 days of the reimbursable activity** (viz. the travel dates) or else reimbursement will not be made.

The exception is the month of June. For any June activity, the Employee Monthly Expense Statements must be received at the County Office no later than July 5 in order to be reimbursed. If a conference splits fiscal years (ex. June 29 – July 3), then the individual should submit two separate expense form; one for the June portion and one for the July portion.

Failure to submit all required documentation will delay reimbursement.

An expense statement must have the following:

- A copy of the agenda provided at the workshop plus a receipt for hotel, parking, or other expense claimed (excluding meals—you do not need receipts for meals).
- A prior approval of out of district request submitted via PDEExpress.
- Whenever meal expenses are noted, departure and arrival times (including a.m. or p.m.) must be provided. If a meal is provided at the workshop/conference you cannot claim that meal (even if you chose to eat elsewhere). You can hover over the box on the spreadsheet to see meal maximum limits but you should show the actual amount if lower than the max.
- The form should contain the signature of the principal unless other directions have been given and should be routed to the appropriate office (Professional Learning, Federal Programs, Special Ed, other) for approval and account processing.

*The bulleted items above are just a few of the common mistakes made but those and other requirements are outlined in the attached document. Having everything in order will expedite the reimbursement process.*

## **Equipment and Real Property**

### **Property Inventory**

Title I Inventory is maintained in a district database and put on spreadsheets to be shared with schools. The district database is maintained by the Administrative Assistant to the Director of Federal Programs.

### **Inventory Spreadsheet Requirements and Identification of Equipment**

Inventory identifies the item description, serial number, funding source, FAIN, vendor, date of purchase, cost of the item, location, use, condition and disposition (if applicable). In addition to the Sumter County inventory identification, equipment purchased with Title I funds are identified with a Federal Programs sticker with an identifying number to those databases. Once equipment is received by the school, the school notifies the Federal Programs Administrative Assistant with the serial number and location of the items and stickers are issued. It is the responsibility of the Administrative Assistant, with assistance from the school, to then label the equipment with the provided label.

## Annual Inventory Procedures

Inventory of all equipment and property belonging to any federal program will be identified and inventoried on an **annual** basis. Inventory will be verified by the building-level administrator, or designee, each fall and then equipment will be randomly spot-checked by the federal programs director on an annual basis each fall and spring. The Schools and Federal Programs office will maintain a signed and dated copy of the annually updated inventory, as well as maintain an electronic copy. Materials purchased for use in federal programs will be labeled and are to be utilized in the capacity for which it was purchased. Any equipment, materials and/or supplies purchased with federal funds is considered solely for the use of that program.

## Acquisition of Federally Funded Equipment

1. All purchases must be preapproved and aligned with the School's SWP and SIP. Schools will submit *request* to the Federal Program Administrator for pre-approval.
2. Schools will consult DCBOE Technology department for price quoting and requirements
3. The school will submit the purchase order(s) to the Federal Program Administrator for approval
4. All equipment items will be delivered to the Federal Programs office or the school, as determined by the Federal Programs director.
5. When inventory is received:
  - a. Inventory all items in accordance with all federal regulations.
  - b. Schools notify the Federal Programs Administrative Assistant with serial number and location of the items.
  - c. Federal Programs stickers are issued and items are labeled.
  - d. In the case of electronic equipment, the Schools and Federal Programs Administrative Assistant will coordinate with the Technology Department for installation.
  - e. School and District Inventory spreadsheets will be updated with the new equipment.

## Procedure for Relocating Equipment

DCBOE Technology department also maintains an inventory of all electronic equipment. Technology equipment may only be relocated by the DCBOE technology department. Requests for relocation must be made via the Technology Department's electronic submission program and updates to the federal inventory form must be made immediately.

## Equipment Disposition

At the close of the federal program, or in the event the equipment is no longer usable, materials and equipment will be disposed of following Sumter County's disposal procedure. Equipment that is damaged, lost, or stolen will be reported to the federal programs coordinator via Sumter County School's Fixed Asset Disposal Form. The form must be submitted and approved before the school is authorized to dispose of the damaged asset. A police report will be required for stolen property. Lost equipment will be verified by the principal and noted in the inventory.

Schools will have written controls in place to eliminate loss or theft of equipment. Controls may include locks, security cameras, logs or sign out procedures. Equipment utilized on a check-out basis at the school (to be used on or off site) is maintained by the school media specialist through the library check-out system.

In the event that a federal program is no longer available, federally purchased equipment will be transferred equitably to the inventory of another functioning federal program. **See *Inventory Form, Memo, and Fixed Asset Disposal Form in Appendix G***

### **Supplement/Supplant, and Earmarking**

Federally supported educational programs are designed to supplement rather than supplant regular educational programs. All Sumter County Board of Education federal programs have been planned and budgeted to assure that federal funds will supplement and not supplant state and local funds.

#### *RISK ASSESSMENT*

The Board has identified areas that may be used for supplementing or earmarking purposes. The Board has a sufficient understanding of the PC Genesis system so that potential recording problems can be identified.

#### *CONTROL ACTIVITIES*

CFO assures that current year Federal program funds do not pay for (1) anything that should have been paid from other Federal or non-Federal funds or (2) anything that was paid from Non-Federal funds in prior years.

#### *INFORMATION AND COMMUNICATIONS*

CFO has a copy of federal regulations regarding supplementing vs. supplanting of funds.

#### *MONITORING*

CFO reviews Federal program expenditures to assure that they are used only as supplemental funds.

#### *CONTROL ENVIRONMENT*

The budgeting process appears to identify and address supplanting vs. supplement requirement. Federal Program regulations are followed in determining supplanting of Federal Program funds. Federal Program Administrator and CFO are responsible for taking appropriate action for known departures from approved policies and procedures.

#### *SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

Federal Program regulations  
Federal Program budgets  
System budget

### **Periodic Certification Procedures**

Periodic certifications are completed ONC annually for all employees who are expected to work solely on a single Federal award or cost objective per OMB circular A-87, Attachment B, Paragraph 8.h.3.

Sumter County employs teachers and paraprofessionals for the following Federal Programs:

- Title I
- Title V
- Title I Part C, Migrant
- Title II A
- Title III
- Title IV A
- Title V, Part B
- IDEA

These employees are 100% funded by their respective program and perform job duties that are related to activities in compliance with the said program during two time periods in a school year. Periodic certifications are an after-the-fact certification for time worked; therefore certification is signed and dated after the end of each time period.

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#### Annual Periodic Certifications:

July 1– June 30 of calendar year

Periodic certifications will be sent to building administrators for 10 month employees to sign on the last day of contracted work for the given school year. Certifications should not be signed prior to the last day.

Periodic certifications will be signed by directors/ administrators, after the last full work day of a ten and a half and an eleven month employee

Twelve month employees will sign their certifications on or after July 1 of the calendar year.

PARs – Time and Effort will be documented with a variety of sources which serve to document the time and effort when the time and effort is not 100% funded by a federal program. Examples of documentation may include time sheets, schedules, logs, sign in sheets, professional development software, or other sources.

#### **Neglected and Delinquent Facilities**

Sumter County has no neglected or delinquent centers eligible for Title 1, Part D, Subpart 2 funds.

### **Internal Controls**

#### **Pre-Approval of Purchases**

The Sumter County Board of Education has procedures in place for Purchases to maintain internal controls and to avoid fraud, waste, abuse and corruption of federal funds. All purchases must be pre-approved prior to an order being placed. This includes orders from any companies where orders can be placed online.

**ALL** orders mentioned above or otherwise are required to be submitted on a 4-ply DCBOE *Purchase Order Form*.

#### **Requisitioning Purchases**

1. Each budget, after prepared at the school level, is reviewed by Federal Program Administrator, revised by school personnel, if necessary, and approved by the Federal Program Administrator. Once the school makes the necessary compilation and the budget is entered and submitted into the Consolidated Application by Federal Program Administrator and approved by the state, each school or department fills out a purchase order requisition to secure items outlined in their school improvement plans.

3. The purchase order/requisition is then sent to the Federal Program Administrator for review.

4. The Federal Program Administrator reviews the requisition to assure that the purchase is included in the School Wide & School Improvement Plan and meets all requirements of Federal programs

- Verifies account number
- Verifies alignment to the SWP & SIP

5. The Federal Program Administrator then signs off on the requisition and forwards the requisition to the Finance Director.

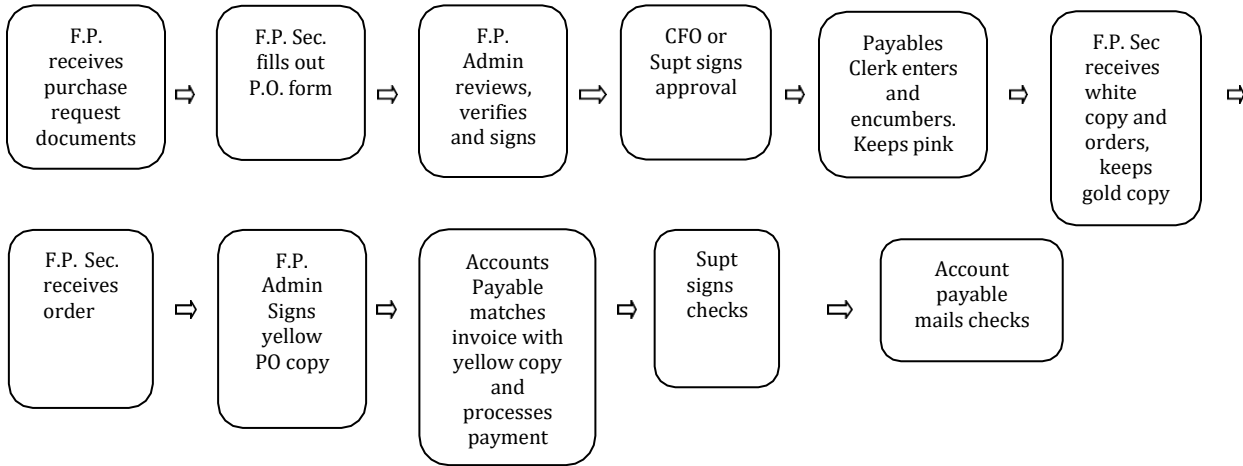
6. Should the purchase order/requisition not meet federal program requirements and/or is not supported by the budget, Federal Program Administrator will notify the school principal by phone and return the purchase order to the school.

7. The Finance Director or Superintendent approves the P.O. by signing it and sends it to the Purchasing Clerk.

8. Purchasing Clerk assigns a P.O. number, logs the P.O., enters it into the accounting software program (PCG), and returns P.O. to the school/department that made the requisition to order the merchandise.

9. Merchandise is shipped to the Federal Program Administrator and then sent to the school that ordered it.

10. Federal Program Administrator sign yellow copy of PO verifying merchandise has been received and approving payment of the invoice, then forwards to the system Payables Clerk.
11. Invoices are mailed directly to the Central office by the vendor.
12. System Payables Clerk entered invoice in PCG, generates the check and mails the check to the vendor.



**ACTIVITIES ALLOWED/UNALLOWED, ALLOWABLE COSTS/COST PRINCIPLES and REPORTING**

*RISK ASSESSMENT*

Federal Program Administrator, Federal Program Secretary/Bookkeeper, System Bookkeeper, and CFO all have a sufficient understanding of the Federal program regulations, which specify the type of expenditures that can be charged to the Federal Program. All have received formal and informal training and are familiar with Federal program guidelines. SCDE directives are followed to ensure accounts are properly maintained in line with changes, if any, to the cost accounting system.

*CONTROL ACTIVITIES*

The Board utilizes the PC Genesis System which has the capabilities to maintain separate funds for Federal and non-Federal activities. The Federal Program Administrator is familiar with guidelines concerning allowable costs and is kept aware of any changes through Federal or SCDE updates and workshops. Federal Program Secretary/Bookkeeper is responsible for preparing purchase orders. The Federal Program Administrator and the CFO are responsible for approving all purchase orders. All invoices are matched to the purchase orders and receipt of the item is noted on the purchase order before payment is made. Payments are posted to the proper accounts by Accounts Payable Clerk. Budgets as well as payroll sheets are used to ensure proper payroll charges to the Federal program funds. Monthly leave reports are signed by supervisors/principals and submitted to the payroll department and excess leave is deducted if applicable. Journal entries are made by the accounting department as necessary to adjust for any unallowable costs. CFO approves all journal entries. The Board does have an Indirect Cost Allocation Plan.

*INFORMATION AND COMMUNICATIONS*

Reports comparing budget to actual expenses are prepared/run by the accounting department and reviewed by Federal Program Administrator and CFO. Employees are encouraged to report any suspected improprieties to management and appropriate penalties will be enforced for any misappropriation or misuse of funds. Federal and SCDE guidelines (including OMB Circular A-87 and FMGLUA) regarding activities allowed or unallowed and preparation of reports are available for training and reference by the Federal program personnel. Workshops are also attended to ensure proper training. Financial information used for reporting purposes are derived from the PC Genesis system and written procedures are used to derive non-financial information such as FTE counts.

### *MONITORING*

Purchase orders are prepared by Federal Program Secretary/Bookkeeper. Purchase orders are approved by the Federal Program Administrator and the CFO. CFO approves journal entries. The Federal Program Administrator, Federal Program Secretary/Bookkeeper and CFO also compare budgeted costs to actual costs and investigate any significant variances. Supporting documentation for Federal program reports are reviewed by the Federal Program Administrator to ensure that they are appropriately prepared and are accurate. If weaknesses were noted management would take actions to try and resolve them.

### *CONTROL ENVIRONMENT*

The Board appears to have set reasonable budgets that would discourage the Board from miscoding expenditures. Board policies provide for punishment for those who misuse Federal program funds. All personnel involved in expending Federal program funds are cognizant of the need to separately identify allowable Federal costs. Board personnel approving Federal program expenditures, Federal Program Administrator and CFO, refer to the federal regulations to determine which costs were allowable and unallowable.

### *SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

General Ledger reports  
Voucher packages  
Indirect Cost Allocation Plan  
Federal program Regulations

## **CASH MANAGEMENT**

### *RISK ASSESSMENT*

CFO ensures procedures are followed to adequately handle the cash management of the Federal program funds. System Bookkeeper reviewed and submitted the request for funds. CFO and she make sure that all appropriate information concerning the program's expenditures is obtained before completing a request for funds from SCDE. Funds are not provided to any subrecipients.

### *CONTROL ACTIVITIES*

System Bookkeeper reviews the expenditures incurred then compares them to the cash on hand for the Federal programs. Then she determines the amount of the drawdown needed from SCDE in order to have a zero cash balance on hand. She then reviews the cash requests with CFO and then she submits the request for funds from SCDE via the Grants Accounting Online Reporting System. CFO and System Bookkeeper review cash management activities for Federal programs to ensure that SCDE and Federal guidelines are being followed. The funds received from SCDE are deposited directly into the Board's operating account. CFO reviews the completion reports before they are sent to SCDE.

### *INFORMATION AND COMMUNICATIONS*

CFO and System Bookkeeper review any variances between the expected and actual cash disbursements of funds from the Federal program. Variances are investigated to determine the cause. All personnel maintain SCDE's "Financial Management for Sumter Local Units of Administration" in the Central Office for review involved in the cash management activities. CFO is responsible for any changes in procedures to Board personnel involved in cash management.

### *MONITORING*

Evaluation of the Board's cash management activities is done by CFO and System Bookkeeper. CFO is also responsible for following up on identified problems or weaknesses in internal controls.

#### *CONTROL ENVIRONMENT*

The appropriate Board personnel appear to have the necessary training and skill to perform the tasks required regarding cash management. Budgets are prepared for cash drawdowns, and they seem to be realistic compared to cash expenditures. CFO appears to effectively communicate guidelines and requirements to necessary personnel and to follow up on any known departures from approved policies and procedures.

#### *SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

General Ledger

Requests for Drawdowns

"Grants Accounting Reporting System" handbook

FMGLUA

### **PROCUREMENT, SUSPENSION AND DEBARMENT**

#### *RISK ASSESSMENT*

The Board maintains policies regarding conflict of interests and procurement procedures to ensure fair and open competition to qualified vendors. The Federal Program Administrator and the CFO have received training and are familiar with SCDE and Federal PSD requirements. They are responsible for ensuring that both the Board's and the federal procurement policies are followed. Federal requirements and guidelines are referenced to ensure proper compliance when federal program requirements differ from the organization's normal policies.

#### *CONTROL ACTIVITIES*

The Federal Program Administrator is responsible for approving purchase orders and for purchasing items specific to Federal program that do not require bids. The Federal Program Administrator and the CFO are responsible for approving purchase orders. Goods for the Federal program Office are received by the Federal Program Secretary or Federal Program Administrator, who checks goods received against the purchase orders. They notate on the purchase order that the goods have been received and send the purchase order to Accounts Payable Clerk at the Central Office. Accounts Payable Clerk matches the purchase order with the invoice for payment. The Federal Program Administrator would be responsible for ensuring that requirements relating to suspension and debarment are followed and that only qualified vendors are awarded contracts, if the Board had any applicable procurement. The Board follows local and state procurement policy; the Federal program did not have any bids (over \$100,000) requiring suspension/debarment certificates for purchases. POs and invoices are sent to accounting for payment and a copy of PO, invoice and receiving report/packing slip are maintained by the accounting department.

#### *INFORMATION AND COMMUNICATIONS*

The Federal program did not have any procurement situations which would require them to take bids. The Federal Program Administrator keeps the Board's Federal employees informed of their duties and responsibilities. She meets frequently with Federal personnel and is responsible for investigating any suspected improprieties. Although the Board does not maintain list of parties excluded from Federal Procurements, one is available for reference on the internet.

#### *MONITORING*

Expenditures are reviewed and approved by the Federal Program Administrator and the CFO to ensure that policies and procedures are followed. Both are responsible for investigating any identified problems or weaknesses in internal controls.

#### *CONTROL ENVIRONMENT*

The Board appears to have appropriate policies and procedures regarding conflicts of interest, code of conduct, and standards for ethical and moral behavior. The Board maintains a written procurement policy. The Federal Program Administrator and the CFO are responsible for following up on known departures from approved policies and procedures. There does not appear to be any unreasonable performance targets.

*SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

Board Procurement Policy  
Bid/Contract files  
Voucher packages  
Suspension/Debarment Certifications  
Purchase Orders

**EQUIPMENT AND REAL PROPERTY MANAGEMENT**

*RISK ASSESSMENT*

Federal Program Administrator is responsible for the appropriation and disposition of property acquired with Federal program funds. The Board follows FMGLUA regarding equipment use and disposals. Inventory listings and physical inventories are used to make sure that equipment is used for its' intended purpose.

*CONTROL ACTIVITIES*

Federal Program Administrator maintains a detailed inventory listing on all purchases and dispositions of property acquired with Federal program funds. Property records include all pertinent information relating to the equipment, including serial number, fund source, purchase date, cost, location, and condition. When a piece of Federal program equipment is disposed of, a form is completed to determine its value at disposition and whether reimbursement to SCDE is necessary. The Federal program does not own title to any real property.

*INFORMATION AND COMMUNICATIONS*

All equipment purchased with Federal program funds is recorded in the Federal program fund under the correct program and facility number. Suspected misuse of Federal program equipment should be reported to Federal Program Administrator or other Board personnel. Federal Program Administrator has a copy of federal and state regulations, which provide guidance in the area of equipment management

*MONITORING*

Federal program equipment is counted during each school's annual equipment inventory. All discrepancies are investigated. Federal Program Administrator makes sure that equipment is properly valued before it is disposed of. Federal Program Administrator is also responsible for following up on weaknesses in the internal control structure.

*CONTROL ENVIRONMENT*

The Board appears to provide sufficient personnel and training to ensure proper stewardship of property acquired with Federal funds. Federal Program Administrator is responsible for taking appropriate action for known departures from approved policies and procedures.

*SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

Inventory Listings  
General Ledger  
SCDE and Federal Equipment Management guidelines

## **MATCHING, LEVEL OF EFFORT AND EARMARKING**

### *RISK ASSESSMENT*

The Board has identified areas that may be used for matching, level of effort, or earmarking purposes. The Board has a sufficient understanding of the PC Genesis system so that potential recording problems can be identified.

### *CONTROL ACTIVITIES*

The Board ensures that it meets the maintenance of effort requirement by exceeding at least 90% of the combined fiscal effort per student or the aggregate expenditures of non-Federal funds that were incurred in the previous fiscal year. CFO assures that current year Federal program funds do not pay for (1) anything that should have been paid from other Federal or non-Federal funds or (2) anything that was paid from Non-Federal funds in prior years. The School District did not exercise the "Transferability Option" offered under NCLB. No transfers of US funds from eligible US Education programs into the Federal program fund account between were made.

### *INFORMATION AND COMMUNICATIONS*

CFO has a copy of federal regulations regarding supplementing vs. supplanting of funds and maintenance of effort.

### *MONITORING*

CFO periodically reviews accounting records with the System Bookkeeper to make sure that the Board will meet its 90% maintenance of effort requirement before the end of the period of availability. They also reviews Federal program expenditures to assure that they are used only as supplemental funds.

### *CONTROL ENVIRONMENT*

Management appears to be committed to meeting maintenance of effort requirements as outlined by Federal program regulations. The budgeting process appears to identify and address the resources necessary to meet the Federal program maintenance of effort and supplanting vs. supplement requirement. Federal program regulations are followed in determining maintenance of effort and supplanting of Federal program funds. Federal Program Administrator and CFO are responsible for taking appropriate action for known departures from approved policies and procedures.

### *SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

Maintenance of Effort worksheet  
Federal program regulations  
School budgets

## **PERIOD OF AVAILABILITY**

### *RISK ASSESSMENT*

The availability of Federal program funds is taken into consideration when forming budgets for the Federal program and the Board as a whole. Federal Program Administrator, CFO, and System Bookkeeper are aware of the period of availability cut off dates. Cooperatively they make sure all funds are properly obligated before this date.

### *CONTROL ACTIVITIES*

The Board uses the PC Genesis accounting system, which maintains separate funds for federal and non-federal programs. The state gives the Board the fund and program code to use for Federal program funds and the amounts that must be expended within the period of availability. The state also sends the Board memos reminding them of the cut off dates. Federal Program Administrator and CFO are both responsible for approving and reviewing Federal program expenditures. CFO reviews Federal

program expenditures just before and after the period of availability to make sure expenditures are charged to the appropriate period.

#### *INFORMATION AND COMMUNICATIONS*

The Board is aware of the period of availability deadlines at the beginning of each grant period. Additionally, SCDE sends the Board reminders of impending period of availability deadlines.

#### *MONITORING*

CFO with the assistance of System Bookkeeper review monthly reports that compare actual to budgeted expenditures. CFO also follows up on problems or weaknesses in internal controls.

#### *CONTROL ENVIRONMENT*

Management seems to be committed to complying with the period of availability requirement. CFO and his staff attend workshops and receive memos from SCDE concerning period of availability of federal funds. CFO and Federal Program Administrator are responsible for following up on known departures from approved policies and procedures.

#### *SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

Voucher packages  
General Ledger  
SCDE and Federal guidelines

### **REPORTING –FINANCIAL REPORTING**

#### *RISK ASSESSMENT*

The Board has policies in place to reduce the risk of faulty financial reporting of Federal funds due to unreliable financial data or disregard of current Federal regulations.

#### *CONTROL ACTIVITIES*

The Board is kept aware of Federal program reporting requirements through reminders from SCDE. CFO and System Bookkeeper are responsible for submitting the Federal program Completion Report (DE 0375) by the deadline. The general ledger and other accounting records are used to complete the Completion Report.

#### *INFORMATION AND COMMUNICATION*

The Board uses the PC Genesis system to process financial information for the Federal program. The PC Genesis system provides the information necessary to prepare Federal program Completion Reports.

#### *MONITORING*

The Board uses the financial records to prepare Federal program Completion Reports. The Board receives communications from SCDE that informs the Board of changes in the information needed to prepare the Completion Reports. CFO is responsible for following up on problems or weaknesses in the internal control system.

#### *CONTROL ENVIRONMENT*

Management appears to promote accurate and fair presentation in preparation of completion reports. Those responsible for preparing and reviewing the Completion Report possess the required skill and experience. Completion reports are completed in a timely manner, as required by Federal requirements. CFO is responsible for following up on known departures from approved policies and procedures.

#### *SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

Accounting records

Completion Report (DE 0375)

**ELIGIBILITY**

*RISK ASSESSMENT*

Management has identified the risk that eligibility information prepared internally or received from external sources could be incorrect. Qualification for participation in the Schoolwide programs was based on Free/Reduced Lunch data provided by School Nutrition.

*CONTROL ACTIVITIES*

The Board uses Free and Reduced Lunch information, provided by the school nutrition director, to determine if schools are eligible to receive Federal program funds or participate in a schoolwide program. Federal program regulations provide written policies for making and documented school and student eligibility determinations. The Board requests information from private schools in the area to determine if children at private schools are eligible for Federal program funds. Data used to determine the poverty percentage for each school also includes October FTE attendance information provided by each school. The data used by the Board in making poverty determinations is supported by proper documentation. The Board ensures that schools with a higher percentage of poverty are served before those with a lower percentage of poor students. Under the Targeted Assistance Plan, Federal program funds are used only in support of those students in need of Federal program assistance.

*INFORMATION AND COMMUNICATION*

Federal Program Administrator requests reports needed to determine eligibility from the school food service director. Federal Program Administrator sends memos and applicable information to appropriate personnel concerning Federal Program student eligibility requirements. If necessary, anyone can report suspected improprieties concerning eligibility requirements to Board personnel. The Board is open to new ideas to strengthen the Federal program eligibility determination process. Proper documentation is maintained in accordance with federal regulations by Federal Program Administrator.

*MONITORING*

Reviews of eligibility determinations are performed periodically by Federal Program Administrator. Federal program personnel assess risk and evaluate weaknesses in the internal control structure as necessary

*CONTROL ENVIRONMENT*

The size and competence of the Board's staff is adequate to make required eligibility determinations. Realistic performance goals are established for Federal program eligibility determinations. Levels of authority and responsibility are clear in determining Federal program eligibility. Appropriate corrective action is taken for known departures from approved policies and procedures.

*SUPPORTING DOCUMENTATION, RECORDS AND REPORTS:*

- Federal program Application
- Eligibility documentation requests
- Private school letters
- Eligibility documentation from Child Nutrition

**SPECIAL TESTS AND PROVISIONS**

*RISK ASSESSMENT*

The Board follows Federal guidelines in (1) notifying private schools of the availability of Federal program funds; (2) completing Comparability reports properly; (3) carrying out schoolwide projects properly; (4) teacher/paraprofessional qualifications; and (5) dissemination of AYP reports. Federal Program Administrator is responsible for taking corrective action if the procedures are not performed properly.

*CONTROL ACTIVITIES*

Federal Program Administrator makes sure that schools that participate in the schoolwide program had at least 35% of their student population from low income areas. Federal Program Administrator, faculty, staff, and parents are responsible for preparing a schoolwide plan that includes: (1) a comprehensive needs assessment and (2) reform strategies for improving the achievement of children and meeting the needs of students. The Board uses the PC Genesis accounting system to account for each participating schools program by using facility codes. The Board documents its' contact with private schools in the Board's geographical area in regard to the availability of Federal program funds. (No private school participation in FY09) The Board ensures that "comparability" requirements are met among schools with overlapping grade spans. Federal Program Administrator is responsible for ensuring that all teachers paid with Federal program funds and all paraprofessionals hired after January 8, 2002, and paid with Federal program funds are PQ. Federal Program Administrator is responsible for disseminating results of the Board's CCRPI report.

#### *INFORMATION AND COMMUNICATIONS*

Federal Program Administrator has access to SCDE guidelines to complete reports and perform required procedures for the schoolwide program. SCDE informs Federal Program Administrator of any changes in Federal regulations relating to the schoolwide program. Federal Program Administrator follows up on discrepancies found in preparing reports and performing schoolwide procedures.

#### *MONITORING*

Federal Program Administrator is responsible for supervising staff that assist in notifying private schools, and administering schoolwide programs. She makes sure that her staff prepares Federal program information with completeness and accuracy.

#### *CONTROL ENVIRONMENT*

The Board has provided adequate resources and training to personnel to ensure that (1) private schools are notified of the availability of Federal program funds, (2) schoolwide programs (3) comparability requirements are administered according to federal regulations, (4) teachers are PQ, and (5) results of CCRPI report are disseminated properly.

#### *SUPPORTING DOCUMENTATION, RECORDS AND REPORTS*

Private School Notification documentation  
Federal Program Regulations  
Schoolwide Federal program Plan  
General Ledger  
Low income enrollment information  
Federal Fund Application

### **Complaints**

Any individual, organization or agency (complainant) may file a complaint with the South Carolina Department of Education (SCDE) if that individual, organization or agency believes and alleges that violation of a federal statute or regulation that applies to a program under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESSA) has occurred. The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

Parents or other stakeholders are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central office personnel should be contacted next

should the stakeholder feel the issues have not been resolved. If still unsatisfied, the superintendent should be contacted.

Federal Programs for Which Complaints Can Be Filed:

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies.
2. Title I, Part B, Subpart 3: Even Start Family Literacy.
3. Title I, Part C: Education of Migrant Children.
4. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk.
5. Title II, Part A: Teacher and Principal Training and Recruiting Fund.
6. Title II, Part D: Enhancing Education Through Technology.
7. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.
8. Title IV, Part A: Student Support and Academic Enrichment
9. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers.
10. Title VI, Part A, Subpart 1, Section 6111: State Assessment Program.
11. Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program.
12. Title V, Rural and Low-Income Schools.
13. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children.
14. Title X, Part C – McKinney-Vento Homeless Assistance Act

A formal complaint may be filed in writing to the Superintendent or his/her designee using the form linked below. If any complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the South Carolina Department of Education. **See Appendix H for Complaint Form.**

### **Fraud, Waste, Abuse and Corruption**

Prior to the school year during administrative council retreat, the principals and department heads discuss information that they will disseminate with all employees at the beginning of the school term. The Federal Programs director supplies a Back to School PowerPoint which includes Fraud, Waste, Abuse and Corruption procedures. The district level directors and school level principals are instructed to train employees for which they are responsible and disseminate the District Fraud, Waste, Abuse and Corruption policy during the preplanning meeting. Appropriate documentation is maintained at the LEA to include dated agenda and sign-in sheets as part of the initial year's training. At this time employees also review the Sumter Code of Ethics regarding funding and fraud, waste, and abuse of funds. **See Appendix I for Fraud, Waste, Abuse and Corruption Procedures.**

### **Assessment Security**

The Sumter County Test Security and Assessment procedures are available for view by the public and employees through the Sumter County School's website. In addition, each school has developed a Testing Plan approved by the Testing Coordinator. The SCDE Student Assessment Handbook are posted on the Sumter County BOE Website. This manual is also available for the public and for Sumter County employees. It includes the following items:

- Test security plan and consequences for violation
- Procedures for training and monitoring assessment administration conditions
- Plans for distributing test materials and for returning test materials
- Plan for addressing data quality issues, including security breaches

For each assessment administration all school and district level coordinators and administration are trained regarding test security and security breaches. A sign in sheet and agenda is maintained by the Testing Department for this training. Prior to test administration, school test coordinators and administrators are expected to train all staff on testing security and breaches/consequences related to the assessment. The school must maintain a sign in sheet and agenda of the meeting. This sign in sheet and agenda is required for documentation by the testing department for each and every assessment administration and is maintained in the Assessment Training and Documents file within the Testing Department. Distribution logs for test materials and information concerning security breaches and their resolutions are also kept in this file. Principal and Building Level certification of adherence to procedures are completed and maintained for all test administrations.

Sumter County has had no security breaches; however, in the event of a security breach, the SCDE Assessment Security protocol will be followed and the educator will be reported to the Professional Standards Commission. All security breaches will be reported and consequences will be enforced.

### **Within District Allocation Procedures**

#### **Eligible Attendance Areas**

Sumter County School System utilizes the required calculation formula for attendance area determination as set forth by ESSA.

A local educational agency (LEA) shall use funds received under the Title I, Part A of the Every Student Succeeds Act (ESSA) only in eligible school attendance areas. The term *school attendance area* means, in relation to a particular school, the geographical area in which the children who are normally served by that school reside; and the term *eligible school attendance area* means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole.

The following points summarize the requirements of Section 1113 of ESSA and 200.77 and §§200.78 of the Title I regulations for identifying eligible school attendance areas; selecting those eligible areas that will participate in Title I, Part A; and allocating Title I, Part A funds to *participating areas*:

#### **General Selection Requirements**

1. An LEA must rank **all** of its school attendance areas (the geographic area from which a public school draws its children) according to their percent of poverty.
  - An LEA must use the same measure of poverty for:
    - o Identifying eligible school attendance areas
    - o Determining the ranking of each area
    - o Determining the allocation for each area.
  - The LEA must select a poverty measure from the following options:
    - o Children ages 5 to 17 in poverty as counted in the most recent census data approved by the Secretary.
    - o Children eligible for free or reduced-price meals (FRM) under the Richard B. Russell National School Lunch Act.
    - o Children in families receiving assistance under the state program funded under Title IV, Part A of the Social Security Act Temporary Assistance for Needy Families (TANF).
    - o Children eligible to receive medical assistance under the Medicaid program.
    - o A composite of any of the above measures.
  - An LEA must rank school attendance areas based on the **percentage** (not the number) of low-income children counted.

2. After an LEA has ranked all of its school attendance areas by poverty, the LEA must first serve, in rank order of poverty, its areas above 75 percent poverty, including **any** middle schools or high schools.
3. Only after an LEA has served all of its areas with a poverty rate above 75 percent may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade span groupings.
  - The same district-wide poverty average must be used if the LEA selects option (1).
  - For ranking by grade span groupings, the LEA may use (1) the district-wide poverty average or (2) the district-wide grade span poverty averages for the relevant grade span grouping.
  - If an LEA has no school attendance areas above 75 percent poverty, the LEA may rank its schools district-wide or by grade span groupings.
  - An LEA's organization of its schools defines its grade span groupings. For example, if an LEA has elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K to 5, 6 to 8, and 9 to 12. To the extent an LEA has schools that overlap grade spans (e.g., K to 5, K to 8, 6 to 8); the LEA should include a school in the grade span in which it is most appropriate.
4. An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.

#### *LEA Discretion in Selecting Participating Areas and Schools*

5. An LEA may:
  - Designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families – i.e., the 35 percent rule.
  - Use Title I, Part A funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA.
  - Elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if:
    - o The school meets the Title I comparability requirements.
    - o The school is receiving supplemental funds from other state or local sources that are spent according to the requirements of Sections 1114 or 1115 of ESSA.
    - o The funds expended from such other sources equal or exceed the amount that would be provided under Title I, Part A.
    - o For one additional year only, designate and serve a school attendance area or school that is no longer eligible but was eligible and served in the preceding year. When using this option, an LEA must meet the requirement to serve schools in rank order.

#### **Allocating Title I Funds to Participating Areas and Schools/Rank Order**

The South Carolina Department of Education (SCDE) has established that the ranking of school attendance areas to determine eligible attendance areas and the rank order in which to allocate Title I, Part A funds to participating attendance areas will be based on the total number of children enrolled in the school, minus the number of prekindergarten children enrolled in the school.

The number of low-income children will be based on the total number of children eligible for free or reduced-price meals (FRM) under the Richard B. Russell National School Lunch Act enrolled in the school, minus the number of prekindergarten students eligible for FRM under the Richard B. Russell National School Lunch Act. For systems participating in the CEP option, the direct certified numbers are used in lieu of the FRM.

An LEA must allocate Title I, Part A funds to participating school attendance areas or schools, in rank order, based on the total number of children from low-income families in each area or school. An LEA with an

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enrollment of less than 1,000 students or with only one school per grade span is not required to allocate funds to areas or schools in rank order.

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

- An LEA's allocation per low-income child is the total LEA allocation under Title I, Part A, Subpart 2 divided by the number of low-income children in the LEA as determined using the poverty measure selected by the LEA to identify eligible school attendance areas. The LEA then multiplies this per child amount by 125 percent.
- An LEA calculates 125 percent of its allocation per low-income child before the LEA reserves any funds.
- An LEA must allocate at least this amount for each low-income child in every school the LEA serves, **not** just for those schools below 35 percent poverty.
- If remaining funds are not sufficient to fully fund the next ranked eligible school attendance area or school, the LEA may serve the area or school if it determines the funds are sufficient to enable children to make adequate progress toward meeting the state's challenging performance standards.

An LEA serving only areas or schools at or above 35 percent poverty must allocate funds in rank order, on the basis of the total number of low-income children in each area or school but is not required to allocate 125 percent of the LEA's allocation per low-income child (described in #7 above). However, in determining what per child amount to allocate, the LEA should bear in mind the purpose of such funding is to enable children who are most at-risk of not meeting the state's challenging student academic achievement standards. The per child allocation amount must be large enough to provide a reasonable assurance that a school can operate a Title I program of sufficient quality to achieve that purpose.

An LEA is not required to allocate the same per child amount to each area or school. However, the LEA must allocate a higher per child amount to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

An LEA that opts to serve schools below 75 percent poverty using grade span groupings may determine different per child amounts for different grade spans so long as those amounts do not exceed the amount allocated to any area or school above 75 percent poverty. Per child amounts within grade spans may also vary so long as the LEA allocates higher per child amounts to areas or schools with higher poverty rates than it allocates to areas or schools with lower poverty rates.

### **Reservation of Funds/ Set Asides**

**Flexible Learning Programs (FLP):** Sumter County Schools sets aside 5% for FLP. Sumter County Schools has one Focus School.

**Professional Development:** One Title I school in Sumter County Schools is designated as a Focus School. The Sumter's Flexibility Waiver no longer requires 10% set aside for professional learning. In order to promote continuous school improvement, Sumter County Schools will continue to pursue professional development to strength best practices in all classrooms.

**Parental Involvement:** A minimum of ninety-five percent of one percent of the entire Title I allocation is given to schools. The full one percent is distributed to schools for Parent Family Engagement activities. Principals have the option of expending the funds or submitting them back to the system level. Should a principal decide

to direct those funds to a district level Parent Family Engagement activity/project, he/she must sign a District-wide Parent Activity Assurance form. Title I parent advisors participates in the decision regarding this requirement by survey. All schools in Sumter County decided to direct funds to the district level to fund a systemwide Parent Family Engagement Coordinator.

**Homeless Children and Youth:** Title I schools are required to set aside funds within their budgets to meet the needs of homeless children and youth. Sumter County School System does not have the Competitive Homeless Grant. All Sumter County Schools are Title I schools. Sumter County School System Homeless Liaison is Dr. Perry Mills, Federal Programs Director. Homeless Liaisons train school personnel including: counselors, clerks, teachers, principals, and bus drivers to identify children in homeless situations. A home survey is also used to identify homeless students. The Homeless Liaison are consulted if a student is found to need transportation to a school of origin and one of them will make arrangements through the transportation department. Needs assessments are conducted by the school counselors when a child is identified as homeless. The Homeless Liaison is contacted and he will provide the needed supplies. Title I-A funds are set aside to provide transportation cost, school supplies, documents and other services for identified homeless students.

**Neglected and Delinquent Children:** The reservation amount provided by SCDE in the Title I, Part A allocation letter and worksheet is the amount set aside for neglected and delinquent children. Currently there are no residential facilities for neglected children in the Sumter County School System district. The Annual Survey of Local Institutions for Neglected and Delinquent Children is completed each year and is based on the number of children residing at the home for 30 consecutive days with at least one day being in October.

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

#### **PQ Request for Lesser Amount**

Under the Sumter ESSA Flexibility Waiver, Sumter County School System is not required to develop an improvement plan or restrict the use of Federal education funds pursuant to such a plan, and the state is not required to provide Sumter County School System the technical assistance that would be required to develop such a plan. Additionally, the state is not required to enter into the agreement required by ESSA section 21411 with an LEA. In addition, Sumter County School System is not restricted in its use of Title I, Part A funds for paraprofessionals, but still must comply with the requirements with respect to paraprofessionals in ESSA section 1119I through (g)

The district uses the information provided by the SCDE to determine reservations for Parent Family Engagement, FLP, Private Schools, indirect cost, and Neglected and Delinquent.

#### **Requirements of Section ESSA 1119 – Paraprofessionals**

- All paraprofessionals hired after January 8, 2002, hired with Title I, Part A funds or employed in a Title I, Part A schoolwide program and assisting with instruction must meet one of the following requirements prior to hire:
  1. Completed at least 2 years of study at an institution of higher education.
  2. Obtained an associate degree (or higher).

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3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment, the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or assisting in instructing and the readiness of above-named subject areas, as appropriate.
- All paraprofessionals working in a Title I, Part A funded program, including a Title I, Part A schoolwide program, shall have earned a secondary school diploma or its recognized equivalent.
  - Title I paraprofessionals will not be assigned a duty inconsistent with duties outlined in Section 1119.
  - Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

### **Equitable Distribution of Non-Federal Funds**

Sumter County Schools assures equitable distribution of state and local funds by determining resources based on staffing and supplies. In the spring, the Executive Director of Human Resources meets with the principals from each school to determine the anticipated enrollment and staffing needs for the upcoming year based on the system's class size waiver. Instructional materials and supply funds are distributed equitably based on school enrollment.

### **Equitable Services for Private School Participants**

Sumter County School System currently has no Private Schools that have chosen to participate in the Title I-A program

## **McKinney-Vento Homeless Act**

### **Services for Homeless Children and**

#### **Youth**

The DCBOE Policy, Descriptor Code: JBC(1)-R(1) provides the complete guidance for procedures for homeless students in Sumter County.

#### **Homeless Contacts:**

Homeless Liaison & Federal Programs Director – Chip Davis (cdavis@dcooe.com) 248-2836  
Social Worker/Homeless Contact – Tia Williams (twilliams@dcooe.com), 248-2826.  
Building contacts – as assigned at each site

#### **DEFINITION**

1. Live in emergency transitional shelters; FEMA trailer; AWAITING foster care placement (keep on homeless list all year)
2. Sharing housing due to loss of housing, economic hardship or similar reason (are not contributing to household daily expenses);
3. Abandoned in hospital; living in car; primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation; OR
4. Live in hotel/motel, camp grounds or trailer park due to alternative adequate housing;

Additional Definition: Unaccompanied youth – means a youth not in the physical custody of a

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parent or guardian, who is in transition as defined above.

## **IDENTIFICATION**

### **New Registration:**

As part of the registration packet, parents complete the Student Housing Questionnaire. If parent/guardian checks anything in Section A, give the parent an MVP brochure and tell them that a social worker will contact them. Then you should contact the school social worker who will arrange to get the form from your school. MVP Building contact should keep a copy of the 2018-2019, Student Housing Questionnaire. The Student Housing Questionnaire will also be a part of every student's back to school packet.

### **Enrolled Student:**

If you suspect that a student is homeless, complete social worker referral, checking the homeless block, and give information as to why you suspect that student is homeless. MVP Building Contact should keep a copy for school records. Contact the social worker assigned to your school.

If you have a student that you know qualifies as homeless that you have already been assisting, add their name to the monthly reporting form and indicate all services provided.

## **DETERMINATION:**

1. Follow up by Social Worker and/or Homeless Liaison with family by home visit and/or phone call.
2. If student/family is deemed homeless, the Social Worker/Homeless Contact will notify you and it will be coded in Infinite Campus by the Federal Programs Office. Data Clerks should not change the coding in Infinite Campus.
3. School will receive a YELLOW MVP form on every student determined Homeless which should be filed in the perm record.

## **SERVICES:**

Please continue to "take care" of your children as you always have. When students have needs, please utilize all school and community resources to meet them. The law requires us to make sure that homeless students have access to appropriate public education. In our system, all schools are Title I so no matter where they attend, the student will receive Title I services. We will continue to work with families on a case by case situation when school of origin is an issue. Transportation and/or agreeable arrangements will be made to ensure that the student has access to an appropriate public education.

Things to ensure that homeless students are provided:

1. Enroll and register even if they do not have appropriate documentation. Referral should be made and family has 30 days to provide. We must assist them in securing these documents
2. School of Origin
3. Transportation if needed – coordinate with Homeless Liaison or Social Worker
4. Title I Services at the school enrolled – all our students are served
5. School nutrition –Homeless Liaison will notify Nutrition department if student is eligible for MVP

## **MONTHLY HOMELESS REPORT – Building MVP Contact**

Form will be due by the last Friday of each month to Social Worker.

September – May – Each month, report every identified homeless student and check services that have been offered during that calendar month. If you have additional services, add to one of three blank columns or add in comment section. Keep a copy for your documentation crate and email the monthly report to Social Worker/Homeless Contact in charge of MVP. We will be using these forms to keep an accurate account of identified students.

### **Monitoring of Student Progress**

Each 9 weeks, the Building MVP contact should report attendance and grades for the identified Homeless students at your school. This documentation will be entered on a provided form. Building MVP will email report to Social Worker responsible for MVP at the end of each nine weeks will and keep a copy in the crate. Students who have attendance or academic concerns should be brought immediately to the attention of the administrator in charge of curriculum for follow up.

## **Foster Care Transportation Plan**

Sumter County Schools (DCS) will provide immediate enrollment and transportation necessary for foster students to remain in the school of origin, if that is deemed to be in the best interest of the students. The school officials, POC, DFACS, and other involved state/local agencies, will work together to determine the best interest of the student. If the team is unable to agree, the POC and DFACS Director will collaborate, with the final decision made by the DFACS Director. Sumter County Schools will fully incur the cost of transportation within the district for the student to remain in the school of origin. If a student is placed outside district lines, DFACS will cover the cost to transport the student to the district, where DCS will coordinate to provide the transportation within the district. DCS will provide immediate transportation within the school district if it is determined that it is in the student's best interest to remain in the school of origin. Foster students placed out of the school district will require coordination between DFACS and DCS. DFACS will incur the cost of transporting students to the district line where DCS will then become responsible for the remainder of the transportation to the school of origin.

### **Services for Neglected and Delinquent Children**

Sumter County has no residential treatment facilities or delinquent centers.

### **Prevention and Intervention Programs for Children who are Neglected, Delinquent, or At-Risk**

Sumter County has no residential treatment facilities or delinquent centers. In the event that a Neglected Centers is established a neglected set-aside within the Title I-A budget will be established.

## **Title V, Part B – Rural and Low-Income Schools Program**

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. REAP

consists of two separate programs: the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.

### **Small and Rural School Achievement (SRSA)**

The SRSA program provides LEAs with greater flexibility in using the formula grant funds that they receive under certain State-administered Federal programs. The US Department of Education calculates the SRSA grant allocations for an eligible LEA on the basis of a statutory formula and makes the SRSA grant allocations directly to the eligible local educational agencies (LEAs). SRSA funds do not flow through the South Carolina Department of Education. It also authorizes formula grant awards directly to these LEAs for a wide range of local activities that support student achievement. REAP-Flex program provides flexibility to eligible rural LEAs to use specific Federal formula funds to support local activities under an array of Federal programs in order to assist them in addressing local academic needs more effectively. To be eligible to participate in the SRSA grant and REAP-Flex program, an LEA must:

- (1) Have a total average daily attendance (ADA) of less than 600 students, or serve only schools that are located in counties that have a population density of fewer than 10 persons per square mile.
- (2) Serve only schools that have an NCES school locale code of 7 or 8 (assigned by the US Department of Education's National Center for Education Statistics) or be located in an area of the State defined as rural by a governmental agency of the State.

### **Rural and Low Income Schools Program**

The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families. An LEA is eligible to receive funds under the RLIS program if:

- (1) Twenty percent or more of the children age 5 to 17 served by the LEA are from families with incomes below the poverty line.
  - (2) All schools served by the LEA have a **school locale code** of 6, 7, or 8 (assigned by the US Department of Education's National Center for Education Statistics).
  - (3) The LEA is not eligible to participate in the Small Rural School Achievement Program
- Eligible systems apply for the RLIS funds through the Consolidated Application.

### **Use of Funds**

An eligible LEA may use RLIS funds for:

1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
2. Teacher professional development, including programs that train teachers to use technology to improve teaching and to train teachers of students with special needs;
3. Educational technology, including software and hardware, that meets the requirements of Part D of Title II;
4. Parental involvement activities;
5. Activities authorized under the safe and Drug-Free Schools and Communities State Grants program;
6. Activities authorized under Part A of Title I;
7. Activities authorized under Title III.

### **Carryover Funds**

Eligible LEAs may obligate Title VI, Part B funds during the federal fiscal year for which the funds were appropriated and during the succeeding federal fiscal year. The "Tydings period", gives the eligible LEAs 27 months to obligate their funds [EDGAR at 34 CFR 76.709 (b)]. (REAP Guidance, 6/13/03, III C-8) It is the expectation of the U.S. ED that Title VI, Part B REAP funding be expended during the year in which it is allocated.

While there are no provisions for the reallocation of Title V funds, LEAs with carryover funds in excess of 25% of their allocation will be monitored. Technical assistance will be provided to LEAs with an excessive amount of carryover funds.

### **Accountability**

The accountability requirements regarding restrictions on expenditures of Title V funds when the LEA did not make accurate accountability in the College and Career Readiness Index( CCRPI) have been waived under Sumter's Flexibility Waiver.

Sumter's Flexibility Waiver allows districts that receive RLIS or SRSA funds to use those funds for any authorized purpose regardless of the LEA's schools' Priority, Focus, and /or Alert status. Just as in previous years, funds must be used for activities authorized under:

- Title I, Part A (Improving the Academic Achievement of the Disadvantaged)
- Title II, Part A (Teacher Quality);
- Title V, Part B (Rural Education Initiative);
- Title IV, Part A (Safe and-Drug Free Schools and Communities);
- Title III, Part A (Language Instruction for Limited English Proficient and Immigration Students).

The South Carolina Department of Education (SCDE) encourages LEAs to use RLIS and SRSA funds for needs identified under Sumter's differentiated recognition, accountability, and support system, including supporting Priority and Focus Schools.

### **Services for Eligible Private School Children**

In accordance with Department of Education guidance and with No Child Left Behind Legislation, private schools are afforded the opportunity to participate in federal programs.

Letters are mailed to all private schools in the area whose students would normally attend Sumter County zoned schools. Letters are mailed return receipt and private schools are given the opportunity to attend an annual consultation and informational meeting. Initial consultation meetings present federal programs available to private schools and the type of funds available. Interested private schools will participate in additional consultation meetings to develop plans for the school setting and for use of funds.

Any complaints or concerns from private schools regarding use of federal funds will follow the DCBOE complaint procedures. SCDE may require a regional private school determination meeting that the Federal Programs Director must attend.

### **Title 1, Part C – Migrant Education Program (MEP) Services**

The Title I-C Migrant Education Program is designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves.

#### **Identification and Recruitment**

Sumter County has an approved Identification and Recruitment plan that is followed by the Director of Federal Programs, Migrant Education Recruiter, and Migrant Student Support Personnel. All students identified for migrant services receive eligibility letters at the time of resign and/or initial eligibility into the migrant program in a language that is understandable. As students end eligibility, letters are postal mailed informing families as such.

## **Student Enrollment**

The Occupational Survey is included in every student's back to school packet at the beginning of the year and is included in the enrollment packet for new students. All newly enrolling families in Sumter County complete the Occupational Survey. The Migrant staff uses MSIX to check for records of enrolling families that could qualify as migrant. Forms indicating yes at any area on the form are forwarded to the assigned Student Services Provider (SSP) for follow-up with the family. Documentation is maintained regarding follow-up and whether a family qualifies or does not qualify for migrant services.

## **Records Management**

As records and reports are released on a monthly basis on the SCDE portal, the Director of School Nutrition, Director of Federal Programs, and Migrant Education Student Services Provider access reports and cross-check with information in the Student Information System. Reports are printed and maintained on file at the district office by the Director of Federal Programs. Schools are informed of changes in PFS, enrollment, and eligibility via email for the purpose of test coding and in-school tutorial services. During this time newly eligible families receive letters of eligibility and those families no longer eligible for services also receive EOE letters as needed.

## **Priority for Services**

Triangulation of Data ensures that students deemed as Priority for Services are receiving the services needed first and foremost. Triangulation of data takes into account summative data, formative data, and conversation/recommendation from teachers and counselors. Because these students are deemed as Priority for Services, Migrant SSP schedules are built around ensuring they receive services before other students receive services to ensure needs are being met.

## **Monitoring and Evaluation of the MEP**

LEA Monitoring of the Migrant Education Program is the responsibility of the Migrant Team under the direction of the Director of Federal Programs. This is completed through several methods. The primary means of monitoring the program is through monthly reporting and comparing reports against existing schedules. Schedules of SSPs in the Migrant Program are created with the aid of the Director of Federal Programs and cross-checked on a monthly basis to ensure that students are receiving the services needed as is reflected in current data.

A spreadsheet is maintained of summative data (EOC, EOG) and of formative data (Universal Screener Scores and grades) throughout the year. This information is checked regularly and is part of the discussion and planning process when creating Implementation Plans and revising SSP schedules as needed. Students that exhibit failing grades or who are in danger of failing, receive additional support through conferencing with the teacher and a plan for improvement is devised. This information is shared with the parent in an effort to include parents as partners in the learning process.

The data collected throughout the year, as well as, perception data of teachers, students, and parents, helps to form an evaluation of the Migrant Education Program. In addition the Comprehensive Needs Assessment and roundtable discussion regarding needs of families and schools helps to form an evaluation of met goals set in the Implementation Plan. Evaluation of the program helps to form next steps in meeting the needs of migrant students.

## **Coordination of Services**

Migrant students are eligible for all services afforded to all children in Sumter County. Many migrant students receive additional support through Special Education, Early Intervention, Remedial Education, Title III/ESOL, Speech and Language, Title I, and school-level supports. Migrant students are eligible to attend Flexible Learning Programs where offered and also participate in school level after-school

tutorials. A record of coordination of services is maintained in the School Information System as a means of checks and balances to ensure that students are not denied the right to such services.

### **Parent Family Engagement for Migrant Education**

Sumter County's Migrant Education Program encourages all parents to be active participants in their child's schooling. Schools are knowledgeable of the contact information of the Migrant Education SSP for the purpose of translation and interpretation of school news and information and for support at parent-teacher conferences.

Three times annually Parent Advisory Council meetings are held for all migrant families in the district. In the fall members are asked to serve on the Parent Advisory Council to serve at the local level and to attend regional meetings. Meetings are held in the winter and spring to start laying the groundwork for roundtable discussion as the first step in the comprehensive needs assessment and to gather information from parents through surveys as part of the Parent Advisory Council meeting. All families are invited to and encouraged to attend PAC meetings.

### **Preschool**

Identified migrant preschoolers receive home visits twice weekly for five weeks in an effort to help families prepare students for school. P-3 and P-4 students receive pre and post tests on capital and lower class letter recognition, number recognition, colors and shapes recognition, and naming common body parts. These skills are addressed during home visits and resources are left with parents to help continue the learning.

As the time approaches for pre-kindergarten and kindergarten enrollment, the Migrant Education SSP and Recruiter assist the family with registration at the home elementary school. This ensures that preschool children are enrolled. Priority is given to migrant families when enrolling in Pre Kindergarten.

### **Out of School Youth and Drop Outs**

Sumter County Schools will identify and recruit Out of School Youth and Drop Outs. The Migrant SSP/Recruiter will support current best practices to serving OSY/DO at the district level in addition to promoting new, comprehensive online resources that will foster English language acquisition, health and other relevant supplemental services for districts to use with migrant participants.

## **Title II-A, Teacher and Leader Effectiveness**

The purpose of the Title II, Part A program is to increase academic achievement by improving teacher and principal quality. This program is carried out by: increasing the number of PQ teachers in classrooms; increasing the number of PQ principals and assistant principals in schools; and increasing the effectiveness of teachers and principals by holding LEAs and schools accountable for improvements in student academic achievement. School systems must work to ensure that all students, especially children of poverty and of color, have equitable opportunities to be taught by highly effective teachers.

All procedures in the Federal Programs Manual also apply to Title II-A.

### **Title III, Part A Language Instruction for LEP and Immigrant Students**

Title III is a federally-funded program that provides eligible Local Education Agencies with funding to supplement those ESOL services already in place. Both ESOL and Title III hold students accountable for progress in, and attainment of, English language proficiency. Upon attainment of English language proficiency, students exit from supplemental language services.

All procedures in the Federal Programs Manual also apply to Title III.

### **Title IV, Part A – Student Support and Academic Enrichment (SSAE)**

Authorized in December 2015, the Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses. Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- provide all students with access to a well-rounded education,
- improve school conditions for student learning, and
- improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

All procedures in the Federal Programs Manual also apply to Title III.

### **Title V, Part B – Rural Education Initiative**

The Rural Education Initiative is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program. The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families. Under the RLIS program, the U.S. Department of Education awards funds by formula to State Education Agencies (SEAs) to provide subgrants to eligible LEAs to support a range of authorized activities to support student achievement in order to meet the State's definition of adequate yearly progress.

### **Individuals with Disabilities Act**

IDEA procedures, including those for SST, Child Find, Evaluation/Re-evaluation, Eligibility, and Discipline, can be found in the Sumter County School System's Special Education Department Handbook.

**Appendix A – Technical Assistance/Monitoring Perm**



Federal Programs

Technical Assistance/ Monitoring Form

**Purpose/Focus of Meeting: Technical Assistance/Crate Check**

Areas Addressed	Evidence
1) Parent Notifications and Other Communications	
2) Student Handbook	
3) CNA Planning Session	
4) Summer School Improvement Session	
5) SWP Copy	
6) Ongoing Monitoring and Review of SWP/PIP	
7) School Improvement/Leadership Team Meetings	
8) Benchmark/Data Analysis Meetings/Team Meetings	
9) Title I and Beginning of the Year Faculty and Staff Meeting	
10) Title I Parent/Stakeholder Meeting	
11) PI Plan Copy	
12) Parent Family Engagement Plan Distribution	
13) Parent Compact	
14) PTO and PTO Board/Planning Meetings	
15) School Council Meetings	
16) Parent Family Engagement Workshops	
17) Parent Resource Center	
18) Spending Plan/Purchase Orders	
19) Technical Assistance/TIPS for Title I	
20) Inventory	
21) Homeless Procedures and Awareness	
22) Homeless Monthly Reports	
23) Instructional Logs	

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24) Professional Development	
25) School Testing Policy	
26) School Testing Training and Documentation	
27) ESOL	
28) 504	



**Federal Programs  
Technical Assistance/ Monitoring Form**

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

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

**Time Arrival** \_\_\_\_\_ **Departure** \_\_\_\_\_

**Personnel who need to attend meeting:**

<b>Printed Name</b>	<b>Position</b>	<b>Signature</b>

**Comments:**

**Up Next:**

- 1.
- 2.

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3.

4.

5.

## Appendix B – Spending Plan Instructions and Template

### Sumter County Schools Instructions for completing the Title I Spending Plan Worksheet

The Title I Spending Plan Worksheet is an Excel document that all Sumter County Schools must use to create and submit their plan for spending their Title I funds.

Remember that all planned Title I expenditures must be directly linked to your Title I Schoolwide Plan. The Title I Coordinator will use each school's Spending Plan to create a district Title I budget that will be submitted to SCDE using the Consolidated Application. *Please note that slight variations to the amounts or descriptions that you enter may have to be made in order to gain approval of our district budget.*

#### Instructions:

- 1) Verify your school name at the top left of the worksheet.
- 2) Find your two Title I allocations at the top right. You will have one allocation for I & M (functions 1000 and 2210) and another allocation for O (function 2900). Remember that function 1000 is for Instruction, function 2210 is for Improvement of Instruction, and that we use function 2900 for Parent Family Engagement.
- 3) The first cell at the top right of the worksheet, labeled "Beginning Balance I & M", is pre-populated with your allocation for 1000 and 2210.
- 4) The total amount budgeted for teacher and paraprofessional salaries and benefits has already been entered in the first "\$\$" cell. This amount is automatically subtracted from your allocation.
- 5) For each planned expenditure, enter a dollar amount in the \$\$ cell and a description. Descriptions should be brief but clear. Be sure to enter planned expenditures in the appropriate objects. For example, Object 610 is Supplies. Enter the amount you plan to spend on Instructional Supplies in the space for object 610 and then provide a *description* of the supplies you plan to purchase.
- 6) Please enter amounts in whole dollars only, no decimals (cents). If you enter cents, the worksheet will automatically round up to the nearest dollar. You do not need to enter the dollar sign ("\$\$") as the worksheet will add it for you.
- 7) As you enter amounts, the worksheet will automatically calculate the amount remaining to be budgeted.
- 8) All funds from both allocations must be spent. Remember that your Parent Family Engagement allocation is separate from your Instruction/Improvement of Instruction allocation and expenditures must be planned separately for each allocation. When you are finished, the "Balance Remaining" for each allocation should be \$0.
- 9) **New guidelines regarding Parent Family Engagement Supplies (2900/610):** NO MEALS of any kind may be purchased using Title I funds. Light snacks may be purchased for parents attending Title I Parent Family Engagement activities, and SCDE has now defined light snacks as follows: *cookies, chips, nuts, popcorn, water, juice, and soda* (per email dated 6/6/11). No purchases of any food items other than those listed above will be approved.

When you have completed your Spending Plan, please email it to Chauntae Scott at chauntae.sott@sumterschool.net.

**EXAMPLE:**

Sumter County Schools Title I Spending Plan FY 15			
SCHOOL:	Title I-A	ALLOCATION I&M \$	ALLOCATION O \$
<b>Directions: A brief but clear budget narrative must be included for each line item. Refer to your Title I Plan before beginning your narrative.</b>			
<b>INSTRUCTION: Function Code 1000 "I"</b>	<b>\$\$</b>		<b>Beginning Balance I</b>
Teacher Salaries	\$0		\$0
Paraprofessional Salaries	\$0		\$0
Health Insurance	\$0		\$0
FICA	\$0		\$0
Teacher Retirement	\$0		\$0
Workmens Compensation	\$0		\$0
Tax Shelter Annuity	\$0		\$0
Dental Insurance	\$0		\$0
Instructional equipment 615	\$0		\$0
Instructional computer equipment 616	\$0		\$0
Instructional books and periodicals 642	\$0		\$0
<b>INSTRUCTION 1000(I) TOTAL</b>	<b>\$0</b>		<b>Balance remaining I</b>
			<b>\$0</b>
<b>IMPROVEMENT OF INTRUCTION: Function Code 2210 "M"</b>	<b>\$\$</b>		<b>Beginning Balance M</b>
Instructional Coach Salaries/Benefits 110 210(Ins) 220 (FICA) 230 (TRS) 290(other)	\$0		\$0
Substitutes (for teachers participating in PL) 113	\$0		\$0
Extended Day 115	\$0		\$0
Other salaries 199	\$0		\$0
FICA for 113, 115, 199 (7.65% of salary) 220	\$0		\$0
Stipends for Professional Learning 116	\$0		\$0
Contracted services (consultants, trainers) 300	\$0		\$0
Travel (mileage, hotel, meals) for PL 580	\$0		\$0
Professional supplies 610	\$0		\$0
Rental of Equipment - copier	\$0		\$0
Professional books and periodicals 642	\$0		\$0
Dues and Fees 810	\$0		\$0
<b>IMPROVEMENT OF INSTRUCTION 2210(M) TOTAL</b>	<b>\$0</b>		<b>Balance Remaining M</b>
			<b>\$0</b>
<b>GRAND TOTAL I &amp; M</b>	<b>\$0</b>		<b>Balance remaining I &amp; M</b>
			<b>\$0</b>

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<b>PARENT INVOLVEMENT: Function Code 2900 "O"</b>	<b>\$\$</b>	<b>Beginning Balance O</b>	
Supplmt for school-based parent inv coord (\$400) 116	\$0	Postage for positive communication initiative	\$0
Childcare for parent involvement events 199	\$0		\$0
FICA for childcare (7.65% of salary) 220	\$0		\$0
Travel for parent involvement (ie, home visits) 580	\$0		\$0
Supplies and materials (see notice re: food) 610	\$0		\$0
Software for parent involvement 612	\$0		\$0
Equipment for parent involvement 615	\$0		\$0
Computers for parent involvement 616	\$0		\$0
Books and periodicals for parent involvement 642	\$0		\$0
<b>PARENT INVOLVEMENT 2900(O) TOTAL</b>	<b>\$0</b>	<b>Balance remaining O</b>	<b>\$0</b>

**Appendix C – Federal Programs Timeline updated electronically monthly**



**Federal Programs  
Time Line 2019-  
2020**

DATE	ITEM	COMPLETED
<b>2019</b>		
May 1-31	Title IIA Equity Plan Review	X
May 26-27	Professionally Qualified Teacher Equity Sessions	X
June 1	PQ Sign Off Session	X
June 3-7	Individual Summer School Improvement Planning Sessions	X
June 11	Migrant New Participant Report	X
June 13	CLPT Meeting – CNA, Review and Revise CLIP	X
June 18-19	Federal Programs DOE Conference	X
June 27-28	ESOL Summer Planning	X
July 1	12 Month Periodic Certifications	X
July 12	Title I State Webinar	X
July 19	Administrative Council – Fed Programs Technical Assistance	X
July 23	Public Participation noon – 5:00 pm – DCSSC Title I Annual Meeting – noon and 5:00 pm	X
July 25	PQ Retention Session	X
July 29 – August 10	Federal Programs Staff Update – PowerPoint  ESOL teachers provide and document notification of EL students and TPC to school staff  504 Building Contacts provide and document notification of 504 students and EEOP plans to school staff  Share 504 as applicable with transportation Share 504 as applicable with extra-curricular activities	X
July 31	CNA/CLIP/DIP Due to SCDE	X
July 31	Migrant FY 20 IP plans due	X
August	Pre-FTE Comparability	X

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

Aug 1-9	Title IIA Update Sessions including CSR Worksheet Reviews	
August 1	Open House 5:00 pm to 7:00 pm Student Handbooks with Parent Notifications	
August 2	Title I Contact Meeting / PFE Contact Meeting	
August 2	MVP Contact Meeting	

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

August 5	Transportation – 504/MVP/Foster/Sp Ed	
August 5	Migrant Webinar & Meeting – 1:00 p.m.	
August 7	School Improvement Plan submitted POSTED to websites for vetting	
August 7	Send home PFEP and comment form with all students Student Housing Questionnaire & Migrant Occupational Survey sent home with all students in Back to School Packets	
August 7 – ongoing	Update EL/ESOL, Migrant, 504 coding status in InfCampus	
August – May	Ongoing notification of EL/ESOL based on WAPT/WIDA Screener as students enroll – within 10 days of enrolling	
August	Annual Title I Meetings Held at school sites Student/Parent/Teacher Compacts signed Compacts filed within 10 days of Title I Annual Meeting	
August 12	Migrant Meeting w MEA at Lenox	
August 16	Principals Attestations Completed and Due	
August 16	Administrative Council – Fed Programs Technical Assistance Migrant Resigns Due	
August 30	Homeless Monthly Report Due Homeless Newsletter information for September	
September 1	Deadline for sign—off and submission Title 1, Part C budget	
September 3	Migrant Contact Meeting	
September 5	Migrant PAC Meeting 6:00 p.m.	
September	Regional Migrant PAC Meeting	
September 10	PFE Contact Meeting	
September 10	Migrant New Participant Report - Mig SSPs share with data clerks	
September 17	Title 1 Contact Meeting	
September 24	Homeless Conference – Atlanta	
September 27	Homeless Monthly Report Due Title IIA Effectiveness Plan Submitted	
October	Private Schools Notification Mailing	
October 1	Migrant Contact Meeting	
October 2	Federal Programs Budgets due (Title 1- A; Title II-A, IDEA) Deadline for Superintendent Prayer Certification Final submission of SWP with Edits, post to website	
October 3	Early Learner’s Workshop (JWE & PSE)	
October 10	Migrant New Participant Report -Mig SSPs share with data clerks	
October 15	Title 1 Contact Meeting Title I Spending Plans & School Inventory Due	
October 15	Migrant Workday	
October 18	Administrative Council – Fed Programs Technical Assistance	
October 25	Homeless Monthly Report Due	
October 30	Title V-B – Evaluation Report and Budget Due Completion Reports Due	
November	Parent Engagement Month	
November 1	Mail 2 <sup>nd</sup> Private School Notification	
November 1	Private School Meeting #1	

November 5	Migrant Contact Meeting	
November 10	Migrant New Participant Report – Mig SSPs share with data clerks	
November 11-13	Short Term Action Plan Reviews	
November 15	Administrative Council – Fed Programs Technical Assistance	
November 19	Title 1 Contact Meeting / PFE Contact Meeting	
November 21	CLPT Meeting 4:30 pm	
November 21	Migrant PAC 6:00 pm	
December	Migrant Training #2 – Lenox	
December 2	2 <sup>nd</sup> Opportunity for Private Schools	
December 10	Migrant New Participant Report- Mig SSPs share with data clerks	
December 13	Homeless Monthly Report Due	
December 14	Private School Data Collection MVP/Homeless Data Collection	
<b>2020</b>		
January	Homeless in Newsletter	
January 9 - 10	ESOL teachers provide and document notification of EL students to school staff ESOL PLU Day Migrant PLU Day Professional Learning	
January 10	MVP Contact Meeting	
January 4- June 30	Recruitment and Placement of Professionally Qualified and Effective Teachers	
January	Regional Migrant PAC meeting	
January 13	Migrant New Participant Report- Mig SSPs share with data clerks Migrant Team Meeting - noon	
January 16	Title 1 & PFE Meeting	
January 17	Administrative Council – Fed Programs Technical Assistance	
January 23	Migrant PAC Meeting 6:00 pm	
January 31	Homeless Monthly Report Due	
February 4	Migrant Contact Meeting	
February 11	Migrant New Participant Report- Mig SSPs share with data clerks	
February 18	Title 1 Contact Meeting	
February 28	Homeless Monthly Report Due	
March	Set Summer School Improvement Session Dates Migrant PLU Day CNA – Schools (March/April)	
March - April	Title II, Part A Needs Assessment Conducted	
March 3	Migrant Contact Meeting	
March 3	Early Learners Workshop	
March 12	PFE Contact Meeting	
March	Regional Migrant PAC Meeting	
March 17	Title 1 Contact Meeting	
March 20	Administrative Council – Fed Programs Technical Assistance	

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

March 24	Migrant PLU Day	
March 26	Migrant PAC – 6:00 pm	
March 27	Homeless Monthly Report & update academic spreadsheet	
April	PK WAPT assessment for qualification FY 20 – ESOL MVP Newsletter GMAS Grades 3-8 CNA Continued	
April 7	Migrant Contact Meeting	
April 7	Migrant New Participant Report- Mig SSPs share with data clerks Title 1 Contact Meeting 1:00 pm	
April 9	CLPT Quarterly Meeting – 4:30 pm	
April 17	Administrative Council – Fed Programs Technical Assistance	
April 24	Homeless Monthly Report Due	
April 20-24	School Choice Week	
May	HMS Transition to Middle School	
May	EL/ESOL Notification based on ACCESS scores TPC Meetings for 2020-2021 school year Kindergarten Registration Individual Meeting with Dr. Guy – PFE Contacts	
May 1	All PFE \$ by schools spent	
May 5	Migrant Contact Meeting	
May 7-8	Short Term Action Plan Reviews	
May 7-8	Comprehensive Needs Assessment Due	
May 10	Migrant New Participant Report- Mig SSPs share with data clerks	
May 12	Title I Contact Meeting	
May 14	Migrant Professional Learning/Planning	
May 15	Submit Migrant Summer IP Plans	
May 22	Homeless Monthly Report Due Homeless Academic and Attendance Spreadsheet Due	
May 29	10 Month Yearly Periodic Certifications ESOL documentation complete Migrant documentation complete	
May 30	Migrant IP Evaluations due for FY20	
May	Administrative Retreat	
June 5	Title 1/Federal Programs Inventory Due – updated CRATES Due	
June	Migrant Summer School	
June	Individual Summer School Improvement Planning Sessions	
June	Migrant Contact Meeting	
June 10	Migrant New Participant Report	
June	Federal Programs Annual DOE Conference	
June	CLPT Yearly Review Meeting	
July	Administrative PFE Survey due Parent Family Engagement plans and compacts due - C. Guy And POSTED to websites for vetting	
July	Migrant FY 20 Summer IP plans evaluations due ESOL Summer Improvement Session	

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

	Public Participation, Annual Title 1 Meeting BMS Transition Workshop Submit school calendars to AA/CG 12 Month Periodic Certifications	
August	CLIP due to Federal Programs SCDE	



Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

**(Principal)**

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**(Date)**

\*\*Attach agenda, sign in, and minutes with stakeholders participation.\*\*

**Appendix D – Revision Justification Form for CLIP**



**SUMTER COUNTY CLIP  
REVISION/AMENDMENT JUSTIFICATION**

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

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

**Section of the plan requesting revision or amendment:**

**Area:** \_\_\_\_\_

**Page:** \_\_\_\_\_

**Justification Statement:**

**(Please provide the rationale for revising the CLIP)**

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**Submitted by:**

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\_\_\_\_\_

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

**(Date)**

**\*\*Attach agenda, sign in, and minutes with stakeholders participation.\*\***

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

## **Appendix E – CNA**

Use additional pages as needed.



**Appendix F – Parent Family Engagement Checklist and Pacing Guide**



**2019-2020**

**Parent & Family Engagement School Contact (PFESC)  
Administrator Checklist & Pacing Guide**

**SEPTEMBER**

\_\_\_ Send C. Guy the name of one or more parent or family member who you would recommend as a Parent & Family Engagement member of the CLPT

**June**

\_\_\_ Assign PFE School Contact Name: \_\_\_\_\_

\_\_\_ Review & complete 2019-2020 PFESC & [Administrator Needs Assessment](#) with School Improvement Team

\_\_\_ Designate a “Parent & Family Engagement” area in your visitor sign-in or waiting area to display PFE information, reminders, flyers, district newsletters

\_\_\_ Submit e-copy of PFESC & Administrator Needs Assessment Form to C. Guy by **June 29**

\_\_\_ Submit e-copy of PIP to C. Guy by **June 29**

<http://www.SCDE.org/School-Improvement/Federal-Programs/Partnerships/Pages/Policies.aspx>

\_\_\_ Submit e-copy of School-Parent Compact to C. Guy by **June 29** (for district review)

<http://www.SCDE.org/School-Improvement/Federal-Programs/Partnerships/Pages/Compacts.aspx>

\_\_\_ Post PFE Plans & Compact on website for public vetting by **June 29**

\_\_\_ Submit School Calendar to C. Guy for District PFE Calendar

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

\_\_\_ Submit e-copy of FINAL PIP & Compact to C. Guy by **August 6**

\_\_\_ Post FINAL copy of PIP & Compact to website by **August 6**

\_\_\_ Conduct PFE staff development: ( two times per semester) The importance on the value of contributions of parents and how to reach out to, communicate and work with parents as equal partners, and build ties between home and school.

[You Tube Videos, emails, webinars etc... are also acceptable forms of staff development with appropriate documentation](#)

<http://www.SCDE.org/School-Improvement/Federal-Programs/Partnerships/Pages/School-Staff-Capacity.aspx>

[Sample Staff Development Modules Below:](#)

- [Meaningful Professional Learning to Improve Family-School Partnerships](#)

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

- [The Basics of Parent Engagement: Module 1](#)
- [Communicating With Parents: Module 2](#)
- [Diversity and Inclusion-Promoting Cultural Competency: Module 3](#)
- [Homework: Including Parents in the Process: Module 4](#)
- [Get in the Game: A Parent Engagement Playbook: Module 5](#)
- [Enhancing School-Home Relationships Through Student-Led Conferences: Module 6](#)
- [Turning Volunteering into Schoolwide Victories: Module 7](#)
- [Changing the Mindset: Understanding the How-To's of Parent Engagement](#)
- [Thinking Outside the Box: Innovative Parent Engagement Practices](#)
- [Welcoming Environments: Is Your School Family-Friendly?](#)

❖ [PI Network Family Engagement Video Channel](#)

<https://www.youtube.com/channel/UC3gAmski7tYsNKr79ATfb3w>

### Sample Staff Development PD Modules with Descriptions

#### PFE Network Family Engagement Video Channel

- **Promising Practices Videos for Building Capacity**

<https://www.youtube.com/channel/UC3gAmski7tYsNKr79ATfb3w>

Teachers and administrators seek to establish partnerships with parents to support student learning, and parent engagement is a key piece to building a sense of unity between home and school. The following training modules are designed to be between 15 and 45 minute summations that can be included in faculty meetings, professional development, or team building seminars and delivered by school or district staff to increase parent capacity.

Presentations and handouts for the teacher and administrator professional development modules are located at: <http://www.SCDE.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program-Workshop-Templates.aspx>

#### ***“Learning the Basics of Parent Engagement: Module 1”***

This module provides an overview of parent engagement and explains the significant role parents play in their child’s education, based on rESSArch. It also highlights the importance of teachers and administrators paving the way to promote effective parent participation at school and home by offering support.

A webinar on this presentation was conducted on April 26, 2012. To access the recording, please visit:

<https://sas.illuminate.com/mr.jnlp?suid=M.E8E8A4163E898CB1243ED52F0EAE25&sid=2012003>

#### ***“Communicating with Parents: Module 2”***

This module reminds teachers and administrators of the importance in communicating with parents and offers suggestions on how to ensure effective parent partnerships throughout the year. Learn new tools to maximize communication with parents through lecture, handouts, and role plays.

#### ***“Diversity & Inclusion, Promoting Cultural Competency: Module 3”***

This module encourages implementation of cultural competence among staff along with appropriate language exchanges among families, professionals, students, and communities to develop equal outcomes for all students and families. Learn new tools to meet the needs of diverse parent and student populations through lecture, quizzes, and interactive activities.

A webinar on this presentation was conducted on April 26, 2012. To access the recording, please visit:

<https://sas.illuminate.com/mr.jnlp?suid=M.E8E8A4163E898CB1243ED52F0EAE25&sid=2012003>

#### ***“Homework: Including Parents in the Process: Module 4”***

This module provides strategies on how to include parents in homework and it reinforces the fact that learning takes place anywhere, not just in the classroom, and parents also play an active role in this learning process. It is the job of parents and educators to maximize the benefits of homework, and this module explains how parents can successfully do this with their children.

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

A webinar on this presentation was conducted on October 27, 2011. To access the recording, please visit:

<http://video.doe.k12.ga.us/doemedia/October%202011%20Webinar%20Modules/>

***“Get in the Game: A Parent Engagement Playbook: Module 5”***

This module provides schools with a fresh new approach to tackle the longstanding issue of improving collaboration between schools and families. Gain a useful understanding of straightforward steps that will help schools to reach the ultimate goal of creating working relationships with parents while increasing their involvement and participation to bring about student achievement and success.

A webinar on this presentation was conducted on August 21, 2013. To access the recording, please visit:

<https://sas.illuminate.com/mr.jnlp?suid=M.3F6C4A89B43079F75118016DB8476B&sid=2012003>

***“Enhancing School-Home Relationships Through Student Led Conferences: Module 6”***

This module introduces a new way to bring families, students, and teachers together while placing the emphasis back on student achievement where it belongs. Learn how to implement successful student led conferences to provide an alternative method to communicate student’s academic progress with parents and help all children reach high academic standards. Gain an effective school strategy that will strengthen relationships with families and increase communication with parents by improving parents’ understanding of their students’ progress and academic achievement.

A webinar on this presentation was conducted on October 22, 2013. To access the recording, please visit:

<https://sas.illuminate.com/mr.jnlp?suid=M.DA552172CBAAD4BCE0B9D713B2098F&sid=2012003>

**September**

\_\_\_\_September date will be forwarded to schools when SCDE website is updated. Plan to mail signed original copy of the completed Superintendent’s Parent Advisory Council (PAC) Application to SCDE (our advisory council will be members of CLPT)

There will be one submission per district and the Superintendent must sign the application before SCDE receives it. Plan accordingly to meet the deadline.



\_\_\_\_State Superintendent’s Parent Advisory Council (PAC) Application must be submitted to SCDE by September deadline (be on the lookout for updated 2019-2020 application & additional information regarding PAC submission requirements)

***“Superintendent’s Parent Advisory Council”***

The State Superintendent’s Parent Advisory Council (PAC) is a group of primarily Title I parents from across the state that meets to discuss education in Sumter. Advisory Council members are particularly focused on how to increase parent and family engagement to ensure student success. Members meet with the State School Superintendent several times throughout the school year and serve as advisors and act as ambassadors back in their communities and schools. They share the information learned with members of their communities, other families, and schools. Minutes of the meetings are shared on the website and provide valuable insight into what is important to parents.

To access a list of current SCDE PAC members, meetings, minutes, and projects, please visit:

<http://www.SCDE.org/School-Improvement/Federal-Programs/Partnerships/Pages/Parent-Advisory-Council.aspx>

**October**

\_\_\_\_Look ahead and begin preparing for November’s Parent & Family Engagement Month activities & events

\_\_\_\_Encourage faculty & staff to plan ahead and incorporate Parent & Family Engagement Month activities into lesson plans

\_\_\_\_Prepare to begin filling out Family Friendly Partnership School Application by end of October2019 (this date will be updated & sent to the schools)

**November - Parent Engagement Month**

\_\_\_\_Access the following link for Parent & Family Engagement Month Activity Ideas

<https://docs.google.com/spreadsheets/d/1ejSfjK8frE6tmWJnqYGQUupSRtwgEqvom9lhJafvEEU/edit#gid=0>

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

### Family Engagement Partner (FEP) Network

The Family Engagement Partner (FEP) Network brings together approximately 1,000 Family Engagement Professionals throughout the state. Their focus is to offer a variety of informative sessions and meetings, link parents to resources in the community, and assist parents with navigating the school system so their children can obtain the resources required to help them achieve their maximum academic potential.

Family engagement professionals participate in professional development meetings that are held semi-annually within their region during odd numbered years and a [statewide family engagement event](#) during the even numbered years. For more information, download the [Family-School Partnership Programs Brochure](#).

[http://www.SCDE.org/School-Improvement/Federal-Programs/Partnerships/Documents/Parent%20Engagement/Building-Cap/Family-School%20Partnership%20Program%20Brochure\\_11-07.pdf](http://www.SCDE.org/School-Improvement/Federal-Programs/Partnerships/Documents/Parent%20Engagement/Building-Cap/Family-School%20Partnership%20Program%20Brochure_11-07.pdf)

Every year the state of Sumter recognizes the month of November as **Parent & Family Engagement Month**, and schools across the state highlight the role parents play in a student's education. Additionally, the third Thursday in November is National Parent & Family Engagement Day. This is a day for all families to consider how they can get more involved in the education of their children. To recognize Parent & Family Engagement Month this year, the South Carolina Department of Education launched two new video contests for all parents, families & Title I schools.

\_\_\_ Activities are planned & publicized multiple ways

\_\_\_ Recognize National Parent & Family Engagement Day (C. Guy will send date change after SCDE updates website)



\_\_\_ Submit **Family Friendly Partnership School Application (FFPS)** to SCDE by November deadline (updates & 2019-2020 submission dates will be provided)

<http://www.SCDE.org/School-Improvement/Federal-Programs/Partnerships/Pages/Sumter-Family-Friendly.aspx>

\_\_\_ Submit hard copy of FFPS Application to C. Guy by November deadline

\_\_\_ Submit GA Parent & Family Leadership Award Nominee to C. Guy by November deadline (Be on the lookout for additional 2018-2019 Parent & Family Leadership Award Application updates via email)

\_ Begin Completing Sumter Parent & Family Leadership Award Application early November (information will be sent to PFSC will receive updates)



\_\_\_ Submit **Sumter PFE Leadership Award Application** to SCDE by November deadline (updates will be sent to PFESC)

\_\_\_ Send C. Guy a copy of your GA Parent & Family Leadership Award Application to C. Guy by November deadline (Be on the lookout for additional 2019-2020 Parent Leadership Award Application updates via email)

### *"Sumter Parent Leadership Awards"*

The South Carolina Department of Education (SCDE) and the Sumter Parent Teacher Association (GA PTA) created this award to recognize parents across Sumter who utilizes their various skills and talents to strengthen our schools and positively impact the lives of our children. The award also hopes to inspire all parents to use their unique talents, no matter how big or small, to lead the way in building positive outcomes for all children. Six awards are given annually, recognizing both parents from Title I schools and non-Title I schools for their outstanding leadership in creating a foundation of support for student achievement and success. Schools nominate parents during the month of November.

- To learn more about this award and the current winners, please visit: <http://www.SCDE.org/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program-For-Parents-Links.aspx> or <http://www.SCDE.org/School-Improvement/Federal-Programs/Pages/Parent-Month.aspx>

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

## February

### February is *Parent & Family Engagement Leadership Month*

The month of February has been declared Parent Leadership Month and every year various events and activities that recognize, respect, and celebrate parents for their leadership in their homes, communities, and schools take place across Sumter. Parent Leadership Month is designed to highlight the various opportunities afforded to parents, professionals, policymakers, and community members to engage in partnerships with the goal of building and supporting strong and lasting roles for parents as leaders in the school environment.

PFE Leadership Manual & Resource link below:

**The events and activities in this manual are designed to assist your school in organizing and promoting Parent Leadership Month. This is your school's opportunity to work closely with parent leaders to educate all stakeholders about Parent Leadership Month.**

<http://www.SCDE.org/School-Improvement/Federal-Programs/Documents/Parent%20Leadership%20Manual%20REVISED.pdf#search=february%20parent%20leadership>

\_\_\_ Faculty & staff recognize, honor and encourage parents & families as leaders (at school, community and in their homes)

\_\_\_ Prepare parents & families to assume meaningful leadership roles

### 2019-2020 PFE Crates & Updates

- Use 2019-2020 updated forms
- Select "Spanish" language as well as English when sending out School Messenger notifications
- Post all PFE information in designated "Parent & Family Engagement Information Station" Post activity or event title and date/time on school marquee
- Ongoing Feedback: Remember, prior to events where you will be giving parents & families the opportunity to provide ongoing feedback, event notices & publications must include the following statement: "parents & families will be participating in providing feedback on ..."  
Feedback opportunity must also be reflected in agenda & minutes.

**Appendix F – Parent Family Engagement Needs Assessment**



**Title I Parent Family Engagement PI Contact & Needs Assessment  
2019-2020**

IDENTIFY PI SCHOOL CONTACT

- PI School Contact: \_\_\_\_\_ Administrator: \_\_\_\_\_

PARENT VOLUNTEERS & CHAPERONES

- **Describe how volunteers & chaperones will be mobilized**

SCHOOL LEVEL PARENT FAMILY ENGAGEMENT WORKSHOP OPPORTUNITIES

**Section 1118 (e) (2) the school shall provide materials and training to help parents work with their children to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.**

[Parent Engagement: Changing the Mindset](#)  
[Out of the Box-Parent Engagement](#)

- **Indicate a minimum of three PI workshops you will offering during the 2018-2019 school year with the following components: 1) Title/Topic 2) How it is connected to your School Improvement Plan 3) How it is linked to Learning 4) Tentative Date 5) Location: school based or community based. *Elementary Schools may also include Early Learner Workshop Series.***

Title/Topic:  
SIP Connection:  
L2 Learning:  
Tentative Date:  
Location: School \_\_\_\_ Community \_\_\_\_

Title/Topic:  
SIP Connection:  
L2 Learning:  
Tentative Date:  
Location: School \_\_\_\_ Community \_\_\_\_

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

Title/Topic:

SIP Connection:

L2 Learning:

Tentative Date:

Location: School \_\_\_\_ Community \_\_\_\_

ADDITIONAL PARENT FAMILY ENGAGEMENT OPPORTUNITIES TO CONSIDER

Many of the workshops listed below will be offered at the district level. You may also be interested in providing some of these at your school, either with or without district support. Consider offering workshops before or after pre-existing events such as, PTO, school wide or grade level concerts & celebrations or offer grade level lunch-n-learn opportunities. You may also consider making information available during a PI Resource Center drop-in time that coincides with parent or grandparent lunches. Think about having periodic “coffee, muffins and school matters mornings” when parents drop students off.

- **As you refer back to your school improvement plans, please indicate school and/or district level Parent Family Engagement opportunities that would further support your school initiatives, parents and teachers. Those marked with \* are SCDE Make & Take user ready workshops.**

[\\_\\_Learning Styles](#)
[\\_Understanding ADHD/ADD](#)
[\\_GMAS Awareness](#)
[\\_Parent Portal Training](#)
[\\_Positive Discipline](#)
[\\_Childhood Development](#)  
[\\_\\_Parent Family Engagement Awareness](#)
[\\_Formative Assessment](#)
[\\_Parent-School Compact Awareness](#)
[\\*Communicating with Your Child and Teen](#)
[\\*Helping Your Child Succeed: Parent Strategies for Improved Communication with Teachers and Schools](#)
[\\*Helping Your Teen Cope with Peer-Pressure](#)
[\\*Homework and Study Habits](#)
[\\*Learning Your Child's School System \(LYCSS\)](#)
[\\*Preparing for College](#)
[\\*High School is Happening](#)
[\\_Other\\_](#)

“PI ON THE ROAD” COMMUNITY WORKSHOPS, PRESENTATIONS & EVENTS

**Section 1118 (e) (10) the school may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators with present who are unable to attend such conferences at school.**

Taking PI activities on the road has proven to be effective and well received by parents. The Sumter County Housing Authority is partnering with our school system to help support our “on the road” endeavors. They will distribute flyers to residents as well as provide tables, chairs, snacks & drinks for these events. We now have our Family Engagement Bus, which we will use during our “On the Road” events.

Based upon your CNA /SIP Plan, provide possible dates & topics representatives from your school (usually one teacher per grade level & PI Contact) may be available to take PI information or hands-on activities to our “hard to reach” parents into these communities.

- Tentative Date: \_\_\_\_\_ Tentative Location \_\_\_\_\_ GOAL \_\_\_\_\_  
 Tentative Date: \_\_\_\_\_ Tentative Location \_\_\_\_\_ GOAL \_\_\_\_\_  
 Tentative Date: \_\_\_\_\_ Tentative Location \_\_\_\_\_ GOAL \_\_\_\_\_

PARENT ENGAGEMENT (PE) PROFESSIONAL DEVELOPMENT (PD) MODULES

**Section 1118 (e) (3) the school shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, on the value and utility of contributions of parents and in how to reach out to, communicate, and work with parents as equal partners, implements and coordinate parent programs, and build ties between home and school**

Parent engagement is a key piece to building a sense of unity between home and school. Therefore, teachers and administrators need to seek opportunities to establish partnerships with parents to support student learning. The professional development modules listed below have been developed by SCDE. These are also user ready modules and have been designed to be between 15- and 45-minute summations. They can be included in faculty meetings, professional development, or team building seminars to increase parent capacity.

Consider using SCDE readymade modules & presentations OR you may elect to assign staff to review brief You Tube videos or other delivery options based upon your professional development needs in meeting Section 1118 (c) (3) requirements.

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

**SCDE requires schools to document two or more FE PD activities per semester**

Meaningful Professional Learning to Improve Family-School Partnerships

	Indicate Topic	Indicate Date
• <a href="#">The Basics of Parent Engagement: Module 1</a>	_____	_____
• <a href="#">Communicating With Parents: Module 2</a>	_____	_____
• <a href="#">Diversity and Inclusion-Promoting Cultural Competency: Module 3</a>	_____	_____
• <a href="#">Homework: Including Parents in the Process: Module 4</a>	_____	_____
• <a href="#">Get in the Game: A Parent Engagement Playbook: Module 5</a>	_____	_____
• <a href="#">Enhancing School-Home Relationships Through Student-Led Conferences: Module 6</a>	_____	_____
• <a href="#">Turning Volunteering into Schoolwide Victories: Module 7</a>	_____	_____
• <a href="#">Changing the Mindset: Understanding the How-To's of Parent Engagement</a>	_____	_____
• <a href="#">Thinking Outside the Box: Innovative Parent Engagement Practices</a>	_____	_____
• <a href="#">Welcoming Environments: Is Your School Family-Friendly?</a>	_____	_____
• OTHER: _____(Indicate Topic)	_____	_____
• OTHER: _____( Indicate Topic)	_____	_____
• Effective Parent Conferences	_____	_____

<https://www.youtube.com/channel/UC3gAmski7tYsNKr79ATfb3w>  
(Refer to Needs Assessment for additional SD Video Samples)

PROVIDE ONGOING PARENTAL FEEDBACK OPPORTUNITIES

**Section 1118 (c) (3) Schools shall involve parents in the planning, review, and improvement of Title I programs, including the school parental involvement policy and the Title I school-wide program plan/school improvement plan.**

[Designing Effective PI Feedback](#)  
[Designing Effective Feedback 2](#) (an email from SCDE with all video-You Tube links)  
[http://www.arbetterbeginnings.com/sites/default/files/pdf\\_files/Solicit%20Ongoing%20Suggestions%20From%20Parents.pdf](http://www.arbetterbeginnings.com/sites/default/files/pdf_files/Solicit%20Ongoing%20Suggestions%20From%20Parents.pdf)  
<http://www.leadlearner.com/solicit-feedback-from-your-families-using-polleverywhere/>

**Based upon school improvement feedback, your school calendar & resources provided indicate when your parents will be provided with opportunities to provide ongoing feedback, throughout the year. Consider offering feedback opportunities during large group or school wide activities and events, such as: Community Conversations, carnivals, celebrations, science/reading/math nights, PI Workshops etc...)**

- **Indicate when parents will be given opportunities to provide ongoing feedback throughout the year:**

Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23

**Appendix G – Inventory**



Revised 11.27.17, 1.12.18, 08.31.18, 08.06.19, 05.23.23



# FIXED ASSET DISPOSAL FORM

School/Department Requesting Disposal: \_\_\_\_\_

REASON FOR DISPOSAL (check one):  
DISPOSAL (check one):

SUGGESTED METHOD FOR

- Obsolete
- Worn out or damaged
- Stolen or  Lost
- If stolen, was an incident report  
Filed with Public Safety?  
 No       Yes, Date: \_\_\_\_\_
- Filed by: \_\_\_\_\_

- Discard
- Trade
- Sale
- Auction

TAG #	DESCRIPTION	MODEL/ NO.	SERIAL #	BLDG. #	ROOM #	ITEM # (BOE use Only)

**\* All Requests must be approved by the Central Office BEFORE disposal of any asset.**

Signed \_\_\_\_\_

Approved:

\_\_\_\_\_  
Person Making Request      Date

CFO

Approved \_\_\_\_\_

Approved:

**Appendix H- Complaints**

**SUMTER COUNTY SCHOOLS  
Federal Programs Complaint Form**

*Please Print.*

Name of (Complainant):	
Mailing Address	
Phone Number (home):	
Phone Number (work):	
Person/department complaint is being filed against:	
Date on which violation occurred:	
Statement that Sumter County Schools has violated a requirement of a federal statute or regulation that applies to an applicable program (include citation to the federal statute or regulation) (attach additional sheets if necessary):	
The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):	
List the names and telephone numbers of individuals who can provide additional information.	
Please attach/enclose copies of all applicable documents supporting your position.	
Signature of Complainant:	Date:
Mail or deliver this form to:	
Chip Davis Director of Federal Programs Sumter County Schools 507 Martin St. Bainbridge, GA 39817	
Date Received:	
Date of Response to Claimant:	

**Appendix I- Fraud, Waste, Abuse and Corruption**

## Appendix I- Fraud Waste and Abuse

### Sumter County School District Fraud, Waste, Abuse and Corruption Procedure

#### Purpose

In compliance with White House Executive Order 12731, the Sumter County School System provides all employees, clients, vendors, and individuals with confidential channels to report suspicious activities. The Sumter County School System shall not tolerate fraud, waste, abuse or corruption of any kind and has an established system for the reporting and investigating of suspicious activities.

#### Definitions

**“Fraud”** means the intentional deception perpetrated by an individual or individuals, or an organization or organizations, either internal or external to Sumter County Schools that could result in a tangible or intangible benefit to themselves, others, or the locality or could cause detriment to others or the locality. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by false or misleading statements, or by concealment of that which should have been disclosed, which deceives and is intended to deceive.

**“Waste”** means the intentional or unintentional, thoughtless or careless expenditure, consumption, mismanagement, use or squandering of resources owned or operated by the locality to the detriment or potential detriment of the locality. Waste also includes incurring unnecessary costs because of inefficient or ineffective practices, systems, or controls.

**“Abuse”** means the excessive or improper use of something, or the employment of something in a manner contrary to the natural or legal rules for its use; the intentional destruction, diversion, manipulation, misapplication, maltreatment, or misuse of resources owned or operated by the locality: or extravagant or excessive use so as to abuse one’s position or authority.

**“Corruption”** includes dishonest proceedings, bribery, debasement, alteration, or perversion of integrity. Corruption threatens equal access, quantity and quality of education.

#### Examples of Fraud, Waste, Abuse and Corruption (Not all-inclusive)

- Personal use of district-owned vehicles
- Long distance personal phone calls
- Personal use of district owned supplies or equipment
- Violations of system and/or state procurement policy
- Excessive or unnecessary purchases
- Falsification of official documents (timesheets, leave reports, travel vouchers, etc.)
- Contract fraud
- Serious abuse of time
- Inappropriate expenditures
- Embezzlement
- Theft or misuse of school funds or property
- Neglect of duty

- Bribery

### **Statement of Administrative Regulations:**

Any and all reports of suspicious activity and/or suspected fraud, waste, abuse, or corruption, shall be investigated. The Sumter County School System shall not tolerate fraud, waste, abuse, or corruption of any kind, and any reported cases of suspected fraud, waste, abuse, and corruption will be thoroughly investigated to determine if disciplinary, financial recovery, and or criminal action should be taken.

### **Confidentiality**

All reports of suspected fraud, waste, abuse, or corruption must be handled under the strictest confidentiality. Only those directly involved in the investigation should be given information. Informants may remain anonymous but should be encouraged to cooperate with the investigators and should provide as much detail and evidence of alleged fraudulent act as possible.

### **Procedures and Responsibilities**

1. Anyone suspecting fraud, waste, abuse, or corruption whether it pertains to local, state, or federal programs, shall report his or her concerns to the Superintendent or the Superintendent's designee of the Sumter County Board of Education at 100 West Street, Bainbridge, GA 39817.
2. Any employee with the Sumter County Board of Education (part-time staff, full-time staff and contractors) who receives a report of suspected fraudulent activity MUST report this information within the next business day. The employee should contact the Superintendent or Superintendent's designee at (229) 248-2200. Employees have the responsibility to report suspected fraud, waste, or abuse. All reports can be made in confidence.
3. The Sumter County Board of Education or its designees shall conduct investigations of employees, providers, contractors, or vendors against which reports of suspicious activity are made. All investigations shall be thorough and complete in nature and shall occur in a prompt manner after the report is received.
4. If necessary, the person reporting the fraudulent activity will be contacted for additional information.
5. Periodic communication through meetings should emphasize the responsibilities and channels for reporting suspected fraud, waste, abuse, or corruption.
6. A hard copy of these Fraud, Waste, Abuse and Corruption Administrative Regulations shall be posted in a visible location at all schools and facilities and on the Sumter County Schools website ([www.dcboe.com](http://www.dcboe.com))
7. A report shall be made to the Chairman of the Sumter County Board of Education if fraud, waste, abuse, or corruption is suspected of or by the Superintendent.
8. Each employee shall review the document and will sign attesting that he or she has indeed received this information and understands its contents.