Meriwether School System

Federal Programs Handbook

Policies and Procedures For:

Title I, Part A - Improving the Academic Achievement of the Disadvantaged
Title I, Part A - Academic Achievement Awards
Title I, Part C - Education of Migratory Children
Title I, Part D - Programs for Neglected & Delinquent Children
Title II, Part A - Supporting Effective Instruction
Title III, Part A - Language Instruction for English Learners and Immigrant Students
Title IV, Part A - Student Support and Academic Enrichment
Title V, Part B - Rural Education Initiative
Title X, Part C - McKinney-Vento Education for Homeless Children and Youth

The Individuals with Disabilities Education Act (IDEA)
School Effectiveness: Priority, Focus Schools

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 provided may be used by staff to ensure that Federal programs are being implemented accurately and effectively.

The step-by-step approach contained in this handbook will promote uniformity in operations as Meriwether County (MCSS) seeks to carry out official duties and responsibilities. The Georgia Department of Education (GaDOE) provides local educational agencies (LEAs) extensive guidance on the over-arching requirements for federal programs via the on-site monitoring document 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.
Meriwether County Schools

Meriwether County District Administration

Dr. Tim Dixon
Superintendent of Schools:

Solomon Ferguson
Assistant Superintendent / Human Resources

Sheila Wilson
Curriculum and Instruction Director

Deana Brown
Assistant Superintendent/Curriculum and Instruction Director

Angela Newby
Interim Human Resources

Tomeka Woody
Finance Director

Dawn Woodard
Federal Programs Director/ CTAE Director

Dr. Summer Doucet
Student Services Director, Assessment, Public Relations

Lori Garrett
Exceptional Education Director

Angie Williams
Gifted Coordinator

Sandra Hudson
School Nutrition Director

Len Dalton
Technology Director

Dr. Maurice Brown
Maintenance and Transportation Director

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Meriwether County Schools

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<tr>
<th>Central Office</th>
<th>Greenville Middle School</th>
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<tr>
<td>Dr. Tim Dixon, Superintendent</td>
<td>Michael Perry, Principal</td>
</tr>
<tr>
<td>2100 Gaston Street</td>
<td>17656 Roosevelt Highway</td>
</tr>
<tr>
<td>Greenville, GA 30222</td>
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</tr>
<tr>
<td>Phone – 706.401.0601</td>
<td>Phone – 706.672.4930</td>
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<td>FAX – 706.672.4895</td>
<td>FAX – 706.672.1424</td>
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<tr>
<td>Lashanda Acres, Principal</td>
<td>Thaddeus Jackson, Principal</td>
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<tr>
<td>18425 Main Street</td>
<td>17656 Roosevelt Highway</td>
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<td>Woodbury, Georgia 30293</td>
<td>Greenville, Georgia 30222</td>
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<tr>
<td>Phone – 706.553.3951</td>
<td>Phone – 706.672.4930</td>
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<td>FAX – 706.553.2477</td>
<td>FAX – 706.672.1424</td>
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<td>Kimberly Parks, Principal</td>
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<tr>
<td>2600 Judson-Bulloch Road</td>
<td>231 West Perry Street</td>
</tr>
<tr>
<td>Manchester, Georgia 31816</td>
<td>Manchester, Georgia 31816</td>
</tr>
<tr>
<td>Phone -706.655.3969</td>
<td>Phone – 706.846.2846</td>
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<tr>
<td>FAX – 706.655.3985</td>
<td>FAX – 706.846.8111</td>
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<tr>
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<td>Henry Acree, Principal</td>
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<tr>
<td>172 North Main Street</td>
<td>405 Fifth Avenue</td>
</tr>
<tr>
<td>Luthersville, Georgia 30251</td>
<td>Manchester, Georgia 31816</td>
</tr>
<tr>
<td>Phone – 770.927.6488</td>
<td>Phone – 706.846.8445</td>
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<td>FAX – 770.927.1358</td>
<td>FAX – 706.846.5081</td>
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OVERARCHING REQUIREMENTS FOR ALL FEDERAL PROGRAMS

SECTION 1 - MONITORING OF SCHOOLS AND PROGRAMS

The Georgia Department of Education requires that the Meriwether County School District monitors the implementation of Federal Programs and the expenditure of all funds associated with the program. The specific requirements are as follows:

- LEA/Program Directors/Coordinators will conduct self-monitoring of its schools and programs sufficient to ensure compliance with Federal Program requirements, including Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V Part B; Title X; and IDEA.

- The Meriwether County School system (MCSS) accepts funds from Title I-A; Title I-A- SIG1003 (a); Title I-Part D-Subpart 2; Title II-A; Title IV-A; Title V, Part B and IDEA. Meriwether County receives funding through a consortium and the fiscal agent is Southwest Georgia RESA.

- MCSS Program Directors/Coordinators will undergo training from GaDOE and other sources to maintain proficiency in program compliance requirements.

- Program Directors/Coordinators will provide technical assistance to the school.

- Program Director/Coordinator self-monitoring will include monitoring all program expenditures to verify that all program expenditures comply with program requirements.

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

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

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

  ~ Monitoring of Expenditures – Local educational agencies (LEAs) must submit for approval an annual budget through the Consolidated Application process. Title I Education Program Specialists review each application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. Once budgets are approved, Title I Education Program Specialists track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for Title I funds.

  ~ Single Audit – LEAs with single audit findings are flagged for technical assistance (see procedures on audit resolution).

  ~ On-site Monitoring – A SEA on-site Cross-Functional Monitoring Team visits a LEA to apply the criteria included in the LEA Monitoring Form.

  ~ Self-Monitoring Checklist – LEAs not receiving an on-site visit complete a self-monitoring instrument and submit it to the Georgia Department of Education (GaDOE).

Communication and Monitoring: Monitoring of Title I schools is a critical component of ensuring that compliance is taking place at each school. During the summer prior to the beginning of the new school year, the Federal Programs Director meets with all principals and central office administrators. Policies, procedures and guidance for operating the individual federal programs are provided during this summer leadership meeting. Weekly cabinet meetings are held with central office personnel to discuss status and updates of the various federal programs. The Title I director utilizes phone calls, emails and visits to sites to monitor the Title I program and Title I personnel. Specific budgetary items are discussed with the financial personnel, directors, and principals. Monthly reports are generated by the Finance Director and reviewed for accuracy by the Title I director. The Title I director also has predesigned reports in the MUNIS accounting software that allows her to address specific budget questions from school principals/bookkeepers. The Finance Director has the Title I approved budget populated so that monthly payroll for Title I personnel is accurate. The Title I Director approves any additional payout requests for Title I tutoring. Monthly payroll reports are generated by the payroll clerk and verified by the Title I director. In addition to meeting with directors and principals, the Title I Director meets with the Parent Engagement Coordinators to plan and discuss Title I requirements and plan activities at all of the
Meriwether County Schools. These meetings are an opportunity to discuss Title I in detail and also an opportunity to discuss content specific information with each of the above. All Title I services are supplemental. This process is monitored through on-going technical assistance, site visits, and through the budget process.

**Established Cycle for Monitoring Federal Programs**

**Onsite Monitoring Procedures:** All Federal Programs are subjected to on-going monitoring by the Department of Education (schedule provided by the DOE). Additionally, the Federal Programs (FP) Director for MCSS monitors all programs throughout the school year. The FP Director and Central Office administrators conduct on-site monitoring of all schools through a blended process of onsite visits, emails, and MUNIS accounting software reports. Feedback is provided to the principals through written and/or verbal communication and conferences.

School Improvement Plans (SIPs) are developed by first conducting a comprehensive needs assessment. Once needs are identified and root causes determined, schools develop a plan to address the needs by identifying evidence based strategies that will be used in the school to drive student achievement and close gaps. Additionally, SIP’s are monitored by Federal Program and the Curriculum and Instruction Teams. Based on continuous data analysis, principals and leadership teams make changes to the school improvement plans and share on eBoard. Feedback on the SIP’s is sent to each principal via the schoolwide checklist. *(Appendix A)* Corrections or adjustments are made to the plans as necessary by principals and updated copies are sent to the federal programs office. The Meriwether County School System is proud to be an AdvancED accredited district.

**Timeline for Monitoring of Title I:**

- **July** - Federal Programs meeting for principals of all sites to update them on any new guidelines and to provide guidance for Title I-A, Title I SIG 1003(a), Family Engagement, Title II-A, Title III, Title IV, Title V, Foster Care, McKinney Vento and IDEA; Information will include, but not be limited to the following:
  - Budgeting
  - Purchasing
  - Compliance Issues
  - Parental Involvement
  - Schoolwide/Targeted Assistance
  - Documentation
  - Monitoring
  - Academic Achievement
  - Instructional Specialist/Title I Teacher/Paraprofessional Scheduling
  - Ethics, Fraud, Waste and Corruption
  - Compliance
  - Conflict of Interest
  - Inventory
  - Programmatic and Financial Information
  - Neglected and Delinquent

- **April-May** - The Title I, Part A Parental Involvement Coordinator reviews Title I Schools’ Parent Involvement Policies. The Parental Involvement Checklist is used to provide feedback to principals. The coordinator also files copies of these documents in the Federal Programs Office. The Title I Coordinator monitors schools that receive Title I, Part A SIG1003(a) funding.

- **May-June** - The Title II, Part A Coordinator, along with the Chief Human Resources Officer, compile needs assessment data to be used in the revision of the Title II, Part A Equity Plan.

- **May-July** - Revision/Completion of the Consolidated Local Implementation Plan

- **May-August** - Schools use summative tests results, parent survey results, and other needs assessment data to revise their Schoolwide and/or School Improvement Plans. Schools involve various stakeholders in the analysis of this data and in the planning for the upcoming year.

- **July-June** - Completion of time logs by split-funded employees

- **July-August** - Using CCRPI information determine the schools that will need to offer Flexible Learning Plan (FLPs) services and work with principals to create the required letters and get those mailed in a timely manner. *(If applicable)*
- **August** - Annual Evaluation of Title I, Part D, Subpart 2
- **August** - The Homeless Liaison contacts every school to update the system homeless list and to consult regarding the needs of homeless students in our non-Title I schools. The liaison also makes sure that every school has up-to-date homeless contact information posted.
- **August** - The Foster Care Liaison contacts every school to update the system foster care list and to consult regarding the needs of foster care students.
- **August-September** - The Title I, Part A Parental Involvement Coordinator (PIC) reviews Title I School-Parent Compacts using the checklists provided by GaDOE. The PIC provides feedback to principals before final copies are printed. The coordinator also files copies of these documents in the Federal Programs Office. Final copies of compacts are shared with families before the end of October.
- **August-October** - Principals’ Attestations and Assurances (Title IA & Title IIA)
- **August-October** - Principals present their Schoolwide plans and their School Improvement Plans to the Federal Programs Coordinator and the Curriculum and Instruction Team. Budgets are reviewed to ensure that funds are being spent according to the plan and the plan has all the necessary components.
- **August – June** - Inventory all items purchased by federal programs. The Title I Staff will conduct each building’s inventory every other year. Principals or other designated staff will conduct the building’s inventory during the years Federal Programs Staff does not.
- **August – June** - The Homeless and N&D programs are monitored by the Coordinator of Federal Programs and Homeless Liaison.
- **September** - PIC and any new Family Liaisons attend training at GaDOE
- **September-November** - Annual Surveys of Children in Institutions for Neglected and Delinquent
- **September-May** - Central Leadership participates in walk-through monitoring in each school in the district. Walk-throughs are announced and unannounced observations to monitor implementation of system initiatives, system and/or Title IA and Title IIA funded professional learning implementation and school improvement plan strategies. The Coordinator of Federal Programs is a member of the walk-through team. Federal programs staff members also visit schools and N&D facilities to offer support and monitor implementation of resources.
- **October-November** - Parental Involvement Coordinator works with Public Relations and other community representatives to plan activities for November’s Parent Engagement Month to promote stronger family engagement.
- **October** - Letters sent to Private Schools to consult and participate in Federal Programs for the upcoming school year.
- **November** - Hold meeting with interested Private Schools to review information
- **January** - Completion of first semester Periodic Certifications
- **February-March** - Federal Programs Coordinator and staff attend GCEL conference
- **March-May** - Surveys are completed by various stakeholders (parents, teachers, administrators, and community members) to provide needs assessment data for improvement planning. The Federal Programs Office sends the Annual Survey of Parent Involvement to parents to provide information as a means of gauging the effectiveness of parental involvement activities. The Parental Involvement Coordinator and liaisons compile data to determine needs for the following year.
- **April** - Mandatory student/parent handbook information is sent to all schools by the Coordinator of Federal Programs (Parents “Right to Know”)
- **April-May** - Homeless Surveys
- **May-June** - Completion of second semester Periodic Certifications
- **May-June** - The Title I Parental Involvement Coordinator compiles Title I parent surveys and disseminates the results to Title I Schools for consideration in the revision of school Parental Involvement Policies and School-Parent Compacts.
- **June** - Federal Programs Coordinator and staff attend annual state Title Programs Conference
- **Ongoing** - Review of school improvement data and plans in conjunction with other central office staff
- **Ongoing** - The Parental Involvement Coordinator holds monthly meetings with the Family Liaisons and the Parent Advisory Council.
• **Ongoing** - Budgets and purchase orders are reviewed monthly by the Federal Programs Coordinator to assist schools in spending the funds as planned.

• **Ongoing** - The Federal Programs Coordinator and staff provide technical assistance and meet regularly with principals.

School Improvement Plans (SIPs) are developed by first conducting a comprehensive needs assessment. Once needs are identified and root causes determined, schools develop a plan to address the needs by identifying evidence based strategies that will be used in the school to drive student achievement and close gaps. Additionally, SIP’s are monitored by Federal Program and the Curriculum and Instruction Teams. Based on continuous data analysis, principals and leadership teams make changes to the school improvement plans and share on eBoard. Feedback on the SIP’s is sent to each principal via the schoolwide checklist. *(Appendix A)* Corrections or adjustments are made to the plans as necessary by principals and updated copies are sent to the federal programs office. The Meriwether County School System is proud to be an AdvancED accredited district.

**Monitoring of Neglected & Delinquent Facilities:** Meriwether County has within its geographical boundaries one Neglected Facility and one Delinquent Facility.

- **Good Shepherd Therapeutic Center** is a residential Neglected Facility that’s primary purpose is for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state laws because of abandonment, neglect, death of their parents or guardians.

- **The Turner Center** is a Delinquent Residential Facility, operated primarily for the care of children who have been adjudicated to be delinquent or in need of supervision because of violation of local or state laws.

These facilities are monitored on the same timeline as other schools in Meriwether County School System. The Annual Survey of Local Residential Child Care Institutions *(Appendix B)* is completed annually for these facilities. Budget consultations and physical inventories are also completed annually.

**Monitoring of Private Schools:** Private schools are monitored by the Federal Programs Coordinator (if applicable). Invitations for private schools to consult in participation in federal programs the following calendar year are sent in October via receipt delivery. A meeting is held in November to present information about the programs available to private schools/students.

**Data Analysis:** Data review for MCSS is compiled and discussed during administrative meetings and at the Board of Education meetings. MCSS central office administrators meet regularly to analyze data with the intent of improving instruction. Principals are required to discuss this information with all staff to ensure that they fully understand the data presented. This information is discussed in detail in the updated schoolwide plans each year and helps to identify high risk schools, populations, and/or specific content areas in need of additional support.

**Results of Technical Assistance:** The Federal Programs office maintains a file of training and communication throughout the year for the various federal programs; this includes all staff training, handouts, meeting agendas, meeting notes, etc. Ongoing monitoring of the program is conducted by the Title I Director to ensure compliance.

**Equipment Inventory:** Inventory of all equipment and property belonging to any federal program with a value equal to or greater than $50 or can easily be pilfered will be identified and inventoried on an annual basis. Items identified to be inventoried will be labeled and will be verified by a designee of the building-level or program administrator each year. The completed and signed inventory is submitted to the Director/Coordinator of each federal program. Materials purchased for use in federal programs are to be utilized in the capacity for which they were purchased. Any equipment, materials and/or supplies purchased with federal funds are considered solely for the use of that program. Title I inventory is documented in a database that is updated each time equipment is purchased.

All Title I property is identified by a specific Title I label or marking. The database includes a description of the item, serial number, FAIN number, vendor name, date of purchase, funding (Title I), cost, school, equipment location, and current condition. Site personnel must annually verify the location and condition of the equipment.
Process for Monitoring Federal Programs

Specific Program Directors/Coordinators, as well as the Federal Programs Director, participate in training and updates from GaDOE and other sources to maintain proficiency in Title I-Part A, C, & D; Title II-A; Title III; Title VI-A; Title V-B and IDEA program compliance requirements. The directors receive technical assistance from Program Specialists at the Department of Education’s annual Federal Programs Conference, GCEL, as well as at regional meetings. On-going information/training to keep abreast of timelines and new guidance occurs through e-mail and phone calls with the area Program Specialists. The Federal Programs Director is enabled with the necessary skills and knowledge to provide on-going technical assistance to the staffs at all schools.

The Program Directors/Coordinators begin working in the early spring to collect and analyze data including various reports, surveys and test data. RESA staff and/or outside experts may also be utilized to provide data analysis workshops in addition to the on-going data analysis conducted on-site by school administrators. This data is utilized in conjunction with the annual needs assessments. Interpretation of these data guide Title I-A, C, & D, Title II-A, Title III, Title VI-A, Title V-B and IDEA academic planning, parental involvement, professional learning, and instructional purchases that are identified in the CLIP.

All federal program expenditures will be monitored by the Federal Programs Director to verify that each program’s expenditures comply with program requirements and that correct requisition procedures have been followed. Monthly reports through the MUNIS accounting finance system are used to analyze expenditures and verify that appropriate personnel are coded and paid from Title I-A, Title I-C, Title I-D, Title II-A, Title II-C, Title VI-A, Title V-B and IDEA budgets. All documentation relating to each specific federal program, including those needed for future auditing/monitoring according to the LEA Cross-Functional Monitoring schedule, will be maintained by the Federal Programs Director and/or the MCSS County Board of Education Finance Office.

In addition, the Programs Director/Coordinator will conduct on-site visits to ensure the purchases have been made and are being utilized in accordance with the budget submitted.

The Federal Programs Director will monitor the MCSS schoolwide programs through face-to-face technical assistance meetings, as well as completion of the periodic certifications, required schoolwide plans, Parent Engagement Plan, Equity Plan, Migrant Implementation Plans, and notices to parents. The Federal Programs Director reviews the MCSS plan and completes the GaDOE Title I Checklist for Schoolwide Programs on an annual basis. Schoolwide Plans, Parent Engagement Activities may be placed on the system’s webpage. Technical assistance is provided with the principal and/or instructional coach about the results. Federal Program updates and technical assistance is provided to the MCSS Program Directors during monthly Administrative Team meetings.

Monitoring of Use of Funds: The Federal Programs Director monitors the use of funds at the school and district level. She meets with school principals monthly to review their school Title budgets and provide recommendations for budgeting decisions.

On-Site Procedures: At the beginning of the school year, the principals in the MCSS are provided with face-to-face meetings with updated documentation of federal program information. This happens in a group setting, and again in an individual-based setting with the Federal Programs Director. Both times principals have the opportunity to ask questions and gain more information about the requirements. Each meeting, the principals have the opportunity to ask questions, as well as receive further clarification regarding the requirements of the Title I, Title II, Title III, Title VI-A, Title V-B and IDEA Programs. Emails serve as calendar reminders for item due dates and completion of federal program documentation. Sites are provided with technical assistance throughout the school year and by a variety of means which includes on-site visits, meetings, phone calls, emails, etc.

Identification of High Risk Schools

Meriwether County has seven schools. Two of the schools are designated as Focus Schools, two schools are ex-Priority schools that have chosen to continue with guided monitoring and the remaining schools are Title I School-wide Schools. One of our schools has been designated as a High Progress Reward School.
**Monitoring of School Improvement:** All Title I schools, within the Meriwether County School System, conduct Schoolwide Programs. This allows all children and all parents an opportunity to have equal access to all related Title I assistance. All schools within an LEA will be involved in school improvement efforts through the work of the LEA and GaDOE.

**Review and Approval of School Improvement and Schoolwide Plans:** School Improvement and Schoolwide Plans are updated annually for the following school year. Each school leadership team conducts monthly meetings at which representatives from each grade level, content area, and department, school administration, and parents meet to examine data and identify needs. During school leadership meetings, instructional strategies, parental involvement initiatives, and professional development activities are discussed and reviewed after a careful analysis of various data. Assistance is also provided to schools in their use of school improvement funds (if applicable) to accomplish initiatives in their school improvement and schoolwide plans. School administrators present their school plans to the Instructional Team. The plan is monitored throughout the year through school visits, classroom walk-throughs, and attendance at school meetings.

**Process/Procedure for Follow-up/Verification of Implementation of Required Corrective Action**

**Process/Procedures:**

- **System Level Process/Procedure:** After the on-site cross functional monitoring visit, the LEA will receive a comprehensive monitoring report through the GaDOE Portal which will contain recommendations, findings, and required actions for all Federal Programs.

- **School Level Process/Procedures:** The FP Director will monitor programs monthly (via onsite and desktop) and use state and district developed monitoring tools (which are provided to the schools).

**Copies of Reports, Corrective Actions & Results of Technical Assistance:**

- **System Level:** If a corrective action plan is required, the Federal Programs Director will respond in a timely manner and submit the appropriate documentation to the appropriate office. Implementation of the corrective action plan will be monitored by the appropriate personnel at the DOE.

- **School Level:** Reports are distributed to school administrators’ monthly. If any corrections/ revisions are necessary, correspondence (in person / emails / phone calls) is made with the school administrators and procedures are given with a due date to have corrections/revisions made.

- **Title I Designation Schools:** MCSS has two schools designated as Focus schools and two “ex-Priority” schools. Any corrective actions are accurately completed and necessary documentation is maintained for implementation of the Title I program. The reports (budgets, plans, periodic certifications) will be maintained both at the school level and central office level. Corrective actions may be noted in e-mail communications and meetings between the Federal Programs Director and school personnel.

**Follow Up / Verification:**

- **System Level:** appropriate personnel at the DOE follow up with corrective action plans and send verification through the portal once approved / completed plans are implemented. The FP Director prints out and keeps on file all of the necessary paperwork showing the corrective plan was implemented and the approval/completed notification from the portal.

- **School Level:** The FP Director follows up with the school administrators once the school level corrections/revisions are made. Copies of the corrections/revisions are kept on file and posted to the appropriate file/website where they are made available to stakeholders.

**Data Analysis:** MCSS utilizes a variety of means to provide a visual representation of data as the data relates to the System. All data is disaggregated by subgroup and to the individual site level. The Directors of Curriculum and Instruction represent data to the Board of Education at a fall meeting each school year and provides a summary of all test data in a concise written manual for administration and board members. During the summer, central office personnel and school level personnel analyze progress toward CCRPI goals and the schoolwide plan. The data is reviewed with parents and community stakeholders in an ongoing manner. The stakeholders offer suggestions and approval of the CLIP implementation plans. The action plans describe critical issues, goals, timelines, and strategies for implementation.

**Feedback on School Improvement Plans:** A minimum of two meetings are typically held in regard to the school improvement plans. These occur after the initial Principal’s Title I meeting, in which all components of the program are discussed. Discussions in the first meeting include what is required for update and addition to the plans as related to the Schoolwide Program Checklist. These meetings are held with individual school personnel in the fall using the checklist as a guide. The second meeting is held at the end of the second semester to determine the progress plan in completing the Title I Schoolwide Program Checklist.
**Initial Title I Meeting:** The Federal Programs Director meets with all principals in July (which is the time designated by the superintendent for all schools to review student assessment data). The Federal Programs Director meets with the principals to discuss the program requirements for the year, and provides updates from the annual Title I conference in Atlanta. System information is again reviewed with the Parent Engagement Coordinators and principals who meet in the spring of each year and the beginning of the year to discuss the School Improvement process, the CLIP, and required components of the overall Title I program.

**Monitoring:** On-site monitoring has been found to be the most effective way to fully support the particular needs of each school. The Federal Programs Director meets with the principals to discuss budget expenditures and other Title program requirements, specifically the Title I Schoolwide Plan and the school’s Parent and Family Engagement Plan. The plans are reviewed and a schoolwide checklist and parent engagement checklist is provided to ensure all requirements of the program have been met. There is continuous feedback between the Federal Programs Director and school level personnel through emails, phone calls, on-site visits, and monthly meetings. At least once during the school year, a formal meeting is held on-site to review personnel expenditures and obligations through the end of the grant period, as well as other object code expenditures.

**Needs Assessment:** The Comprehensive Needs Assessment allows our district to look at all facets of the improvement process including areas of strength and weakness, needs of our district, root cause and determine how we will utilize all Federal funds to supplement our instructional program. Various data sources are utilized in conducting the CNA including: The Title II-A Equity Plan worksheet, the district/school level professional learning plan, data from analysis of the Georgia Milestones Assessment System, writing assessments, parent engagement surveys, and specific student needs are analyzed to form the official C.N.A.

The timeline for MCSS Federal Programs comprehensive needs assessment is that it begins in January and runs through June. During this time, MCSS staff prepare surveys in January, collect and analyze data from appropriate sources/programs in February through April, Conduct Surveys (Parents, Teachers, Paraprofessionals, Principals, and Central Office Staff) in March and April, contact post-secondary institution personnel for feedback in April and May and Complete needs assessment worksheet and meet with necessary stakeholders in May through June.

**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 requested to provide feedback on those as well due dates and other general procedures. Principals are directly responsible for the presentation, review, and revision of their school’s procedures as related to the school improvement plan, parent engagement plan and activities. Samples of required information are provided to principals (i.e., Parents’ Right to Know, School Improvement notification etc.) to utilize with their site needs.

**SECTION 2 - COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)**

Districts that receive federal funds must submit a Comprehensive Improvement Plan (CLIP) to the Department of Education. There are five major components of the CLIP: Comprehensive Needs Assessment; District Improvement Plan; District Family Engagement Plan; Foster Care Transportation Plan; and the Migrant Identification Plan. The following programs are part of the CLIP: Title I, Part A – Programs for Disadvantaged Children; Title I, Part C – Education of Migratory Children; Title I, Part D – Programs for Neglected and Delinquent Children; Title II, Part A – Teacher Quality; Title II, Part D – Enhancing Education Through Technology; Title III, Part A – Language Instruction for Limited English Proficient (LEP) and Immigrant Students; Title IV, Part A – Safe and Drug-Free Schools; Title VI, Part B – Rural Education Initiative; Individuals with Disabilities ACT (IDEA) – Programs for Exceptional Students; Carl D. Perkins Vocational and Applied Technology Act – Vocational Education Programs; Title X, Part C McKinney-Vento Education of Homeless Children and Youth (EHCY) and State Professional Learning. The CLIP serves as the plan detailing coordination of various federal programs and identification of needs and in-turn budgeting for such needs with federal funds. The LEA Comprehensive Improvement Plan is updated annually. Upon approval, federal grant funds are made available to the district to be used in supplementing instructional programs in the district.
**District CLIP Process**

All central office directors and coordinators are required to participate in the planning, revision, and implementation process. In addition, parents, business leaders in the community, post-secondary education leaders are invited to serve on the revision committee. Title I parents are sent information inviting them to participate via email, flyers, website, and newsletters. Parents are asked to provide written input during this process.

The district conducts a survey each year that allows parents to provide input on district policies and procedures. The district Director of School Improvement and Assessment oversees this survey, and provides results to the district federal programs coordinator. From the results, the CLIP revisions are made. Parent input is examined and considered from these surveys via input from review meetings. Copies of comments are kept on file and put in the meeting minutes. Input is also sought from site leaders and district leaders during the annual leadership meeting held at RESA.

Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. Copies of comments are kept on file and put in meeting minutes. Several subsequent meetings are arranged to garner input from all stakeholders. The federal programs staff gathers all input and updates the Consolidated Action Plan. Plan is submitted to Superintendent and Board for final approval.

**Procedural Steps:**

**Step One:** Invite all federal program directors/ coordinators to participate in the GaDOE CLIP webinar that is usually held in May.

**Step Two:** Invite all stakeholders (including parents) to meet to discuss the CLIP process after this initial GaDOE CLIP webinar. In addition to all federal program directors/coordinators in the district being required to participate in the planning, revision, and implementation process, parents, Title I principals, and business leaders are also asked to serve on the revision committee. Title I parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Parents are asked to provide written input during this process.

**Step Three:** Provide a copy of the previous year’s CLIP to all stakeholders to allow for input for the upcoming year.

**Step Four:** The district conducts an annual survey each year that allows parents to provide input on district policies and procedures. The district superintendent’s executive assistant oversees this survey, and provides results to the district federal programs coordinator the results as CLIP revisions are made. Parent input is examined and considered from these surveys.

**Step Five:** Documentation must be maintained for all meetings. This includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. Copies of comments are kept on file and put in meeting minutes.

**Step Six:** Several subsequent meetings are arranged to garner input from all stakeholders.

**Step Seven:** Title I Coordinator gathers all input and updates plan.

**Step Eight:** Plan is submitted to Superintendent approval

**Step Nine:** Plan is submitted to GaDOE for approval

**Step Ten:** Plan is submitted to Board for final approval

**Step Eleven:** Pull the Audit Trail once GaDOE has approved the plan and place in monitoring file

**Schoolwide Plan Development Procedure:** During the 2012 school year, Meriwether County Schools made the decision to ensure that all Title I schools operated as a schoolwide program rather than a targeted assistance program. The district’s goal was to ensure that all children and all parents would have an opportunity to have equal access to all that Title I had to offer. The process to become a schoolwide school is listed below.
Process followed to Become a Schoolwide Program:

**School Responsibility**
- Present schoolwide information to parents and staff.
- Assemble a committee of stakeholders to include, but not limited to: principal, teachers, parents, business partners, etc.
- Maintain sign-in sheets, agendas, meeting minutes for each committee meeting
- Assemble committee to write (must include all 18 components) and approve plan
- Post written plan in a language that parents can understand

**District Responsibility**
- Submit Letter of Intents for each school
- Hire an outside technical advisor to be paid from school funds
- Package the Schoolwide Plan
  - Describe how the school will use resources from other sources to implement the 10 required components.
  - Describe how the school will provide individual student academic assessment in a language the parents can understand
- Get Local Board of Education Approval
  - When written, the schoolwide plan must be officially approved by local board of Education prior to implementation
  - By statute, only the local board of education has the authority to approve schoolwide plans
- Fulfill program requirements
- Maintain the intent and purpose of each federal program that is consolidated under Schoolwide Plan.
- Uphold requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, and comparability of services.

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

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

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

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

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

a. 1st -2nd grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed “at risk”, based upon their ranking in the following: classroom performance, Dibels, STAR math, Math Matters and Teacher recommendation. Note that preschool through second grade students must be chosen solely on the basis of the judgment of the teacher, interviews with parents and other developmentally appropriate measures examined by the teacher.

b. 3rd-5th grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed “at risk”, based upon their ranking in the following: classroom performance, EOG scores, STAR Reading and Math, and Teacher recommendation.

c. Children who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services:

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

**Procedures for Placement of New Students in Targeted Assistance Programs:** A new student coming into the school after the school year has begun will be evaluated for placement as follows:

- Records for prior Title I services will be reviewed by homeroom teacher and referral to Title I teacher for possible Title I services will be made.
- If no prior Title I services are noted and the students records indicate that the student qualifies for Title I consideration, the regular Targeted Assistance ranking instrument will be used:
  - Upon identifying the student’s need, homeroom teacher will complete a teacher recommendation checklist.
  - Data will be collected as listed on the ranking instrument. The scoring rubric will determine the student’s placement for targeted Title I services.
    - If student comes from out of state or a private school where no CRCT data is available, other assessment instruments as listed on the ranking instrument will be used.
  - Once ranking is completed, the student will be picked up for services as space is available and need is documented.
  - If student cannot be served immediately, then their name will be placed on a waiting list and the student will rotated into services as space is available.
  - If ranking instrument determines there is no need for immediate placement for Title I services, the student will be monitored by the homeroom teacher and assessment data will be periodically re-evaluated.

**Procedures for Review and Approval of SW/TA Plans**

All schools are required to have school improvement plans. It is the responsibility of the principal to make sure that all plans reviewed and revised annually. Plans must include all the components in the following Schoolwide and Targeted Assistance program checklist. Schools plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plan and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways, notice of the meeting dates will be placed on each schools marquee, in each school newspaper and on the web site, parents and other stakeholders will be notified by invitation sent from each individual school and all stake holders will be notified using each school phone messaging system. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Parent Engagement Coordinator in each school will be responsible for collecting the required Information.
(agenda, meeting notes, and sign in sheets). Each school will hold its meeting within the first month of school. The School plans are typically reviewed at the annual Title I meeting in the fall. The revision date will be clearly marked on each plan.

Schoolwide program checklists are used to verify that the required components are included in each plan, which includes strategies for whole school reform. On-site meetings are held with principals to discuss the current status of their plans in regard to the checklist components. Missing or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted. The district currently has 7 Title I Schoolwide Schools and 1 Targeted Assistance School.

**Planning, Revision and Implementation**

**School Improvement Plan Planning, Revision, and Implementation:** School Improvement Plans are written for five years but updated annually. Parents are a required component in planning, revision, and the implementation process. Parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Once revisions are made, the plan is placed on the website. Hard copies are also available at the schools.

**Maintain:** This documentation will include sign-in sheets, agendas, meeting minutes, and emails to and from parents.

**Schoolwide/TA Plans Planning, Revision, and Implementation:** Schoolwide/TA Plans are updated annually. Parents are a required component in planning, revision, and implementation process. Parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Once revisions are made, the plan is placed on the website. Hard copies are also available at the schools.

**Maintain:** This documentation will include sign-in sheets, agendas, meeting minutes, and emails to and from parents.

**LEA Comprehensive Improvement Plan:** The LEA Comprehensive Improvement Plans is updated annually. Parents are a required component in planning, revision, and implementation process. Parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters. Parents are selected to participate during the process of revising the plan. Parent input is requested via meetings, via mail, email, telephone, flyers, website, and newsletters.

**Maintain:** This documentation will include sign-in sheets, agendas, meeting minutes, and emails to and from parents.

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

**Resolution Procedures for Unapproved SW/TA Plans**

Schools submit a revised SWP/TA plan to the Title I Director annually. If revised plans need additional work, they are returned to the school. When plans are corrected to include all requirements, the Title I Director approves the plan.

If the GaDOE requests revisions to any of the plans in the CLIP, the Title I Director retrieves the requested changes from the Audit Trail in the GaDOE portal. The Title I Director then communicates with the appropriate personnel to ensure that requested changes are completed in the consolidated application. The Title I Director provides technical assistance as appropriate, makes corrections and/or approves corrections in the CLIP, and then resubmits the CLIP. This process is continued until the system’s CLIP has been approved by the GaDOE.
Process for Submitting Revisions of SW/TA Plans

Schoolwide plans (SWP) with budgets are written using the Comprehensive Needs Assessment that is conducted at the school level. Schools submit SWP/SIP to the Program Director/Coordinator where plans and expenses are reviewed for alignment to the CNA and smart goals. Planned Title I expenditures must meet supplement guidelines. When the reviewers determine that all guidelines are met, the plan is approved.

SECTION 3 - SERVICES TO ELIGIBLE PRIVATE SCHOOL CHILDREN

Under Title I, local educational agencies (LEAs) are required to provide services for eligible private school students, as well as eligible public school students. In particular, §1120 requires a participating LEA to provide eligible children attending private schools, their teachers, and their families with Title I services or other benefits that are equitable to those provided to eligible public school children, their teachers and their families. The Every Student Succeeds Act (ESSA) has strengthened these requirements by, among other things, requiring meetings with private school officials and a written affirmation signed by private school officials that the required consultation has occurred.

The Title I services provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school. These services may be provided by the LEA, or by a contractor who is independent of the private school and many religious organizations. Title I services or benefits must be secular, neutral, and non-ideological.

In addition, ESSA has determined new requirements for equitable services which include:

- ESSA requires each state to identify an Ombudsman to work with public and private schools to support service delivery. GaDOE's Ombudsman is Ms. Shaun Owen (sowen@doe.k12.ga.us).
- Notifications of FY18 LEA set-asides/allocations for provision of equitable services to private schools will be made available to private schools from the Ombudsman's office.
- The GaDOE will offer training to private school staff to support coordination of Federal programs service delivery with LEAs.

The amount of Title I funds allocated to each participating public school attendance area is determined mainly on the basis of the total number of low-income students—both public and private—residing in each area. Expenditures for private school students in each area generally are determined based on the proportion of students from low-income families residing in that area who attend private school.

If Meriwether County School System should have a private school to request funds, the SEA shall provide notice in a timely manner to the appropriate private school officials in the State of the allocation of funds for educational services and other benefits under this part that the LEAs have determined are available for eligible private school children.

Eligibility criteria are used to determine the students who are most in need of services. Using assessment data provided by the private school, scores/levels are given ranges and point values are applied to those ranges. When a private school determines that the school would like to participate in Title I or Title II, the district will determine the per pupil allocation for qualified students. The following guidelines will ensure appropriate and equitable participation.

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

Identification of Participants: The LEA works closely with the private school to verify attendance area of possible students. It is the responsibility of the private school to provide potential students names, addresses, and verification of free and reduced participation for qualification of the student.

Finance: It is the responsibility of the LEA to process third vendor work as well as materials via a Requisition. No Requests for Reimbursement will be allowed as all purchases must be approved prior to the purchase. All materials and supplies purchased by the LEA are the property of the LEA. At the time the private school no longer participates, the property will be returned to the LEA. An inventory will be maintained at the LEA. The private school will complete an inventory check twice per year at the request of the LEA.

Complaints: Complaints by the private school are filed in compliance with the LEA complaint process (see Complaint Procedure). All complaints will be addressed within 10 days of filing and will be resolved within 60 days according to the process.
**Evaluation:** At the end of April, the LEA will ask each private school to fill out a survey to evaluate services provided by the LEA.

**Equipment:** The private schools will follow the same procedures as Meriwether County schools.

**Timeline for Private Schools:** Meriwether County follows GaDOE guidelines in the contact, consultation and implementation of programs with private schools. MCSS uses the timeline provided by the GaDOE. *(Appendix C)*

**Invitations:** Invitations for private schools to consult in participation in federal programs the following calendar year are sent in the fall, usually October via receipt delivery. A meeting is held to present information about the programs available to students in private schools. All federal programs directors are invited to the meeting, which is complete with an agenda and sign in sheet. Upon receipt of the intent to participate form which is provided to private school officials, a meeting is held to discuss plans and the required components of Title services for private school students. Currently, The Meriwether County School District does not serve any private schools. If a private school does wish to participate the Meriwether County School System will use the USED guidance, specifically related to the new process outlined by ESSA for FY18. *(Appendix D)*

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**FUDICIARY RESPONSIBILITY**

**SECTION 4 - MAINTENANCE OF EFFORT (MOE), COMPARABILITY**

**Procedures for determining maintenance of effort (MOE)**

A LEA may receive federal funds only if GaDOE determines that the LEA has maintained the level of funding of at least 90 percent of the preceding fiscal year of the aggregate expenditures of state and local funds, or the combined state and local funds per FTE. GaDOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked “met” or “unmet” on the consolidated application. Documentation for MOE is only required for districts that do not meet the required maintenance of effort.

- The Districts’ MOE is completed by the GaDOE.
- Title I Director will pull the MOE information from the Consolidated Application.

**Comparability of Services**

Comparability is to ensure that funds made available under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) are used to provide services that are in addition to the regular services normally provided by a local educational agency (LEA) for participating children, the LEA must provide services in its Title I schools with State and local funds that are at least comparable to services provided in its non-Title I schools.

Comparability is achieved through the use of two forms of documentation: the October FTE count for the current year and the MCSS payroll distribution report. The state comparability report provided by the Georgia Department of Education is used to report the appropriate numbers to GaDOE. The total number of non-federal employees that are to be included per payroll distribution codes are counted and placed in the comparability report provided by Title I, which automatically calculates comparability. The enrollment numbers submitted for comparability are from the October FTE count with the exclusion of prekindergarten enrollment. Comparability is demonstrated when the student/instructional staff ratios between Title I grade-span groupings have no more than a 10% variance. Included in the count are instructional teachers and support personnel, instructional paraprofessionals, music, art, and physical education teachers, guidance counselors, speech therapists, media specialists, school social workers and psychologists. *No federally funded personnel or Prekindergarten personnel are included in the count; only state and locally paid staffs are counted.* Comparability will be determined and established by December 31st of each year. Title I portal data will be verified for accuracy and any changes will be submitted through the self-reporting option. The Federal Programs Director reviews the CPI report before submission to assure personnel assignments result in comparability among the grade spans in the Meriwether County School District.
Assessment Security

The District Testing Coordinator (DTC) is responsible for Georgia Milestones End of Course and End of Grade (GMAS), GAA, GKIDS and ACCESS state assessments. As of 2016-2017, in Meriwether County, all GMAS are given online but for a very small percentage of the student population (less than 0.21 %) who qualify for a paper/pencil test, these tests are ordered. The GAA is a record of the student work and is maintained in the student Portfolio. The GKIDS assessment is an on-going individual skills assessment for which data is entered online by the teacher and the ACCESS is administered online for all students except Kindergarten (all domain areas) and grades 1-5 writing test booklets. The printed writing test booklets and Kindergarten tests are secured using the exact same procedures as used for the GMAS.

Procedures for Test Material Distribution and Return

Online Testing: For the GMAS and the ACCESS tests, the test tickets are printed and all materials are secured at each school by the School Test Coordinator (STC). The STC is responsible for printing the tickets and securing them in a locked area that is available only to the DTC, principal and STC. On the morning of testing, the test tickets are released to the assigned examiner who has undergone training in test procedures, ethics and security. The examiner must hold a valid PSC certificate and is required to sign a test security document and control sheet at the time of check-out and upon return of the materials. All materials must be returned immediately following the completion of the test. When testing has concluded, the STC returns all test tickets (used and unused) as well as the scratch paper and manuals to the District Test Coordinator. These materials remain locked in a secured filing cabinet in the office of the DTC until all student scores have been received by the District. The test tickets are then disposed of in the shredding bins of the contracted and bonded company employed to destroy/shred materials.

Paper/Pencil Tests: For the GMAS and the ACCESS tests, the paper pencil test booklets are secure materials and each School/Site Testing Coordinator is responsible for securing them in a locked area that is available only to the testing coordinator and site administrator. On the morning of testing, the test booklets are released to a teacher who has undergone training in test procedures, ethics and security. The examiner must hold a valid PSC certificate and is required to sign a test security document and control sheet at the time of check-out and upon return of the materials. Materials must be returned immediately following the completion of the test. After testing has concluded, the STC returns all test booklets and answer documents (used and unused) as well as the scratch paper and manuals to the DTC. The scored and unscored materials are accounted for and then packaged according to the directions in the DTC Manual. When materials are ready for shipping, the company is called for pick-up and the materials are returned via UPS to the appropriate testing company (GMAS-DRC, GAA-Questar, and ACCESS-DRC/WIDA-AMS). The supplemental materials (scratch paper, manuals, etc.) remain locked in a secured filing cabinet in the office of the DTC until all student scores have been received by the System. The scratch paper and manuals are then disposed of in the shredding bins of the contracted and bonded company employed to destroy/shred materials.

Training and Preparation: All testing procedures follow the Georgia Student Assessment Program Student Assessment Handbook (SAH) published by the Georgia Department of Education (GaDOE). The GaDOE updates the handbook each year and local testing examiners are trained on all policies and procedures each year using the handbook and other presentations/webinars provided by the GaDOE. The complete handbook can be found at the following website: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Information-For-Educators.aspx

The DTC attends all trainings provided by the GaDOE. Training is redelivered to site test coordinators/examiners before fall mid-month EOC’s and before every main administration for the EOC, EOG, GKIDS, GAA and ACCESS tests. STC’s then train the school level examiners. Training includes test preparation, test administration, ethics, security, pre and post test procedures, reporting of irregularities, potential consequences of testing violations and other important information as shared by the GADOE. The DTC maintains records of agendas, handouts, presentations and sign-in sheets for each school’s training. The STC maintain records of the examiners training which includes agendas, handouts, presentations and sign-in sheets. Furthermore, every school in the system is required to submit in the fall, a Testing Plan for the individual school. This plan includes such items as who will serve as the back-up to the test coordinator, the exact room number and location the test materials will be stored, who will what the process will be in their school for recording the check-in/out of materials, how support staff will be trained, how proctors will be secured and what their training will consist of, the logistics of training (which labs will be used, etc.), the schools plan for handling late arrivals to school (where will they go, who will monitor them), verifying accommodations listed in the IEP, IAP and TPC forms, how materials will be returned at the conclusion of testing and the parent communication that will occur before, during and after testing (notification...
testing is about to take place and the purpose of the test, test results, etc.).

Handling of Irregularities/Invalidations and Consequences: Testing irregularities at the school level are immediately reported to the DTC by phone call and followed up with the Testing Irregularity document required by the DTC. The DTC will investigate each incident and will report those instances which meet the state criteria for reporting, via the GaDOE Portal. The GaDOE makes a determination of whether the test score(s) should be invalidated or if the test should be coded as an irregularity. The irregularity or invalidation code is entered into the assessment system (DRC) for each student by the STC. The STC will report all irregularities and invalidations to the System Superintendent and the Human Resources department to determine if a Professional Standards Commission referral is warranted.

Procedures for Addressing Data Quality & Security Breaches

Any action that compromises test security or leads to the invalidation of an individual student’s or a group of students’ test scores will be viewed by the Georgia Department of Education (GaDOE) as inappropriate use or handling of tests and will be treated as such. Any concern regarding test security must be reported to the DTC who will report the incident to the GaDOE. The System Superintendent is notified of any situation involving an employee and the decision is made to report to Human Resources, if necessary. If there is a need to report to the Professional Standards Commission (PSC), the DTC will submit in writing an exact account of the events(s) as she knows them to Human Resources who will then submit to the PSC for investigation. Failure to safeguard test materials or to comply with test administration procedures could adversely affect an employee’s certification status. Examples of common events that would lead to such reporting are listed below as outlined by the GaDOE Student Assessment Handbook:

It is a breach of test security if anyone performs any of the following:

- coaches examinees during testing, or alters or interferes with examinees’ responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets;
- makes answers available to examinees;
- reads or reviews test questions before, during (unless specified in the IEP, IAP, or ELL/TPC), or after testing;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);
- uses or handles secure test booklets and answer documents for any purpose other than examination;
- fails to follow administration directions for the test;
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts;
- erases, marks answers, or alters responses on an answer document.

Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by GaDOE. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws will be reported immediately to the GaDOE as well as to the PSC. All state assessments are overseen by the STC and the School Test Coordinators and Principals ensure all procedures and policies are followed at the school level. All training, policies, procedures, and protocols are outlined by the GaDOE and can be located at [http://www.doe.k12.ga.us](http://www.doe.k12.ga.us) and in the Student Assessment Handbook provided by the GaDOE.
SECTION 5 – Internal Controls

Expenditures, Inventory, Drawdowns

Internal Controls Procedures – (§Part 200):

Effective controls and accountability have been established and maintained for all federal program funds. The district has adequate safeguards for all property and has assured that all is used solely for authorized purposes. Internal controls such as policies, procedures, and best practices are in place to help program directors and the finance office achieve results and safeguard the integrity of their federal programs. The district’s internal controls are in compliance with state and federal guidelines. The district has processes in place that provide for effectiveness and efficiency of operations, reliability of reporting for internal and external uses, and compliance with applicable laws and regulations.

Local educational agencies (LEAs) accepting Federal funds must implement procedures to ensure appropriate fiscal management of funds to ensure that the expenditures charged to Federal grants are necessary, reasonable and allocable. The Georgia Department of Education’s (Department’s) indirect cost calculation, chart of accounts, and Grants Accounting Online Reporting System (GAORS) used to draw funds and report when all funds have been expended (completion report) are resources to assist LEAs with fiscal management. MCSS uses the chart of accounts, and Grants Accounting Online Reporting System (GAORS) provided by GaDOE to plan, budget, expend, and drawdown funds. The Federal Programs Director approves the Title I budget. The budget is submitted and approved by the GaDOE. MCSS adheres to the Internal Controls Listed Below:

1. All expenditure requisitions are submitted to the Federal Programs Director for approval or rejection. Requisition Forms include complete vendor information; ship to information; items to be purchased and appropriate account information for processing.
2. The Federal Programs Director reviews each requisition to determine if the expenditure is allowable or unallowable based on EDGAR, the annual needs assessment, SWP, CLIP and budget.
3. Expenditures that qualify as small purchases of $25,000 and above, will be checked for suspension and debarment using the System for Award Management (SAM) website prior to contracting for services. Documentation of the date/time stamped check will be attached to the expenditure packet.
4. The Federal Programs Director double-checks the account number with the approved school budget and the descriptions placed within the approved budget on the consolidated application.
5. The FP Director then signs off on the requisition and forwards the requisition to the Finance Department so it can be checked against the budget submitted through the consolidated application before a PO is generated.
6. The Finance Office/Director forwards requisitions to the Superintendent to check for approval if an item exceeds $30,000. (The Superintendent presents POs in excess of $30,000 to the MCSS Board of Education for approval with quotes or bids as appropriate.)
7. The Superintendent forwards approved POs to the Finance Director.
8. The Purchase Order Clerk then creates a purchase order and assigns a P.O. number for tracking and documentation.
9. When the merchandise arrives, the receiving program manager and purchase order clerk signs that the merchandise is accounted for and matches the packing slip to the purchase order. Copies are made and given to the Finance Department upon completion of the P.O. and the original packing slip and purchase order are submitted to the Federal Programs Director for accounting purposes.

The Federal Programs Director collaborates with the Technology Director to ensure that all technology equipment and items (hardware, software, and digital cameras) purchased through Title I are necessary and allowable according to identified needs and budget restrictions. These items purchased utilizing federal funds with a useful life of one or more years are tagged and inventoried.

The Federal Programs Director maintains an inventory of items purchased with federal funds with a useful life of over one (1) year (i.e. library books) within each program where items are utilized. Items are tagged to indicate funding sources. (i.e. Title I, Part A, Title I-C, Title III-A, Title IV-A, Title V-B, IDEA). Books, videos, DVDs, and calculators are inventoried and checked out through the corresponding media center.

In the years when the system is not monitored by the Cross-Functional Monitoring Team, the Federal Programs Director will complete program specific Self-Monitoring Checklists and submit them to the correct department of the Georgia Department of Education (GaDOE) as required. MCSS will follow the four-year cross functional monitoring schedule as published by GaDOE. The Federal Programs Director, as well as other appropriate staff members, participates in state and regional monitoring trainings and technical assistance sessions that are held face-to-face and/or online.
Allowability Procedures ~ §200.302(b)(7)

Allowable and Unallowable Costs: Any purchases made with federal funds must follow the guidelines for allowable costs. The MCSS Federal Programs Department will follow guidelines detailed in EDGAR 2nd Edition and the Title I & II Handbook(s) for Georgia. Federal Program purchases will also adhere to any memos, letters, and/or communication regarding allowable/unallowable purchases. The Federal Programs Director will direct any questionable expense to the Area Program Specialist for further clarification.

Allowability of Costs: The MCSS uses the Equity Plan, DIP, school data, and system data to create a system Comprehensive Needs Assessment. Then funding is determined for prioritized needs. The Federal Programs Director will review proposed activities or items to ensure the guidelines of supplementing are met and to determine allowability. Expenditures must be aligned with budgeted items in the approved grant application. Source documentation is kept on file as required by grant guidelines.

Factors Affecting Allowability of Costs: The district staff must consider the following elements when determining the allowability of a cost:

- Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.
- Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
- Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.
- Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
- Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part.
- Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period.
- Be adequately documented.

Grant Development and Budget Process: Meriwether County Schools has procedures and processes in place for grant development and the budget process to ensure that federal funds are expended according to program requirements and cost principles as outlined in the code of federal regulations.

Grant development begins with the review and revision of the District’s Consolidated Application which takes place annually using information from the system’s needs assessment. The Consolidated Application serves as the plan detailing the coordination of federal programs and the identification of needs including budgeting for identified needs with federal funds. System administrators, school leaders, faculty and staff members, as well as community and parent stakeholders are involved in the revision process. In addition to a spring revision meeting, input is solicited from the Leadership team throughout the year at weekly administrative meetings. Schools also schedule department and grade level meetings throughout the year to continuously review the effectiveness of programs that have been implemented. Regularly planned parent engagement events allow parents to have additional opportunities to provide input as well. Included in this process is the development of Schoolwide/School Improvement Plans which act as a guide for implementing programs and activities for the upcoming school year.

Grant development is based on needs that have been identified due to this revision process. Upon receiving allocations, program directors coordinate the development of budgets that will support the implementation of strategies and activities that have been included in the consolidated application and Schoolwide/School Improvement Plans. All items are reviewed to ensure that each meets the definition of being reasonable, necessary, allocable, and allowable under program regulations. Budgets are then entered into the consolidated application system and submitted for approval at the state level. The program directors and finance personnel work together to review budgets and provide guidance as needed for the development and submission of budgets for Title programs. Revision requests are addressed by the appropriate program director and resubmitted for approval. Once budgets have been approved at the state level, the Purchase Order Clerk enters budget information into the school district’s financial system’s software. All requests for purchasing follow
district purchasing procedures. The program directors and the finance personnel regularly analyze expenditures against budgeted funds and the consolidated application to ensure that expenditures are in accordance with the approved consolidated application.

**Reasonable and Necessary Use of Funds:** Federal program expenditures must meet the clause of “reasonable and necessary.”

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

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

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

- 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 addressed 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.
- Consistent with policies and procedures that apply uniformly to both federally financed and other activities of the district.
- Conform to any limitations or exclusions set forth as cost principles.
- 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 with accounting records. Documentation could include purchase orders, requisitions, invoices, travel authorizations, contracts, time and effort records, copies of checks, and etc.
- Determined in accordance with Generally Accepted Accounting Principles (GAAP).
- 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.
Procurement Policy and Procedures ~ §200.319(c)

The purpose of the policies and procedures for purchasing shall be to enhance the educational program through efficient and effective procurement of products and services that best meet the needs of the Meriwether County School System while maintaining sufficient controls over the use of public tax funds. Purchasing practices shall conform to federal, state, and local laws, policies, and procedures and to ethical business standards. Bid documents shall be retained for the length of time specified in the Records Retention Schedule. All purchases must be authorized by the Superintendent or designee and encumbered by the Requisition/Purchase Order system when possible. No purchase or obligation to purchase may be made or confirmed unless there are sufficient budgeted funds available to cover that purchase. Purchases may not be split in order to circumvent this policy.

The following are guidelines for purchasing with federal funds. In some cases, federal methods are less restrictive than the state and local requirements, and then the local or state requirements must be followed. In all cases, the more restrictive requirements must be followed when making purchases with federal funds.

Procurement of Micro-Purchases (2 CFR §200.67, 48 CFR Subpart 2.1) (Purchases up to $3,500): Micro Purchase is a purchase of supplies or services using normal acquisition procedures, the aggregate amount does not exceed $3,500.

- The district distributes micro purchases equitably among qualified suppliers.
- Purchases $3,500 and above require additional quotes.
- In cases where the purchase/provider is a sole source, documentation will be attached to show that additional quotes were sought after and a statement of sole search will be included in the expenditure packet when a sole source vendor is utilized.

Procurement of Small Purchases (2 CFR §200.320) (Purchases up to $150,000): Small Purchases are required to have two price or rate quotations. In the case of contracted services, the service announcement must be posted on the district website until the job is filled.

- Procurement of Purchases of $25,000 and above requires that vendors be checked for suspension/debarment using the System for Award Management (SAM). Documentation of Time/Date stamped checks is included in all expenditure packets.
- Purchases between $30,000 and above: Require MCSS Board of Education Approval.
- Purchases of $100,000 or more: Competitive/Non-competitive Bids Required. While the Federal threshold for small purchases is $150,000, the state threshold does not require competitive bidding for purchases if less than $100,000. Georgia Code 36-91-20 and 36-91-21 and the Georgia Department of Education guidelines are adhered to.

Procurement of Simplified Acquisition Threshold (2 CFR §200.88, 48 CFR Subpart 2.1) (Purchases $150,000 and over): Sealed Bids are required.

When bidding procedures are used, bids shall be advertised appropriately. Suppliers shall be invited to have their names placed on lists to receive invitations to bid. When specifications are prepared, they will be provided to all vendors who have indicated an interest in bidding. All bids must be submitted in accordance with the bid announcement.

The Board reserves the right to reject any and all bids and to accept that bid which appears to be in the best interest of the Meriwether County Board of Education. The Board reserves the right to waive any information in, or reject, any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be considered. The bidder to whom the award is made shall be required, if so desired by the Board of Education, to enter into a written contract.

Procurement – Sole Sourcing (2 CFR §200.320(f)) (Noncompetitive Proposals): Procurement through solicitation of a proposal from only one source and may be used ONLY when one or more of the following circumstances apply:

- The item is available only from a single source;
- The public emergency for the requirement will not permit a delay resulting from competitive solicitation;
- The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requires from nonfederal entity; or
- After soliciting a number of sources, competition is determined inadequate.
- In cases where a purchase/provider is a sole source, documentation will be attached to show that additional quotes were sought after and a statement of sole search will be included in the expenditure packet when a sole source vendor is utilized.
Settlement of Issues Arising Out of Procurement: The district is responsible for the settlement of all contractual and administrative issues arising out of procurements made with federal funds.

Protest Procedures to Resolve Disputes: The district will exhaust all efforts to resolve disputes relating to procurements made with federal funds. The protestor must exhaust all administrative remedies with the district before pursuing a protest with a federal agency. The Finance Director, Facilities Director, and the Superintendent are responsible for handling and coordinating any disputes relating to procurement.

Cost Analysis Non-competitive Contracts: The cost analysis involves a review of proposed costs by expense category, which includes an analysis of whether the costs are allowable, allocable, reasonable, and necessary to carry out the contracted services. The cost analysis must be used for all non-competitive contracts, including sole source. When performing a cost analysis, the Comptroller negotiates a profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor’s investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

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

The district will check references where possible and engage in practical activities such as checking with the local Better Business Bureau, System of Award Management (SAM), and the Secretary of State’s office to ensure there are no outstanding complaints, suspension or debarment against the contractor.

The district will award a contract to a contractor who has the appropriate experience, expertise, qualifications, and any required certifications, necessary to perform the work. Contractors must also agree to be fingerprinted if they will be working with students. Contractors should also have financial resources to sustain the project while the initial work is being completed and during each service period until he or she submits invoices for payment to the district as work is completed. Contractors should have the proper equipment necessary to complete the contracted work.

Procedures for Contract Administration:

- The Program Director will generate and maintain oversight of contracted vendors.
- Contracts must incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description must not, in competitive procurements, contain features which unduly restrict competition.
- The contract shall include a statement of the qualitative nature of the material, product or service to be procured (number of hours to work and the rate of pay) and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- Any contract expense in excess of $3,500 (in the aggregate) will require additional quotes/bids. Any contract expense in excess of $25,000 and above will require that the program director check for suspension/debarment/complaint of all vendors/contractors prior to contacting services. Documentation will be attached to the expenditure packet.
- Each contract is signed by the Contractor, Superintendent, Program Director and Principal (as needed).
- Source documentation such as time sheets, sign-in sheets, agendas, invoices, or evidence of satisfactory completion of the terms of the contract must be verified and signed by the Program Director prior to the payment for goods or services.
- These contracts and invoices must be maintained and kept in the federal program files.

Suspension and Debarment ~ §180.220
The district will not contract with any person or company that is debarred or suspended from receiving federal funds. The finance office will verify the status at the System for Award Management (SAM) website (https://www.sam.gov/portal/SAM/) before any procurement transaction is paid with federal funds.

The district maintains the following oversights to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts. The schools are responsible to ensure that the terms, specifications, and
conditions of the contract are being met. If there is a problem noted it is the responsibility of the school to notify the program director regarding the situation.

The district maintains:

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

**Vendor Selection:**

Vendor will be selected on the following criteria:

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

**Conducting Technical Evaluation of Proposals and Selecting Recipients ~ §200.320 (d)(3)**

Software packages, program models, and other instructional support packages will be evaluated by a committee led by the Superintendent, Assistant Superintendent, or Federal Programs Director prior to purchase to ascertain that the purchase meets identified needs in the District’s/School’s needs assessment. All purchases must be preapproved and aligned with the District’s CLIP and/or the School’s SWP and SIP. (Items not budgeted will not be approved) All technology items must meet requirements of the Technology Department.

Processing newly purchased items:

- Inventory all items – will be entered by the Federal Programs Administrative Assistant
- Items will be labeled by the Administrative Assistant
- Items will be prepared for use (imaged, tested for issues, etc.) by the Technology Department
- Computer technicians setup the equipment in the designated buildings and rooms as indicated on the inventory

For large procurements, the principal, together with Programs Director, jointly establishes an acquisition strategy setting forth the various steps in the procurement process, the key issues to be resolved at each of these steps, and the agreed timetable. The strategy should elaborate in detail the needs to be fulfilled and other issues of critical importance to the process, e.g. economic/financial factors, cooperation with external parties involved, if any (for example, transportation if the service is provided after school) and coordination with other related events. The strategy may also include special procurement techniques, such as the use of other state/local/federal programs budgeted monies.

**Specifications of Requirements:** In the case of purchase of goods, details of the requirement should be described using generic, comprehensive and unambiguous technical specifications. Specifications must be clear and sufficiently detailed to enable vendors to meet the identified need and to compete fairly. Except in the case of an approved standardization, specifications should not refer to brand names, catalogue numbers or types of equipment from a particular manufacturer except when it is necessary to guarantee the inclusion of a particular essential design, or characteristic of functioning, construction or fabrication. In these cases, the references should be followed by the words “or equivalent” together with the criteria for determining such equivalence. The specifications should permit the acceptance of offers for equipment with similar characteristics that provide performance and service at least equal to that specified.

All contracted services will be checked for alignment of Title I or other Federal program goals and regulations. Services will be evaluated once per month to determine if the services are:

- Aligned with goals and regulations
- Services being provided were the same as those described in the agreement.
Consultants, Contracts, Purchased Services for Title I Funds: Contracts are required for all consultants and purchased services. For contracts exceeding $3500, the Federal Programs Director will obtain quotes from two providers before filing the position. If two providers cannot be located, the director will advertise the contract position on the district human resources website, the district system website or the website of the school requesting the purchased service. Agreements are entered into between the Meriwether County School System and the consultant. Each contract contains the following:

- Contracts are generated by the Title I Director
- Specific duties are specifically spelled out for each contract.
- The person must also submit to be fingerprinted if they are working with students.
- The contract includes the number of hours to work and the rate of pay.
- Contractors/Vendors are compared against the Federal Debarment List

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

Compensation and Leave – $200,430

Time and Effort: Time and effort reporting is required when any part of an individual’s salary and wages is charged to a Federal program. Written internal controls are required to govern expenditures associated with time and effort. MCSS must keep careful documentation that proves time for which an individual is paid was spent in accordance with the purpose of the Federal Grant. Time and effort will be documented through the use of Semi-annual Certifications and/or Personnel Activity Reports (PARs). All time and effort reporting must:

- Be completed and dated after the fact (after the work has been completed);
- Be signed by the employee or, in the absence of the employee, a supervisor having direct knowledge of the employee’s work;
- Account for the total activity for which the employee is compensated and supports the distribution of the employee’s salary or wages among specific activities or cost objectives if the employee works for more than one federal award or a federal award and non-federal award;
- Coincide with one or more pay periods; and
- Be supported by documentation that indicates the charges are accurate, allowable, and properly allocated.

Source Documentation: Source documentation will reflect the period of performance. MCSS follows state and federal guidelines for Source Documentation which includes:

- Prior Approval forms are completed and signed by principals
- Information about PL – and/or – attached agenda for PL
- Documentation that the PL is aligned with the school or district improvement plan(s)
- PAR sheets (if applicable) attached

After-the-Fact Periodic Certification Procedures:

- Semi-Annual Periodic Certification forms for all federal programs will be distributed by the district. Federal Programs Director to the school principals to verify the employees job duties each semester in January and May. Periodic certification forms will be completed for those employees who are paid from one federal program or whose job duties are limited to the same cost objective all day even if they are split-funded. Principals will certify that 100% of their job duties were related to activities in compliance with the specific program. The federal programs director maintains these copies as part of the documentation for the annual federal programs monitoring.

- Personal Activity Reports (PAR) are completed after-the-fact for salaried employees that are split-funded when the employee does not perform their job duties under same cost objective all day. For employees that are required to keep a time log, the following applies:
  - after-the-fact distribution of the actual activity of each employee;
  - account for the total activity for which each employee is compensated;
  - preparation at least monthly and must coincide with one or more pay periods
  - signatures by the employee and dates
**Conflict of Interest Policy ~§200.318(c)**

Meriwether County Board of Education is a non-profit, tax-exempt organization. Maintenance of its tax-exempt status is important both for its continued financial stability and for public support. Therefore, the IRS as well as state and regulatory and tax officials view the operations of Meriwether County Board of Education as a public trust, which is subject to scrutiny by and accountable to such governmental authorities as well as to member of the public.

Consequently, there exists between Meriwether County Board of Education, the Superintendent of Schools and management employees and the public fiduciary duty, which carries with it a broad unbending duty of loyalty and fidelity. The board, superintendent and management employees have the responsibility of administering the affairs of Meriwether County Board of Education.

Those persons shall exercise the utmost good faith in all transaction involved in their duties, and they shall not use their positions with Meriwether County Board of Education or knowledge gained therefrom for their personal benefit. The interests of the organization must be the first priority in all decision and actions. Employees of the MCSS (who are engaged in the selection, award, and administration of contracts) shall abide by the following:

- No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest.
- Such a conflict of interest would arise when the employee, officer, or agent, and 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.
- Officers, employees, and agents of the Meriwether County School System may neither solicit nor accept gratuities, favors, or anything of monetary value from contractor or parties to subcontract.
- Violation of these standards will result in reporting of said personnel to the Superintendent of Schools and if appropriate, local authorities. Any misconduct could result in suspension, loss of employment and any other consequences that are applicable by law.

**Procedures for disseminating the policy on Conflict of Interest:**

- Prior to each new school year, the Conflict of Interest policy is disseminated to all employees of Meriwether County via a district created compliance module created on the [COMPLIANCE DIRECTOR](http://www.compliancedirector.org) website.
- Employees read, review and sign off on the compliance module to ensure they understand the policy.
- The Human Resource Director and Federal Programs Director keep a copy of the Employee Record of Completion for all modules for documentation.
- Additionally, the Conflict of Interest Policy is posted in the employee handbook and on the district website.

**Travel Procedures ~ §200.474(b)**

MCSS personnel who are authorized to travel within the system as part of their assigned duties shall be reimbursed for actual mileage. Reimbursement for expenses incurred by system employees while on official school business outside the school system (approved by the Superintendent) shall be made according to the in-state travel policies as dictated by the State Accounting Office (SAO). Reimbursement for such expenses must have approval of the principal or director and Superintendent. All employees must submit any and all reimbursement requests to the finance office within 40 days of the completion of the non-contracted activity, or waive the right to any and all reimbursement for that particular activity. These activities include, but may not be limited to consulting work, professional leave, system level sponsored teacher recruitment, and system level or building level mentoring and tutoring.

*Note: The exception to the 40-day rule will occur when reimbursement is sought for activities that occur near the end of the fiscal year (June 30th). For example, if reimbursement is sought for an activity that occurs after May 11th of the fiscal year, reimbursement paperwork will be required within 15 days of the completion of the activity. Any and all requests for reimbursement must bear the signature of the supervisor, principal, or director, and in most cases, all of same.*

**Federal Programs Travel:** Travel using federal funds requires pre-approval (for allowability of participant and activity) by the Federal Programs Director. Travel arrangements for allowable activities are made through the office of Federal Programs. Post travel expenses are submitted via paper reimbursement form with lodging receipts attached for documentation and processing.
Expense Reimbursement Statewide Travel Regulations Per Diem Guidelines: The MCSS uses in-state travel allowance as dictated by the State Accounting Office (SAO) Travel Procedures for mileage, meals, lodging and other allowable expenditures.

- **Mileage**: Mileage allowance is the state of Georgia rate of mileage from work location to workshop/conference and return. This rate is subject to change. *Odometer readings and the vehicle license number are required.*
- **Parking Fees**: Parking fees at conference sites are reimbursable, but require a receipt.
- **Meals**: Meals are reimbursed at the state of Georgia In-state per diem rates. Travel regulations have been revised to allow a higher meal reimbursement for high cost areas in Georgia. Reimbursement in Atlanta, Augusta, Brunswick, Savannah, and out-of-state will be reimbursed at the In-State high cost per diem rates.
- **Lodging**: Lodging expenses may be reimbursed. You are required to attach your hotel receipt to your expense statement. *When registering for lodging the employee should claim exemption from the local hotel sales tax.* The appropriate form is available from the Central Office in paper form. Failure to submit the form at registration will result in the employee having to pay the hotel tax since it is not reimbursable.

For non-overnight trips, traveler will receive 100% of the allowable per idem if travel is more than 50 miles from home or headquarters, and are away for more than (12) hours.

**Secure Approval**: The supervisor must sign the employee expense statement before it is submitted to the Federal Programs Director. *The agenda must be attached to expense statement.*

**Time Line for Approval and Payment**: All expense statements should be submitted to the Accounts Payable Department within 2 weeks of the time the expense incurred. When this time frame is followed, expense checks should be printed within 10 days. Expense statements received after 40 days may be declined for payment.

**State Mileage Allowance**: Mileage reimbursement rate has been changing frequently over the last several years. As a result, the mileage rate to be used should be obtained from the SAO. Forms will be updated with the most recent mileage rate and notification will be made to employees. Individuals are encouraged to request the most economical rates when making reservations for lodging. Statewide Travel Regulations were revised to authorize overnight lodging and meal reimbursement on certain occasions when employees are required to work off-site, but within 50 miles of their home or office. This authorization ([https://sao.georgia.gov/state-travel-policy](https://sao.georgia.gov/state-travel-policy)) requires agency heads to approve such overnight travel in advance of the function and to keep centralized records of all persons authorized for travel status under this provision. This provision does not authorize persons to claim travel reimbursement for activities which are part of their normal responsibilities. In addition, this provision would not apply for persons who are required to attend evening meetings as part of their normal responsibilities. Federal per diem rates are used in evaluating the reasonableness of out-of-state travel. If lodging or meals are claimed in excess of the current in-state or out-of-state limits, an explanation justifying the amounts should appear on the travel statement and adjustments made as appropriate.

**Stipends (GaDOE Rule 160-3-3-04)**

**Professional Learning Stipends**: Stipends may be given for attending professional learning beyond contractual days. Teachers and Paraprofessionals attending professional learning beyond contractual days shall be paid according to the following guidelines:

- One Full day (8 hours): $125.00
- On Half day (4 hours): $62.50
- Employees that prepare for and conduct professional learning for an 8 hour session: $300.00
- All Federal Programs will follow the district regulations for stipends.

Participants that will receive a stipend must complete and sign a Personnel Activity Report (PAR) Sheet. At the conclusion of the Professional Learning, the Principal must submit to the Federal Programs Director the following:

- Agenda
- Sign in sheets
- PAR Sheets
- Stipend Request form (that details the employee’s name(s) and amount of stipend earned)
- Sample products produced during the training to the program manager *(if applicable)*
The Federal Program Director will review the submitted documents and verify the professional learning is part of the schoolwide plan. Once approved, the FP Director submits the request for stipends to the payroll department with appropriate charge numbers and source documentation so that stipends can processed. The stipends for staff members will be included in either a special payroll, or monthly check.

**Expenditures of Funds**

The Director of Federal Programs advises the Superintendent of Schools in Meriwether County as to the projected federal grant awards for the upcoming fiscal year beginning in June. Thereafter, the superintendent confers with the Director(s) of Finance, Special Projects, and Student Achievement regarding the impact upon each department’s projected monetary, as well as academic plans for the fiscal year. Once actual federal award letters are received, the Superintendent/Finance Director presents this information to the Meriwether County Board of Education.

**Budgets:** After approval of the Consolidated Application, the Federal Programs Director will submit budgets to the GaDOE for approval. After approval by GaDOE, the Federal Program Director will present approved budgets to the Board of Education for approval. The Director of Finance will enter budgets into the MUNIS financial system software. The Federal Programs Director will then review the budgets entered into the financial system against the consolidated application for accuracy and allowable use of funds. Any discrepancies between the entered budget in the local system and the consolidated application will be corrected prior to spending and draw-down of funds related to spending. Spending will follow the pre-approval process throughout the spending period.

The approval process for federal budgets is as follows:

- Funding amounts are approved by the GaDOE Board of Education
- Award letters are sent to districts
- Schools are given the allocated dollar amount for budgeting
- The budget is entered into the GaDOE Consolidated Application (electronic grant application process) by the program coordinator or authorized staff
- The budget is approved by the program coordinator
- The budget is approved by the superintendent (budget may be rejected at this level and requests for revisions may be made)
- The budget is approved by the program specialist at the GaDOE (budget may be rejected at this level and requests for revisions may be made)
- The budget amount is approved by GaDOE Accounting
- The budget is adopted by the district BOE

Monthly reports will be analyzed for expenditures against budgeted funds. The Federal Programs Director works with the Finance Department to compare detailed monthly expenditure reports in MUNIS to with the budget submitted through the consolidated application, as well as periodic payroll reports. These are used to monitor expenditures and verify that the appropriate personnel are coded and paid from Title I-A, Title II-A, Title IV-A, Title V-B and IDEA budgets.

The school system shall give preference in its purchases as may be reasonable and practical to local businesses and to such materials, supplies, equipment and agricultural products as may be manufactured or produced in the State of Georgia. Such preferences shall not sacrifice price or quality.

**Purchases and Requisition Procedures:** The Meriwether County School System uses the following process to assure internal controls are effective:

1. Each Federal budget, after being prepared at the system level, is reviewed by each principal, revised if necessary, and approved by the Federal Programs Director (FPD). Once the budget is submitted and approved by the state, each school or department initiates the purchasing process.

2. Quotes need to be obtained by the school principal/designee, except quotes for computer related equipment. These quotes need to be requested through the central office (prior to submitting a requisition form). Once all quotes are in hand, they must be attached to the requisition form.

3. Principal/Bookkeeper/Federal Programs Director initiates the Requisition Form, complete with:
   - Complete vendor information including phone number (and fax number if applicable)
   - Ship to information including the address for: MCSS BOE
4. The requisition is then sent to the Federal Programs Director for review.

5. The Federal Programs Director reviews the requisition to assure that the purchase is included in the SIP.

6. The Federal Programs Director then signs off on the requisition and forwards the requisition to the purchase order clerk for processing.

7. The order is processed and delivery of goods/services is delivered (generally, to the central office) The Purchase Order Clerk will send a copy of the packing slip/invoice to the Federal Programs office in order to process payment.

8. The P.O. and Invoice is then handed over to Accounts Payable for payment. A copy of the invoice and packing slip is filed with the Federal Programs Department.

9. All Title I, Part D, Title II, Part A, Title IV, Part A, and Title V, Part B expenditures/purchase orders are authorized and signed-off by the Federal Programs Director.

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

**Period of Performance:** Funds are available for a 15 month period running from July 1 to September 30. Expenses must be incurred and paid during the 15 month cycle. When the period of performance for obligation ends, grantees may not incur any further obligation. Period of performance is programmed into the Consolidated Application and is regulated for Federal programs by Grants Accounting.

**Verifying Payroll:** The following steps are taken to make sure there is a check and balance for ensuring Title I payroll corresponds with appropriate personnel.

- Each month the Payroll Coordinator submits a detailed monthly payroll report to the Federal Programs Director
- The Federal Programs Director matches the payroll expenditures with the names of those funded in each Federal Program
- The Federal Programs Director signs off indicating the names match employees funded through the appropriate federal program.
- Any discrepancies are noted and corrected by the Payroll Coordinator at the request of the Federal Programs Director.

**Completion Reports:** The Georgia Department of Education (Department) requires each local educational agency (LEA) receiving grant funds to submit a completion report no later than 30 days after the grant period ends. For Title I, Part A this would mean completion reports are due October 30. Completion reports may be accessed online through Grants Accounting Online Reporting System (GAORS). A completion report defines the total amount of the original grant award and the total amount of funds that were expended by an LEA. Grants Accounting uses completion reports to determine the amount of unexpended funds and the amount of funds available for carryover for each LEA. Federal program directors should work with their finance director to ensure that completion reports are submitted in a timely manner. The Department reserves the right to release new grant funding to individual LEAs only when completion reports have been submitted.

**Completion Report Guidelines:**

- Copies of the completion reports for the previous fiscal year will be kept on file in the Title I office and in the Finance Department.
- Accounting records to support the results of outlays (expenditures indicated in the completion report) will be kept on file in the Title Programs office and Finance Department.
- Copies of expenditures (cumulative through) reports for the respective quarter for total expenditures reported to GaDOE will be kept on file in the Title Programs office and Finance Department.
- The FP Director and/or Director of Finance will run budget summary and detailed expenditure reports for all 402, 406, and 414 grants.
- The FP Director gives budget summary reports to each administrator/school at monthly Principal’s meetings.
Supplement Not Supplant Procedures

Federal programs (Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V Part B; Title X; and IDEA) expenditures are supplemental to those provided to schools from State and Local funds. Personnel are in addition to the number required to meet district maximum class size. Federal funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of Federal funds, be made available from non-federal sources for the education of students participating in the Federal programs. Title I funds are not used to take the place (supplant) of local, state, or other Federal funding. Conversations regarding supplement vs. supplant are held quite often throughout the year. The programs/activities provide supplemental services to programs that are required by federal, state, and local law.

Resource Allocation Plan (RAMP)

Meriwether County Schools has a resource allocation plan in place to ensure that state and local funds and resources are equitably distributed to each of the district’s schools. Documentation is maintained to show that equitable distribution of resources to each of the district’s schools is maintained. The plan allows the district to ensure that schools receive all of the state/local resources they would have received if they did not participate in Federal programs.

Inventory Procedures and Equipment Disposition ~ §200.313(d)

Items purchased with federal funds must be identified through an appropriate needs assessment process at each facility that assures the items to be paid for with federal funds are necessary, reasonable, allocable, and allowable. All equipment purchased with federal funds must be used in accordance with the regulations of the funding source. Once purchased, items must continue to be used for the identified purpose. The acquisition of property is managed according to the following process:

- Purchase Requests (POs) are completed by trained, designated employee(s) using the MUNIS accounting software with appropriate security provisions.
- Purchase Requests are verified and forwarded electronically to the principal(s)/director(s) for final review and approval. The principal(s) then approves and forwards federal purchase requisitions to the Federal Programs Director and state purchase requisitions are approved by the Curriculum and/or Special Projects Director.
- The Federal Programs Director approves or disapproves requisitions based upon the balance of the federal grant function, as well as the identified need for the item(s) being ordered. Once approved, the Accounts Payable Clerk forwards electronic requisition summaries to the Superintendent for final review and approval.
- The Accounts Payable Clerk then converts requisitions to purchase orders (POs) mails/faxes them to the company requesting the products to be purchased.

Central Office/School Receiving:

- Incoming supplies/equipment is received into the central office through daily deliveries and is properly secured.
- Program Managers verify incoming shipments against the shipping manifest, as well as the matching PO.
- POs are forwarded to the Finance Department for payment based upon verified receipt of merchandise.
- Supplies/equipment is delivered to the appropriate facility and items from federal programs purchase orders are immediately inventoried/tagged by the media specialist using the process outlined below to assure EDGAR requirements have been satisfied.

Management System: Federal Program (Title I, II, III, VI, V, IDEA) inventory is maintained by each facility in the Meriwether County School District in an Inventory Management System. Equipment purchased with Title/Federal funds is permanently marked as such along with the fiscal year and FAIN number in which the equipment was purchased. Physical inventories are conducted annually by each facility and the District Technology Director, and are subsequently monitored by the Federal Programs Director.

Required Inventory Components (EDGAR 200.13(d) (1)(2)(3)(4), (e) (1)(2))

- Description of the property
- Serial number or other identification number
- Funding Source
- Vendor
- Acquisition Date
- Cost of property
• Location of property
• Use
• Condition of property
• Disposition of the equipment including the date of disposal & sale price
• Federal Award Identification Number (FAIN)

**Location**: All federally funded equipment will be assigned to a facility within the school and/or school system upon receipt of the product. The location of the product will be noted in the school/system Inventory Management System database. Inventory is maintained at the school level by the media specialist. Inventory is documented in an Inventory Management System database that is updated each time equipment is purchased. All Title property is identified by permanent markings on the equipment that signify the fiscal year the equipment was purchased. The database includes a description of the item, serial number, and vendor name, date of purchase, funding (Title I, II, III, VIB), cost, funding source, school, equipment location, use, current condition, disposition status, and Federal Award Identification Number (FAIN). A physical inventory of all equipment and property belonging to any federal program will be identified and inventoried annually. The Technology Director verifies the inventory of items purchased with Title I funds. Technology personnel also help determine the condition of electronic equipment. Materials purchased for use in federal programs will be labeled and utilized in the capacity for which they were purchased. Any equipment, materials and/or supplies purchased with federal funds are considered solely for the use of that program. The Technology Director signs and dates a copy of the inventory to document that the physical inventory took place. The school shall retain such property in a program as long as there is need for such property to accomplish the purpose of the program for which it was purchased.

**Equipment Checkout for Off-Site Purposes**: Each employee or student that takes home a CPU, laptop, handheld device, etc. must complete the electronic Employee/Student Digital Check-out process at each facility. Items need to be returned at the end of each year and checked out again for the next academic year. 11-month or 12 month employees may keep the item(s) but they must update the process yearly. Central Office staff must log equipment check-out requests on the form maintained by the Federal Programs Director.

**Lease of Equipment**: The Meriwether County School District does not lease equipment purchased with federal funds.


1. When original or replacement equipment acquired under a grant or sub grant is no longer needed for the original project or program or for other activities currently or previously supported by a Federal agency, disposition of the equipment will be made as follows:
   a. Items of equipment with a current per-unit fair market value of less than $5,000 may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
   b. Items of equipment with a current per unit fair market value in excess of $5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency’s share of the equipment.
   c. In cases where a grantee or sub grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub grantee to take excess and disposition actions.

2. A Disposition Form distributed by the Federal Programs Director is completed for equipment to be disposed. The form must be fully completed including the asset description (or attach a sheet to this form of the asset), description of the asset, serial number, value of asset, date acquired, and fund source. All Disposition Forms will be filed with the principal/director of each designated facility and a copy forwarded to the Federal Programs Director.

**Theft or Loss of Equipment**: The disposition of items that may be lost, stolen, transferred, sold as surplus, or discarded should be so noted on the federal equipment inventory maintained by the school. The recipient should include the date of disposal and sales price or the method used to determine current fair market value if the recipient compensates the state. The LEA must maintain records documenting the serial number or other information identifying the specific item sold, the sale price, and any reimbursement to the federal program. The records also should describe whether the items that were not sold were repurposed, retained or discarded. A record of the date, reason, and method of disposal or sale must be maintained with the equipment inventory. The Report of Loss, Damaged or Stolen Property Form is distributed by the Federal Programs Director.
**TA Schools Use of Title I Equipment**:  
- Meriwether County School System currently does not have any Target Assistance schools. In the future, if need arises, the following procedures will be followed.

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

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

The Meriwether County School System may use Title I, Part A funds to purchase Title I equipment in a targeted assistance program. The system must keep in mind that any equipment purchased with Title I, Part A funds must be reasonable and necessary to implement a properly designed program for the identified students. However, under some circumstances, equipment purchased as part of a properly designed Title I program may, without constituting an improper expenditure, be used on a less than full-time basis. That equipment could be made available for other educational uses without interfering with its use in the Title I program. Equipment could be used on other projects or programs currently or previously supported by the Federal Government, “providing such use will not interfere with the work on the projects or programs for which it was originally acquired.”

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

- The Title I equipment is part of a project that has been properly designed to meet the special educational needs of educationally deprived children.

- The equipment purchased with Title I funds is reasonable and necessary to operate the Title I project without regard to any use in non-Title I activities;

- The project has been designed to make maximum appropriate use of the equipment for Title I purposes; and

- The use of the equipment in non-Title I activities does not decrease the quality or effectiveness of the Title I services provided to Title I children with the equipment, increase the cost of using the equipment for providing those services, or result in exclusion of Title I children who otherwise would have been able to use the equipment.

**Method for Documenting Use in Building**: All Title I schools are required to label all Title I equipment. When feasible, all Title I equipment is to remain in the Title I teacher/Lead Teachers classrooms. All Title I equipment placed in the media center must be kept in a separate area, labeled, and a check-out ledger must be maintained. All equipment purchased with Title I funds are inventoried annually. A report is filed in the Title I office. Inventory includes the dates of the inventory, person conducting the inventory, serial numbers; FAIN numbers, when appropriate, location of inventory, status of the inventory and additional information as needed.

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

**Private School Equipment Usage:** Title I funds can only be used to purchase materials and equipment to meet the needs of participating (students eligible to receive services) private school students. Non-Title I private school students may not use materials and equipment purchased with Title I funds. It is important to remember that although the equipment may be used by the private school, the purchasing the equipment retains title and must continue to account for the equipment in its inventory management system.

The control of the Title I funds, and the ownership of the materials and equipment, purchased with Title I funds for private schools shall be in the LEA, and the LEA shall administer the funds, materials, equipment and property. This is an LEA responsibility rather than the responsibility of the private school. The LEA shall complete the requisitions forms for ordering materials and/or equipment; have the materials and/or equipment delivered to the LEA; sign for the delivery of the materials and/or equipment; label the equipment as Title I to include the fiscal year of purchase and property of the respective school district; and deliver the materials and/or equipment to the private school. Materials and equipment should be stored in a secure location when not in use. The MCSS will follow the same disposition plan for the equipment purchased for participating private school students as with any equipment purchased with Title I.

**Cash Management Draw Down Procedures ~ §200.313(b)(6)**

Meriwether County Schools draws down funds on a reimbursement basis for all allowable expenditures incurred in the Federal Program(s). The District considers an incurred expenditure as an expenditure for goods and/or services that the LEA has received, even if no payment has been made. This includes goods and services received such as salaries, consumed utilities, rent, and supplies.

The District drawdowns funds each month during the grant period (15 payments for Federal grants that have a 15 month grant period). The cut off for submitting the DE0147 to the GaDOE is each Thursday at 3 PM, with funds disbursed to the District, the subsequent Thursday. The District requests reimbursement for all allowable incurred Federal program expenditures. Copies of DE0147s with supporting financial documentation are maintained in the finance office.

The District incurs allowable program expenditures when it orders and receives goods/services, for example, computers, even if the invoice has not been paid. When the expense is incurred and equipment received, the LEA can seek reimbursement as part of its monthly drawdown in the GAORS. Therefore, the LEA does not have to wait until final payment is made on the invoice. However, the District understands that it must meet all cash management requirements and the District ensures cash will not be held more than 3 days after receipt of the federal funds drawdown. The District also ensures that equipment/supplies purchased were done so during the period of performance ($200.77) of the grant award.

The District pays salaries each month in arrears. Therefore, at the end of each month, the LEA has incurred a salary expense for that month. The District understands that it can submit a drawdown the third Thursday of each month. This would make the funds available the subsequent Thursday in time to meet the end of the month’s payroll. If the District uses this methodology, it will reconcile the amount requested with the actual amount paid at the end of the month, and if there is a discrepancy, correct it when drawing down for the next month.

The District understands that monthly drawdowns are limited to 20% of the approved budget balance. If the District must drawdown more than 20% in any given month, a comment/explanation will be submitted to the GaDOE.

To ensure appropriate internal control, drawdowns will be reviewed and authorized by the Federal Program Director prior to the finance officer submitting the requests in GAORS. This is necessary to ensure that funds are spent in accordance with the budget as approved by the GaDOE program personnel. The District understands that if funds are not drawn down appropriately for approved budgeted expenditures or if the drawdowns are not based on actual expenditures already incurred, the LEA could be required to return the funds to the GaDOE.

The District will adhere to the following legally binding required certifications ($200.415) now included on all completion reports and vouchers requesting payment (DE0147):
By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil, or administrative penalties for fraud, false statements, false claims or otherwise (U.S. Code Title 18, Section 1001 and Title 31, Sections 3729-3730 and 3801-3812).

The Finance Director is familiar with the guidelines concerning Cash Management. Every month, the Finance Specialist pulls a “Budget Analysis Report” for each grant. The report shows year to date revenues and year to date expenditures and the variance between the two. This report contains the exact data that GaDOE requires on the DE0147, which is used to request funds. The finance specialist uses the report to confirm the year to date grant receipts in our system match what GaDOE shows on the DE0147. She then inputs the year to date actual expenditures on the DE0147 from the Budget Analysis Report. She then bases the amount of funds requested on the average monthly payroll from the prior month/s.

The Finance Director makes any necessary changes based report data and submits the DE0147 requests to GaDOE. A copy of the requests are printed and filed in the appropriate grant file. The approved reimbursement from GaDOE is posted on their website under the GAORS menu (payment advice) and at the end of each month the finance specialists prints out the advice sheet, compares it to the DE0147, attaches a copy to the DE0147 in the grant file and post the revenue to the general ledger. Significant aspects of controls are tested as part of the annual audit done by the Georgia Department of Audits.

**Control Activities:** The system bookkeeper is familiar with the guidelines concerning Cash Management/Payment, and that program costs need to be paid for by the entity funds before requesting reimbursement from the GADOE. She prepares the drawdowns and requisitions in the middle of the month based on the prior month’s expenditures. She also consults with system Finance Director, about any unusual expenditure that is to be expected in the current month. The bookkeeper requests only federal funds in the amount of prior month expenditures. The bookkeeper refers to the report – revenue vs. expense comparison reports generated by the financial system at the end of every month. After the bookkeeper prepares the requisition, she then forwards it to Finance Director, who reviews, approves, signs off, and submits the requisition to GADOE. The approved reimbursement from GADOE is posted on the DOE website, and at the end of the month, the Finance Director prints out the *Grant Payment Advice Sheet* and submits it to the bookkeeper who compares it to the requisition form. Any discrepancies are communicated to Finance Director and to GADOE. Aspects of controls are tested as part of the Test of Controls sections of the Georgia Department of audit program.

**Segregation of Duties:** The assignment of duties to staff members who have access to the Financial Management System is done with the intent of limiting their ability to cause and conceal errors or irregularities. Working within certain limitations, including staff size, incompatible functions are not assigned to any staff member. Details of incompatible staff assignments are specifically addressed for focal points, such as accounts payable and receiving, or posting cash receipts and reconciling the bank accounts. Continued monitoring and oversight must take place daily to ensure secure business operations. The Meriwether County School System requires segregation of duties for all expenditures as listed below:

- **Expenditure Approval:** All expenditures must have prior approval for allowability by program director and must follow system purchasing guidelines used by all system bookkeepers.
- **Expenditure Processing:** The purchase requisition must have all required authorizations and be submitted to the appropriate director.
- **Expenditure Receipt:** Person purchasing must receive and reconcile PO items and forward invoice to accounts payable.
- **Expenditure Payment:** Accounts payable runs the check and a final review is conducted by the Finance Director.

**Bank Reconciliations:** All bank accounts are reconciled on a monthly basis. The Finance Director contracts with a third-party vendor that does the bank reconciliations and approves any adjustments necessary to the general ledger, which is an extra layer of internal control. The Finance Specialist cancels all checks as they clear the bank (as indicated on each bank statement) in the financial management system bank reconciliation software and locates any discrepancies in the balances, and makes any journal entries necessary for correction. The monthly registers, transaction journals, and general ledgers are generated monthly and are stored in the Finance Office and may be accessed for review by the Superintendent and other interested parties.
**Bank Interest:** The Meriwether County Board of Education receives monthly bank statements. Any interest on funds is credited to the general fund account by the Finance Director. Federal funds do not receive interest because of the three day draw down policy that applies to outlays. The MCSS Board of Education has a written policy that banking services must be rebid each four years. This control assures the district is receiving the best financial services package available in the local community.

**Information and Communications:** Federal and GADOE guidelines regarding cash management activities are available for training and reference purposes. Variances between expected and actual cash disbursement of funds and drawdown of federal funds are reviewed by the Finance Director.

**Monitoring:** There is no external evaluation of LEA’s cash management, budget and actual results and federal drawdown activities other than the annual GA Department of Audits. The Finance Director keeps a check on balances for each grant. The BOE’s policies and procedures help to ensure correct cash management activities. The organization understands the need for appropriate cash management.

### Fraud, Waste, Abuse and Corruption

Meriwether County Schools follow all laws pertaining to Fraud, Waste, Abuse and Corruption as regulated by the Federal Government.

$200.113 - The non-Federal entity or applicant for a Federal award must disclose, in a timely manner, in writing to the Federal awarding agency or pass-through entity all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the Federal award. Failure to make required disclosures can result in any of the remedies described in §200.338 Remedies for noncompliance, including suspension or debarment.

The Federal Programs Director reviews the ethics, waste, fraud and corruption policies with all administrators during the summer seminar. An agenda and sign in sheets will be kept by the FP Director to document this has been completed. All employees in the district complete Compliance Modules at the beginning of the year (or upon their hire date). MCSS has developed custom modules to include specific modules that relate to MCSS’s policy on Waste, Fraud, Abuse and Corruption; Conflict of Interest; Code of Ethics and Complaints processes.

### Fraud, Waste, Abuse and Corruption Administrative Regulations:

- **Reporting Suspicion of Activities Purpose:** To ensure the reporting of suspicious fraudulent activity and provide employees, clients, and providers with confidential channels to report suspicious activities of fraud, bribery, or gratuity violations to the Meriwether County Board of Education.

- **Definitions:** Fraud: A false representation of a matter of fact, whether by words or by conduct, or concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds from federal grants.

- **Statement of Administrative Regulations:** The Meriwether County Board of Education thoroughly and expeditiously investigates any reported cases of suspected fraud, waste, abuse or corruption 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. Information may remain anonymous but persons reporting information are encouraged to cooperate with the investigators and should provide as much detail and evidence of alleged fraudulent act as possible.

### Fraudulent Activity:

Employees who suspect that financial fraud, impropriety or irregularity has occurred shall immediately report those suspicions to their immediate supervisor and/or the Superintendent/designee, who shall have the primary responsibility for initiating necessary investigations. Investigations shall be conducted in coordination with legal counsel and/or other internal or external departments or agencies as appropriate.

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

**Procedures for disseminating Fraud, Waste, Abuse, and Corruption:** A copy of this procedure is placed in the MCSS staff handbook. The information is also posted on the MCSS website for easy access at all times.

**SECTION 6 – Within District Allocation Procedures**

**Attendance Area Determination**

An LEA must allocate Title I, Part A funds to participating school attendance areas or schools, that will enable the school(s) to implement a viable Title I academic instructional program that must cover all the required components for a targeted assistance or schoolwide program. In order to determine the how the funds will be allocated, the LEA must determine eligible attendance areas and rank order of its schools.

**Eligible Attendance Area:** Eligible attendance areas are determined by the schools that qualify for Title I services based on its ranking according to poverty data. 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. Note that the LEA must use the same measure of poverty for:

- Identifying eligible school attendance areas.
- Determining the ranking of each area.
- Determining the allocation for each area

1. Pull free and reduced (F&R) information from GaDOE website. Use the previous year’s first October Free and Reduced Lunch Count and the previous year’s first October FTE. The FTE count is for enrollment. The Free and Reduced Lunch Count is used for determining the number of free and reduced meals.

2. This process should take place starting in April.

3. If applicable: determine new schools or schools that are being redistricted/rezoned. Request the names of the students being moved from one school to another in this rezoning/redistricting process in order to obtain a count. This information may be obtained from The Office of Student Assignment.

4. Request the free and reduced information for students affected by moving to a different school due to a new school opening or redistricting/rezoning. This information is obtained from the Nutrition Department.

5. For each school, list the schools receiving students and indicate the number of free and reduced lunch students

   **Example:**

<table>
<thead>
<tr>
<th>ABC School (receiving students from schools listed below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students From</td>
</tr>
<tr>
<td>XYZ School</td>
</tr>
<tr>
<td>EFG School</td>
</tr>
</tbody>
</table>

6. Place all information for all schools in the district on the large spreadsheet

7. FY 16 Worksheet for Determining the Number of Students Moved Due to Redistricting for 2016-2017.

8. Complete Worksheet for Determining the Number of Students Moved.

9. Complete the Worksheet for Eligible Attendance.
10. Use this information to complete the Eligible Attendance Worksheet which will be a required attachment to the Title I Consolidated Applications process

**Rank Order:** After an LEA has ranked all of its school attendance areas by poverty, the LEA must first serve, in rank order of poverty, its schools above 75-percent poverty, including any middle schools or high schools. Only after an LEA has served all of its schools with a poverty rate above 75-percent may the LEA serve lower-ranked schools.

**Procedures for Determining Rank Order:**

1. The LEA must rank school attendance areas, in decreasing order, based on the percentage (not the number) of low-income children counted.

2. After the LEA has ranked all of its school attendance areas by poverty, the LEA shall serve, in decreasing rank order of poverty, all school attendance areas above 75 percent poverty, including any middle schools or high schools. If multiple schools have more than 75% of children from low-income families, then the LEA serves these schools in rank order, providing sufficient funding to each school, until the LEA allocation is expended. If the LEA Title I allocation has been expended before each school over 75% has been served, it is permissible not to serve the lower ranked schools that are over 75% of children from low-income families.

3. Only after the LEA has served all of its areas with a poverty rate above 75% of children from low-income families may the LEA serve lower-ranked areas.

4. If the LEA has no school attendance areas above 75 percent poverty, the LEA may rank district wide or by grade span groupings.

5. The LEA has the option to continue on with the district wide ranking using the same district wide poverty average to determine eligible Title I attendance areas.

6. The LEA also has the option to rank remaining areas by grade span groupings. 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 respective grade span groupings.

7. A LEA’s organization of its schools defines its grade span groupings. For example, if a LEA had elementary schools serving all elementary grades, middle schools, and high schools, the grade span groupings would be grades K-5, 6-8, and 9-12. To the extent a LEA has schools that overlap grade spans (e.g., K-5, K-8, 6-8), the LEA may include a school in the grade span in which it is most appropriate.

8. A 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.

**Allocations and Carryover:**

Title I, Part A funds are used to fund all schools in the Meriwether County School System as Schoolwide Schools. MCSS allocates the funds based on rank order of highest to lowest ranked poverty schools.

Per pupil amounts are allocated to schools in rank order of poverty based on the number of children from low-income families who reside in eligible attendance areas. The per-pupil amount is multiplied by the number of low-income students to arrive at the school allotment. The Meriwether School System strives to ensure that the per-pupil allocation is large enough to provide a reasonable assurance that each school can operate its Title I program of sufficient quality. Schools must submit a written description of their expenditure requests. These requests are also documented in their School Improvement Plans. Set asides are recalculated for private school per pupil amounts. Equitable services are also recalculated depending on an allocation of funds for district level activities.

**Procedures for Determining Carryover:** The Federal Programs Director tracks the spending of each Federal program/school through the year via budget sheets. As funds are expended, calculations are made near the end of the school year to determine that no more than 15% will be carried into the following year. Typically, carryover funds are allocated in one of the available options as allowed by GaDOE:

- to schools by increasing the per pupil amount maintaining rank order, basing that amount on the total number of children from low-income families in each area; or
- for district level activities such as professional development; or
- to the school that originally earned the dollars and give that school an opportunity to spend the funds.
At the end of the school year, carryover information is updated and reviewed. Parent engagement is taken into consideration. Established fiscal regulations and rules shall be followed concerning allocating carryover funds which are set-asides.

**Attendance Area Allocation Using CEP (Community Eligibility Provision)**

The Federal Programs Director is responsible for the accuracy of the Eligible Attendance Area determination worksheet and calculations. Enrollment data from the previous October FTE count is used to establish enrollment for the allocations. The Georgia Department of Education 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 Pre-K children enrolled in the school. The Meriwether County Schools uses the Community Eligibility Option (CEP) to calculate poverty. A directly certified (DC), served by TANF/SNAP, report from the School Food Nutrition Department is used to complete the worksheet provided by GaDOE. The number of low-income children is based on the total number of children directly certified (DC) by TANF/SNAP minus the number of Pre-K students eligible for DC meals. The GaDOE Report FRL001 for free and reduced price lunch eligibility is used to determine FRM eligibility as determined through the DC process. The federal programs director is responsible for attaching the Eligible Attendance Area worksheet and entering the same information in the School Allocations page in the Consolidated. All schools in the district are served as Title I Schoolwide schools. Per pupil amounts are based on the ranking of schools by highest to lowest poverty percentages with the highest poverty schools receiving the larger per pupil amounts using grade-span (H/M/E) rankings.

- 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 DC services in the school, minus the number of prekindergarten students eligible for DC.
- 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 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. 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.

**Opening New / Redistricting Schools**

**Allocating Title I Funds to Redistricted Schools:** When an LEA redistricts schools, the actual October FTE data from the year the redistricting occurs -or- adjusted October FTE data from the year prior to redistricting must be used to identify and select participating areas and schools.

- If an LEA opts to use actual October FTE data from the year the redistricting is in place, an LEA must wait until the October FTE data is verified before completing the Public School Allocations tab. This tab is located in the Title I-A Improving Academic Achievement program within the consolidated application. The information from the October FTE data that is used on the Public School Allocations tab would then be used for two consecutive years unless an LEA redistricts again during that same year.

- If an LEA opts to use adjusted October FTE data from the previous year, adjustments must be made to the data that accurately reflect enrollment as if the new redistricting was in existence on the date of the previous year’s October FTE count. When making these adjustments, students remain in the grade in which they are counted for the previous year’s FTE data; they are not rolled up to the next grade level. Prior to creating the adjusted enrollment for each school, the following information must be gathered: October FTE enrollment data (including Pre-K) for the year prior to redistricting schools; names, addresses, and grade levels (Pre-K will later be subtracted) of students affected by changes in school assignment (assistance from the district transportation department) and the October DC eligibility status of students affected by changes in school assignment (assistance from the district school nutrition department). After gathering this data, the attendance area information is determined as follows:
  - Record the October FTE enrollment number by school for all schools that are affected by enrollment changes.
  - Find an original grand total of the October FTE numbers for all schools prior to any changes being made to school enrollment.
  - Based on the new attendance area and the addresses of students, add students who will reside in the new attendance zone of each school during the next fiscal year but were not enrolled in that school during the current fiscal year. Subtract these students from the FTE data for the school where they were enrolled during the current fiscal year. After all students who are affected by the redistricting have been added to the school they would attend if the new redistricting was in place and subtracted from the school they currently attend, total the new enrollment number for each school.
  - Find a grand total for the newly created enrollment for all schools and verify that this grand total matches the original grand total for all schools prior to changes being made. If the numbers match, the enrollment on the adjusted enrollment pages for each school (minus Pre-K) will be the number used for the consolidated application. The adjusted numbers will be recorded in the Title I-Part A Improving Academic Achievement program on the Public School Allocations tab.
  - Record the October CEP eligibility status by school for all schools that are affected by enrollment changes.
  - Total the October CEP numbers for all schools prior to any changes being made to CEP status of each school.
  - Match the October status of each student transferring into or out of a school based on the new attendance zone. Add students who qualify are DC to the schools they would attend if the new redistricting was in place and subtract students qualifying as DC from the schools they currently attend based on the new redistricting.
  - Find a grand total for the newly created October CEP status for all schools and verify this number matches the original October CEP eligibility number. If the numbers match, the October CEP status on the adjusted meal eligibility for each school will be the number (minus Pre-K) used for the consolidated application. The number will be recorded in the Title I- Part A Improving Academic Achievement program on the Public School Allocations tab.

*Note: If a district serves private schools, the private school attendance area and CEP eligibility numbers must be adjusted using the same process described above.*

**Equitable Services for Private School Participation:** Private schools in the district have declined to participate in federal activities. Students attending a private school would be subject to the same CEP (PPA) provisioning as current Meriwether County
School District students that are allocated according to attendance areas. Private and homeschooled students remain eligible for identification under Child Find for services through IDEA.

**Targeted Assistance Schools:** Meriwether School System has one Targeted Assistance School (Good Shepherd Therapeutic Center) at this time. In all schools selected to receive Title I, Part A funds that are ineligible for a schoolwide program or that choose not to operate such a schoolwide program, a local educational agency serving such school may use funds received under this part only for programs that provide services to eligible children identified as having the greatest need for special assistance. The following are adhered to in the district’s targeted assistance plan:

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

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

- The district would make a concerted effort to minimize removal of students from regular classrooms during the day.
- The needs of each individual student would be considered.
- Teacher schedules, class rosters, rankings, would be turned into the Title I office on a monthly basis.

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

- 1st -2nd grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed “at risk”, based upon their ranking in the following: classroom performance, CRCT test scores, STAR math, and Teacher recommendation. Note that preschool through second grade students must be chosen solely on the basis of the judgment of the teacher, interviews with parents and other developmentally appropriate measures examined by the teacher.

- 3rd-5th grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed “at risk”, based upon their ranking in the following: classroom performance, CRCT test scores, STAR math, and Teacher recommendation.

- Children, who are economically disadvantaged, children with disabilities, migrant children, homeless children, or limited English proficient children, are eligible for services under this part on the same basis as other children selected to receive services under this part. In general, the following children are eligible for services:
  - A child, who at any time in the two years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under Title I.
  - A child, who at any given time in the two years preceding the year for which the determination is made, received services under Title I, Part C, Education of Migratory Children.
  - A child in a local institution for neglected or delinquent children and youth or attending a community day program for such children.
  - A child who is homeless and attending any school served by the local educational agency.

The district would make a concerted effort to minimize removal of students from regular classrooms during the day. The needs of each individual student would be considered. Teacher schedules, class rosters, rankings, would be turned into the Title I office on a monthly basis.

**Procedure for Enrolling New Targeted Assistance Students:** A new student coming into the school after the school year has begun will be evaluated for placement as follows:
• Records for prior Title I services will be reviewed by homeroom teacher and referral to Title I teacher for possible Title I services will be made

• If no prior Title I services are noted and the students records indicate that the student qualifies for Title I consideration, the regular Targeted Assistance ranking instrument will be used
  o Upon identifying the student’s need, homeroom teacher will complete a teacher recommendation checklist
  o Data will be collected as listed on the ranking instrument. The scoring rubric will determine the student’s placement for targeted Title I services.
  o If student comes from out of state or a private school where no CRCT data is available, other assessment instruments as listed on the ranking instrument will be used
  o Once ranking is completed, the student will be picked up for services as space is available and need is documented.
  o If student cannot be served immediately, then their name will be placed on a waiting list and the student will be rotated into services as space is available.
  o If ranking instrument determines there is no need for immediate placement for Title I services, the student will be monitored by the homeroom teacher and assessment data will be periodically re-evaluated.

**Reservation of Funds**

After receiving notification of the Title I, Part A grant amounts from GADOE, reservations in each budget are set aside for required components such as: parent engagement, neglected and delinquent, private school per pupil and equitable services, and homeless students. Administrative costs are also part of the reservations, which are not part of the schools’ per pupil amounts.

School districts are required to set aside 1% of their total Title I allocation for parent engagement partnership activities. If the 1% funds are not expended by the end of the year, the unspent funds must be carried over to the next school year. The district documents this by printing a copy of the set-aside page from the previous year, acquiring a print out of the PI expenditures for the previous year and subtracting the expenditures from the required amount to determine carryover.

Required **Title I Set-Asides** include:
- Neglected and Delinquent Set-Aside
- Homeless Set-Aside
- 1% Parent and Family Engagement Set-Aside
- Private School Equitable Services Set-Aside

**Procedures for Calculating Funds for Parental Involvement**

An LEA with an allocation in excess of $500,000 first must determine the percentage of its Title I allocation that it wishes to reserve for parental involvement activities under section 1118. That percentage must be at least one percent of the LEA’s Title I allocation, and may be more. The LEA then must set aside an amount for parental involvement of parents of private school children, based on the proportion of private school children from low-income families residing in Title I attendance areas.

The LEA then must distribute to its public schools at least 95 percent of the remainder, leaving the balance of the reserved funds for parental involvement activities at the LEA level.

In distributing the amount of funds the LEA reserves for schools to carry out the parental involvement provisions of section 1118, an LEA may use the same formula it uses to determine the per-pupil allocations for those schools or it may distribute those funds in another manner. An LEA may use any one of or a combination of factors; for example, it may choose to allocate funds to schools in improvement status; base its allocation on the results of the LEA’s annual evaluation of parental involvement activities; or make use of the SEA’s annual adequate yearly progress review of how its LEAs are carrying out their responsibilities for activities under section 1118.
INDIVIDUAL FEDERAL PROGRAMS

Procedures Ensuring an Annual Comprehensive Needs Assessment (CNA) is Conducted

In the spring, Meriwether County conducts a Comprehensive Needs Assessment (CNA) to determine specific needs of the district. The CNA focuses on the systems and structures that must be in place for sustained improvement in student outcomes. It also utilizes a problem-solving model to provide a clear process for identifying improvement needs, planning for improvement, and implementing, monitoring, and evaluating the improvement efforts. The school district must ensure that information is gathered concerning the needs of its teaching force and school leaders in order to support all students in meeting challenging State content and academic achievement standards.

The Meriwether County School District conducts an annual needs assessment using a variety of data sources to make decisions that will affect student learning, improve the quality and effectiveness of teachers and principals. Source Documentation can include:

- Georgia Milestones assessment data
- Student Longitudinal Data System – (SLDS)
- TKES and LKES data
- Feedback gathered from the District’s Leadership Team and the school-level Better Seekers Teams;
- Common Pre/Post Assessments and Benchmarks;
- FTE reports;
- Human Resources Division information related to recruitment and retention efforts;
- Hi-Q Status and personnel diversity;
- Input from internal and external stakeholders;
- Federal Programs Update meetings (Title programs);
- School Council meetings;
- Advisory Committee meetings;
- Meetings with Partners in Education Members;
- Meetings with community and Higher Education Partners.

The district maintains source documentation to support the needs assessment process. Input on areas of need for improvement is also solicited at federal program meetings and/or during monthly administrative meetings, from parents during the annual parent capacity meetings, at school meetings, and by the family engagement liaison staff members.

While the law requires stakeholder involvement and lists specific stakeholders to include, how the stakeholders are included is at the discretion of MCSS (e.g., through surveys, focus groups, meeting and other means of collecting data). Consultation must include: Teachers, Paraprofessionals, Public School Administrators, Private School Administrators, Parents and students. Georgia recommends as a best practice the inclusion of business and community partners and institutions of higher education.

Principals are charged with conducting a comprehensive needs assessment for the school and submitting the information to the District Office. Staff at the District Office conducts a comprehensive needs assessment using all available information listed above. The CNA is used for structured decision making that will determine priority goals, drive the development of a plan, and determine allocation of funds and resources by local and federal grants.

**CNA Timeline:**

<table>
<thead>
<tr>
<th>January – June</th>
<th>Conduct Needs Assessment:</th>
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<tr>
<td></td>
<td>February-April - Collect and analyze data from appropriate sources/programs.</td>
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<td>March-April - Conduct Surveys (Parents, Teachers, Paraprofessionals, Principals, and Central Office Staff).</td>
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<td>April-May – Contact Secondary Institution personnel for feedback</td>
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<td>May –June - Complete needs assessment Worksheet and meet with necessary stakeholders</td>
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<td>June - Develop the Equity Plan and Consolidated LEA Improvement Plan (CLIP)</td>
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<td>July</td>
<td>Complete and Submit CLIP for approval</td>
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<td></td>
<td>Begin implementation of the plan for upcoming year</td>
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<tr>
<td>Calendar Period</td>
<td>Activity</td>
</tr>
<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>October</td>
<td>Complete CPI reporting</td>
</tr>
</tbody>
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| December/January| HiQ available  
Repeat January – June Needs Assessment Process |
| February-March  | Review status and action plan for spring/summer |
| Ongoing         | Gather input from stakeholders about the strategies and progress of goals |

**CNA Procedures:**
- Establish a timeline for conducting the LEA Needs Assessment and Prioritizing Needs.
- Identify stakeholders and determine the roles stakeholders will have in gathering and analyzing data and prioritizing needs. (i.e. school councils, leadership teams), focus groups, surveys, school meetings, etc.
- Meet with Principals and District Leaders to discuss the process.
- Provide guidance to school and district leaders in identifying needs and root causes.
- Analyze data and conduct a root cause analysis.
- Summarize and analyze data to identify strengths and areas for growth.
- Prioritize the needs based on grant, state, and local requirements.
- Select interventions to address identified needs.

**CNA Components:**

**Coherent Instructional System** - articulates and guides the “what” and “how” of instruction. This comprehensive system includes the processes related to:
- Planning for quality instruction
- Delivering quality instruction
- Monitoring student progress
- Refining the instructional system

**Effective Leadership** - sets the direction for the district ensures that the district staff and the school leaders are capable of meeting that direction, and makes sure the organization functions according to its mission. This system includes the processes related to:
- Creating and maintaining a climate and culture conducive to learning
- Cultivating and distributing leadership
- Ensuring high quality instruction in all classrooms
- Managing the district and its resources
- Driving improvement efforts

**Professional Capacity** - develops a quality staff, to reduce the variance of quality in instruction throughout the district. This system includes the processes related to:
- Attracting staff
- Developing staff
- Retaining staff
- Ensuring staff collaboration

**Family and Community Engagement** - develops quality links between district professionals and the parents and community the district and its schools are intended to serve. This system includes the processes related to:
- Welcoming all families and the community
- Communicating effectively with all families and the
- Supporting student success
- Empowering families
- Sharing leadership with families and the community
- Collaborating with the community

**Supportive Learning Environment** - ensures students’ school participation and willingness to expend major effort on classroom learning. This system includes the processes related to:
- Maintaining order and safety
- Developing and monitoring a system of supports
- Ensuring a student learning community
TITLE I, PART A : Improving the Academic Achievement of the Disadvantaged

Title I, Part A is a part of the Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act (ESSA). This Act provides federal funds through the Georgia Department of Education to local educational agencies (LEAs) and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

LEAs target the Title I, Part A funds they receive to public schools with the highest percentages of children from low-income families. These funds may be used for children from preschool aged to high school. Title I, Part A is designed to support State and local school reform efforts tied to challenging State academic standards in order to reinforce and enhance efforts to improve teaching and learning for students. Title I, Part A programs must be based on effective means of improving student achievement and include strategies to support parental involvement.

Under Title I, Part A local educational agencies (LEAs) are required to provide services for eligible private school students, as well as eligible public school students. These services must be developed in consultation with officials of the private schools. The Title I services provided by the LEA for private school participants are designed to meet their educational needs and supplement the educational services provided by the private school.

Meriwether School System made the decision to become a schoolwide district rather than have targeted assistance programs. All seven schools in the Meriwether School System are Title I Schoolwide Schools. Meriwether County based this decision partly on the county’s economic status and direct need to allow all children and all parents an opportunity to have equal access to all related Title I assistance. The process to become a schoolwide school is listed below.

School Responsibility:
- Present schoolwide information to parents and staff.
- Assemble a committee of stakeholders to include, but not limited to: principal, teachers, parents, business partners, etc. to assist them in developing a Comprehensive Needs Assessment (CNA) to identify school needs.
- Develop a School Improvement Plan (SIP) to address the needs of the school and align with district goals.
- Assemble committees to write and approve plan.
- Maintain sign-in sheets, agendas, meeting minutes for each committee meeting.
- Post a written plan in a language that parents can understand.
- Create and maintain budgets that support activities and instructional materials that relate to the SIP.
- Monitor the Title I program in the school.

District Responsibility:
- Assemble stakeholders to develop a Comprehensive Needs Assessment (CNA) of the district.
- Use the information from the CNA to create the District Improvement Plan (DIP) and align to the Strategic Plan.
- Present DIP to the Local Board for approval.
- Share the DIP with schools, community and the state through the submission of the CLIP.
- Create and maintain budgets that support the District and School Improvement Plans.
- Maintain the intent and purpose of each federal program that is consolidated under Schoolwide Plans.
- Uphold requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, and comparability of services.
- Monitor programs for effectiveness and fidelity.

Continuation Requirements:
- Maintain documentation related to three core components (comprehensive needs assessment, comprehensive school plan approved by the local Board, annual evaluation of program effectiveness).
- Use Title I funds to supplement educational services and not supplant those funds that would, in the absence of Title I funds, be made available from non-Federal sources for the school. Funds that would normally flow to the school from non-Federal sources must continue to be provided to the school.
- Conduct an annual evaluation of the implementation of, and results achieved by, the School Improvement Plans. This evaluation must determine whether the SIP was effective in increasing the achievement of students in meeting the Georgia Standards of Excellence (GSE), particularly those students and subgroups who had been furthest from achieving the standards.
- Review and revise the plan as necessary based on the results of the evaluation to ensure the continuous improvement in student achievement.
- Make the plan available to LEA, parents, and the general public.
All schools are required to have School Improvement Plans (SIP). All Title I schools, including those schools with a status of Priority, Focused, or Opportunity, will complete an annual revision of the SIP. It is the responsibility of the principal to make sure that all plans are reviewed and revised annually. Plans must include all the components in the following Schoolwide and Targeted Assistance program checklist. Schools plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel).

Schoolwide program checklists are used to verify that the required components are included in each plan, which includes strategies for whole school reform. Once the SIP is submitted for review according to the plan checklist, the Title I Director will make suggestions (as necessary) and return the plan to the school principal for revisions and a corrective action. On-site meetings are held with principals to discuss the current status of their plans in regard to the checklist components and to see that they are on track and implementing plan initiatives and strategies. Missing or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted. At any time that the school makes a change in budgeting, the plan must be reviewed and any budgeting changes must be in accordance with the submitted approved plan.

**Title I School Designations:** The Elementary and Secondary Education Act (ESEA) of 1965 requires that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/ or a career, as well as the school’s designation status under Georgia’s ESEA Flexibility Waiver. Under Georgia’s ESEA Flexibility Waiver, certain Title I schools are designated as Reward, Priority, Focus or Alert schools.

- **Reward Schools** a school with outstanding student achievement or growth over the past three years.
- **Focus Schools** a school that has room for improvement in areas specific to the school (e.g.: achievement gaps, graduation rate, and subgroup performance)
- **Priority Schools** a school that has been identified as among the lowest-performing five percent of Title I schools in the state over the past three years.

**Academic Achievement Programs:** The Georgia Department of Education’s (Department’s) Academic Achievement Awards Program honors and rewards K-12 Title I schools and school districts for significant progress in improving student achievement and/or making significant progress in closing the achievement gaps. Georgia’s ESEA Flexibility Waiver allowed the state’s Title Programs Division to move from the ESEA’s Distinguished School and Distinguished District Awards Program to the Reward School and Reward District Program. The Title I Reward Schools Program recognizes and honors two categories of Reward Schools: Highest-Performing Reward Schools and High-Progress Reward Schools.

**Highest-Performing Reward School:** Based on the definition of Reward Schools found in the ESEA Flexibility waiver, the Highest-Performing Reward Schools that are among the highest 5-percent of the Title I schools in the state. Calculations to identify these schools are based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part the SEA’s differentiated recognition, accountability, and support system. Highest-Performing Reward Schools are identified annually.

State assessment data are utilized for calculating the Content Mastery indicators on the CCRPI. The Meets and Exceeds rate is calculated for each subject assessment. Points are awarded based on the indicator’s Meets and Exceeds rate. The Content Mastery category performance, a decimal value, represents an aggregate Meets and Exceeds rate for all subject assessments.

**High-Progress Reward School:** Based on the definition of Reward Schools found in the ESEA Flexibility waiver, the High-Progress Reward Schools that are among the highest 10-percent of the Title I schools in the state. Calculations to identify these schools are based on the achievement of the “all students” group in terms of proficiency on the statewide assessments that are part the SEA’s differentiated recognition, accountability, and support system. Highest-Performing Reward Schools will be identified annually. Meriwether County has one school that received this designation.

**Recognition and Funding:** The Highest-Performing and High-Progress Title I Schools are recognized each year at the Annual Federal Programs Conference. Further, when available these schools will each receive a monetary reward equal to Georgia’s total reward allotment divided by the total number of Reward Schools. Each Title I Highest-Performing and High-Progress schools will receive a Reward Certificate.
**Focus and Priority Schools:** The GaDOE will provide District Effectiveness Specialists to build capacity at the LEA level to support the school improvement process in all schools. All Focus and Priority schools within an LEA will be involved in the school improvement efforts through the work of the LEA, the RESA, and the state. The District Effectiveness Specialist will refine Georgia’s LEA standards to reflect LEA practices that have been proven effective with improving schools. These standards will establish clear expectations for LEA level personnel as they systematically support continuous improvement in all schools. Currently, Meriwether County has two schools designated as Focus schools.

**SECTION 7: NOTICE TO PARENTS**

The District will notify parents of participating English Learners (ELs) not later than 30 days after the beginning of the school year. For those students who have not been identified as ELs during such school year, the District will notify the children's parents during the first 2 weeks of EL being placed in a supplemental language program funded by Title I or Title III. *(Appendix E)* The notification will contain the following content:

- the reason for identification and placement;
- the student’s level of proficiency, how proficiency was assessed, and the status of the student’s academic achievement;
- the methods of instruction used in the supplemental program, how the methods differ from other available programs in content, instructional goals, and the use of English and a native language in instruction;
- how the program will meet the educational strengths and needs of their child;
- how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for the program including the expected rate of transition from such program into classrooms that are not tailored for ELs and the expected rate of graduation from high school (including four-year adjusted cohort graduation rates and extended-year adjusted cohort graduation rates for such program) if funds under this part are used for children in high schools; and
- in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child as described in section 614(d) of the IDEA.

The notification will also inform parents that they have the right to remove their child from the program immediately upon request; that they have the right to decline enroll of their child in the program or choose another program or method of instruction, if available; and assistance is available in selecting among various programs and methods of instruction, if more than one program or method is offered by the District.

Evidence of notification must be in English and in a format and language the parents can understand and method of delivery must be secure to protect the privacy of student information. Therefore, use of public websites or social media posts as delivery methods is not applicable. Methods of delivery that can be used include at least one of the following: (a) signed and dated district or school staff dissemination statement indicating that the notification was sent home with each participating EL; (b) parent-teacher conference(s) with a sign-in sheet of parents’ signatures, dates, and names of documents discussed; (c) copy of secure email with date and email address of parent; (d) mailed letter with a dated postage receipt and list of mailing addresses; (e) picture of student folder with name of document and date when document was distributed; (f) screen shot of notification in a secure parent portal with date of when notification was available to individual parents; (g) other secure method that the LEA used to effectively notify parents of participating EL.

**SECTION 8 – PARENT AND FAMILY ENGAGEMENT**

The Georgia Department of Education’s Family-School Partnership Program ensures that Title I, Part A parent and family engagement regulations are met with meaningful and strategic actions to build parent and school staff capacity as mandated by the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. Schools and districts must ensure that strong strategies are in place to:

- build capacity to engage parents/stakeholders in an effective partnership with the school; and
- share and support high student academic achievement.
Meaningful Consultation with Parents, Families and the Community

Parent and Family Engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success. The Meriwether School System believes that parents are full partners in their child’s education and should be included in the decision making and advisory committees to assist in the education of their child. 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.

Parents are notified by various ways (website, emails, flyers, phone calls, in person) that they have the right to participate and become involved in the decision making process at Title I schools. All parents are invited to participate in parent and family engagement activities and are provided multiple opportunities throughout the school year to offer meaningful input into the revision and development of the components below:

- building Parent and Staff Capacity
- the School Improvement Plan
- the Title I Parent and Family Engagement policy
- the District Parent and Engagement Plan
- the School-Parent Compact
- the 1% set-aside for parent and family engagement activities

Family Engagement Coordination and Implementation Procedures: Schools are required to maintain documentation that ensures the six standards of parent and family engagement are provided. This documentation will include sign-in sheets, agendas, meeting minutes, and communication with parents.

Six Standards of Parent and Family Engagement:
1. Welcoming All Families into the School Community
2. Communicating Effectively
3. Supporting Student Success
4. Speaking up for Every Child
5. Sharing Power
6. Collaborating with the Community

LEA Technical Assistance to Schools

Meriwether County provides technical assistance to schools in planning and implementing effective parent and family engagement practices inclusive of school parent and family engagement policies/plans, school-parent compacts, all Title I, Part A, Section 1116 requirements, and the notice to parents of participating English Learners in supplemental language instruction programs as described in Section 1112(e)(3). Each month, the Title I Director meets with the District and School Family Engagement Coordinators to examine and discuss the components of the Family Partnership Program. Examples of policies, plans and documents are shared with the coordinators. Review and monitoring of these components occur monthly and best practices are shared with coordinators to ensure that procedures for implementing Title I Requirements are followed. The Title I Director also communicates with the school principals each month (emails, checklists, school visits or meetings) to review documentation and compliance. Agendas and sign in sheets are kept on file to document meetings; copies of emails and checklists are also kept on file.

Distribution in Multiple Ways and Accessibility

Meriwether County Title I Schools must provide documentation of convening an Annual Title I Meeting at a convenient time to explain Title I requirements and the right of the parents to be involved. Additionally, the schools must demonstrate multiple ways that the Family Engagement Plan and Compact are distributed to parents and families. The Annual Title I meeting may be one method of distribution of the District and School Parent and Family Engagement Policies and the School-Parent Compacts. Additional methods of distribution include: copies sent home with students; copies posted on social media; school websites; Parent/ Family Capacity meetings; Parent Resource Centers and through emails. Documentation for distribution could include: agendas, sign in sheets, meeting minutes, screenshots, email or text messages with attachments, or photographs.
**Annual Title I Meeting and Parent Meetings**: All Title I schools are required to hold an annual meeting within the first 4-6 weeks of school. The focus of the meeting shall be to inform parents of the requirements of the parental involvement provisions of ESEA, the school’s participation under such provisions, and the parents’ right to be involved in the education of their children. The annual meeting is held at a convenient time, and the school must invite, and encourage the attendance of all parents of participating children. It is the responsibility of the principal in coordination with the Family Engagement Coordinator (FEC) to arrange meeting times and invite all stakeholders to the meeting. The FEC will be responsible for collecting and submitting documentation of the required Title I annual meeting, including a copy of the sign in sheet, agenda, and minutes to the Title I Director. Meetings are also announced via paper copies to parents, websites, call system, radio announcements, and marquees at each school. In addition, the schools must hold a flexible number of additional meetings at convenient times (e.g., in the morning, in the evening) in order to draw as many parents as possible. Annual meetings should not be used for a formal input opportunity; rather an avenue to build parent capacity.

**Input**: Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with parents and family members of all participating children the district-level and school-level parent and family engagement policies and plans, a school-parent compact, training to build school staff capacity, and a budget for the one percent set-aside for parent and family engagement activities. Methods of providing input to parents and family members can include: Input Meetings; Surveys; Open discussion forums; and online opportunities.

**Correspondence in Other Languages**: When indicated that parents/guardians need correspondence in another language, to the extent practical, efforts are made to provide either written support or support through an interpreter. The ESOL Coordinator/Staff supports these efforts as well as school staff who are fluent in multiple languages. Should translation assistance be needed for specific languages, the Assistant Supt for Curriculum and Instruction will help with coordination.

**Parent Advisors**: Each school will establish a Parent Advisory Committee (PAC) to be chaired by the Family Engagement Coordinator. The PAC will include an administrator, and at least four parents and they will meet quarterly to plan activities, review policies/plans, provide input on building parent and staff capacity, designing activities to remove barriers, and support the family engagement program of the school. Invitations to the meetings are via written invitations, e-mails, phone calls, website and flyers in student book bags. In many schools, school councils also serve as parent advisors. The school council meetings are open to the public and are announced via the newsletter, hard copy, and/or website. Sign-in sheets, agendas, and minutes are required.

**Parent and Family Engagement Plans**

Meriwether School System has an on-going commitment to our Title I parents. Parent and family engagement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Our goal is to ensure that our Title I parents and their children receive extraordinary services and assistance that will lead to improved academic achievement. The district recognizes that parents are an integral part of a child’s success in school, starting with the concept of being the child’s first teacher. As a conduit for their children’s success, the district will assist parents of all socioeconomic levels in solidifying their ongoing commitment to their child’s success. It has become evident that a parent can be the foremost factor in ensuring that their children accomplish and excel in the goals they set.

The goal of Meriwether School System is that parents of Title I children will be actively involved in the development and review of the Title I Parent/Family Engagement Plan. The district provides coordination, technical assistance, and other necessary support in the planning and implementation of parent engagement activities. The district encourages parent engagement and supports the partnership between home, school, and community by providing information about curricular expectations, student performance, and providing training and materials for parents to help their children.

Meriwether County Schools shall ensure that all Family Engagement Policies/Plans meet all of the requirements of the Every Student Succeeds Act (ESSA). (*Appendix F*)

**Technical Assistance**: District and School Family Engagement plans are reviewed and revised annually with parents/guardians and other stakeholders (teachers, principals, administrators, and other school personnel).

**Input**: The schools will hold an annual meeting, at minimum, of parents, guardians, and other stakeholders for review of the school parental involvement plan at the individual schools. Parents, guardians, and stakeholders will be notified by invitation sent to each individual school. Parent notices will be sent home from the school. The school plans are typically reviewed at the annual Title I meeting in the fall. It is the responsibility of the principal in coordination with the Parent Engagement Coordinator (PEC) to make sure that all
parental involvement plans and school-parent-student compacts are reviewed and revised annually. The revision date will be clearly marked on each plan. An invitation will be given to all stakeholders in the school and meeting dates will be given in school newsletters and through the school’s web site. Invitations will be sent home to all parents. The Parent Engagement Coordinator (PEC) will be responsible for setting up the meetings and collecting the required Information (agenda, meeting notes, and sign in sheets). Plans will include the required components of the parent engagement checklist. Parents that are unable to attend the meeting will be given the opportunity to provide input regarding the plan before the final plan is approved. Copies of the plans will be made available in the schools office for those that wish to provide input and were unable to attend. Plans are reviewed by the Title I Director during on-site monitoring. Plans include activities/workshops that have been identified and requested through the previous year’s annual parent engagement survey. School improvement and parent engagement plans are distributed to parents within a timely manner (prior to November 1st) through the following mediums, posted on the website, available at the school or hard copies may be sent home upon request.

Both District and School Family Engagement plan review and revision will be conducted through a team approach, whereas, the committee may elect to divide into subgroups to review the different areas of the plans and report back to the entire group or the committee may elect to review and revise the plan as a whole and determine revisions from such a standpoint. The manner of revision can be determined by the committee to utilize time effectively and efficiently.

**Documentation:** The following documentation will be maintained for the both District level and School level to ensure that the parent engagement plan was reviewed and revised jointly with the parents, guardians, and stakeholders: Copies of invitations, meeting agendas, sign-in sheets, and parent/guardians/stakeholder feedback documentation.

### School-Parent Compacts

All Title I schools are required to have School-Parent Compacts. A School-Parent Compact is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach grade-level standards. This written agreement will identify and outline those activities the school’s staff, parents, and students will use to build a partnership and the activities they will undertake in their shared responsibility to improve academic achievement and to help children achieve to the state’s high academic standards. The school-parent compact shall contain all required content sections tied to school improvement goals that address the shared responsibility of the parent, student, and school. *(Appendix F)* The school-parent compact will describe, at a minimum:

- The school’s responsibility to provide students with high-quality curriculum and instruction in a supportive and effective learning environment that enables students served under Title I, Part A to meet the state’s academic achievement standards.
- The ways in which parents will be responsible for supporting their children’s learning (e.g., regular attendance, homework completion).
- The importance of communication between teachers and parents on an ongoing basis through such activities as, at a minimum: (1) annual parent-teacher conferences; (2) frequent reports to parents on their child’s progress; and (3) reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
- Goals and objectives tied to the school improvement plan and the shared responsibilities of the parent, student, and school in efforts to meet the established goals.

**Technical Assistance:** The District will provide technical assistance to the schools in development of the School-Parent-Student compact to ensure all Title I required components are present, goals from the school improvement plans are present, and responsibilities of each participant is clearly and concisely reflected in the compact. Annual review of the components to be included in the compacts will be conducted prior to the beginning of the school year with the Principals of each school by District Federal Programs staff. This initial refresher will typically take place during the Federal Programs Annual Team meeting during the summer prior to the beginning of the school year. Other avenues of technical assistance will be provided via e-mail, on the webpage, and from one-on-one assistance provided to the Principals or their proxy.

**Input:** Parents and guardians will be given ample opportunity to have input and provide feedback into the development, review, and revision of the School-Parent-Student compact. An invitation will be sent home to all parents in the school and meeting dates will be given in school newsletters and through the schools website. The Parent Engagement Coordinator (PEC) will be responsible for setting up the meetings and collecting the required Information (agenda, meeting notes, and sign in sheets).

**Documentation:** Each participant must have a separate signature and date line in the compacts. Compacts will be distributed to all parties involved for signatures in the fall of the year. Copies of the signed parent compacts are kept on file at the school and a copy is filed with the Title I Director.
Family Engagement Plan Yearly Timeline:

**Spring (April-May)**  Review of Parent Engagement Survey Results, evaluation results, etc. to assist with evaluating parent engagement activities for current school year.

**Fall (August-October)**  Parent Engagement Plan Review/Revision Meeting Held at the School Level and District Level and any necessary follow-up meetings.

**Building Capacity**

Meriwether School System believes in the value and utility of parental involvement and has the skills necessary to help parents become equal partners in the education of their children. Meriwether County School District complies with Title I, Part A, Section 1118 (e) of the Elementary and Secondary Education Act of 1965 which requires that the six SHALLS stated in the law under Building Capacity for Involvement are met as well as documented. *(Appendix G)*

**School Staff Capacity:** In order for school staff members to provide effective parental/family engagement activities, they first must be provided with resources and education on building capacity. Four times a year, each Title I school shall educate teachers, specialized instructional support personnel, principals, and other school leaders, with the assistance of parents, in the value and utility of contributions of parents. They will be provided information in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school - *(Section 1116(e)(3)*).

**Parent Capacity:** In order for parental/family engagement to occur and to be meaningful and effective, parents must have the capacity to be involved in the education of their children. Throughout the school year, the school will work with parents to help them become equal partners with the school, monitor their child’s progress, and teach them ways to help support their child to achieve academic success. Parents are given opportunities to provide feedback and input into the types of activities that are most helpful to them through the use of surveys and input at meetings.

**Procedures for Building Capacity:** Meriwether School System and schools shall:

1. Provide assistance to parents of children served by the school, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local assessments, the requirements of Title I, Part A and how to monitor a child’s progress and work with educators to improve the achievement of their children.

2. Provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

3. Educate teachers, pupil services personnel, principals, and other staff with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

4. To the extent feasible and appropriate, coordinate and integrate parental involvement programs, and activities with Head Start, Even Start, Home School Programs, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

5. Ensure that information related to school and parent programs, meetings, and other activities is sent to the parent of participating children in a format and, to the extent possible, in a language the parents can easily understand.

6. Provide such other reasonable support for parental involvement activities under *(ESEA Sec. 1118. Parental Involvement (e) Building Capacity for Involvement)* as parents may request.

**Improving the Quality and Effectiveness of Parent and Family Engagement Policies and Practices**

Title I Family Engagement Coordinator(s) are invited to review the annual spring survey as well as the results from the previous spring surveys. Additions/deletions/revisions are discussed and agreed upon during this meeting. The formatting or revisions are made after the meeting and then sent back to advisors for comment. If no further suggestions are made, the surveys are sent to schools to print and send to parents without being embedded in other materials.
Parent Engagement Surveys: At the end of each year, the district conducts an annual survey that allows for parent input. Each school distributes the survey to its parents to assist them in the development, and review of:

- Parent and Family Engagement activities
- Parent and Family Engagement Plan
- Use of Parent and Family Engagement funds
- School-Parent compacts
- Title I Program services
- School Improvement Plan

Results are analyzed and used in determining necessary changes and modifications to programs and plans. Surveys are distributed to parents via mail, email, telephone, flyers, website, and newsletters.

Process to Collect: The annual survey is provided to schools after parent advisors have reviewed and made suggestions for improvement of the survey. Schools shall typically choose a brightly colored paper on which to print all Title I information, including the survey, which are also posted on the website. Advertisement of the survey and requests for completion occur through the newspaper, website, parent flyers, Parent Link, and/or radio announcements. The surveys are collected and compiled and the following year’s parent engagement activities are built from the responses. Parent Engagement Coordinator(s) are encouraged to use volunteers to help compile survey results.

Process to Review: The results of the surveys are shared among several groups of stakeholders, including, but not limited to, parents, school and central office administration, and Parent Engagement Coordinator(s). School councils/Title I advisors and those attending the annual Title I meeting review the results of the surveys while reviewing and revising the schoolwide and parent engagement plans and components.

The results of the surveys are shared among several groups of stakeholders, including, but not limited to, parents, school and central office administration, and Parent Engagement Coordinator(s). School councils/Title I advisors and those attending the annual Title I meeting review the results of the surveys while reviewing and revising the schoolwide and parent engagement plans and components.

Parent engagement workshops and activities are planned for the following year from the annual spring survey results. Materials are also purchased for parent resource centers from expressed needs. Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective engagement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, though, at minimum, the following activities:

- Annual meetings
- Conferences
- E-mail communications
- Phone calls
- Parent workshops and activities
- Family nights
- Volunteering
- Parent advisory meetings
- Open Houses
- Annual notification of school status
- Newsletters/flyers/brochures
- Website information
- Board of Education meetings

Parent Resource Centers: All schools have parent resource centers. A variety of materials and resources are available to parents for use at the school for checkout, or as handouts. Books, tapes, videos, DVDs, and a variety of other materials have been purchased for the parents. Many purchases are based upon parent requests on the parent engagement surveys (i.e., helping with homework, information regarding bullying).

Schools are required to notify parents of the availability of the resources in the parent resource center. This is typically achieved through a flyer and/or websites and includes information on the types of resources available in or through the resource center. Additionally, parent information provided by the GADOE is shared with the Parent Engagement Coordinator (PEC) at each school and the information is shared with parents via the school website and in the Resource Center.
SECTION 9 – SCHOOL IMPROVEMENT 1003(a)

The Georgia Department of Education’s Office of School Improvement provides a statewide system of support and process for school improvement. Programs include the Division of School and District Effectiveness and the Division of Teacher and Leader Effectiveness. Their function is to provide helpful tools, resources, and professional learning. In addition, they collaborate with other entities within the Georgia Department of Education and external agencies such as the Regional Education Service Agencies (RESAs), the Georgia Learning Resources System (GLRS), and colleges and universities to provide district and school support. While the Division of School and District Effectiveness works with all Georgia districts and schools, the primary focus is on those schools experiencing achievement challenges:

- Priority Schools
- Focus Schools

Interventions for LEAs: Meriwether County uses evidence-based instructional practices and strategies for differentiated, innovative, and effective teaching and learning based on the State-adopted standards. Georgia standards are reviewed for revision on a regular cycle to stay current with an ever-changing, fast-paced, and technological global society. These schools provide additional instructional interventions to help students improve in an area of need (e.g., after school instruction, before school tutoring, etc.) Interventions:

- Are aligned to the curriculum
- Address the students’ prioritized needs that have been identified through data.
- Are supported by research
- Are innovative and differ from regular classroom instruction
- Are attainable and sustainable with the resources that are available, (e.g. human, financial, time, etc.)
- Occur outside of the regular instructional school day.
- Are facilitated by qualified educators
- Are monitored regularly to determine impact on student learning.

Priority Schools: Interventions by School Improvement 1003(a): A school identified as a Priority School receives the support of the School Improvement Division of the GaDOE. This support is through the assignment of a School Improvement Specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. Support for schools needing comprehensive services will be provided by the GaDOE School Improvement Specialists and will be coordinated with other initiatives such as School Improvement Grants 1003(g). The LEA signs a three year Memorandum of Agreement with the GaDOE on behalf of Priority Schools. The Memorandum of Agreement outlines a set of non-negotiable actions and interventions required of each Priority School aligned with the turnaround principles.

- How LEA schools may exit Priority Status: Using the U.S. Department of Education’s (US ED) definition and methodology for identification, schools identified as Priority Schools will receive school improvement support and intervention for a period of three years.

Schools will be exited from Priority School status when the school no longer meets the definition of a Priority School for three consecutive years and has reduced the number of non-proficient students by 25 percent over a period of three years. High schools identified as Priority Schools based on graduation rate must increase their graduation rate by eight percent over a period of three years.

Focus Schools: Interventions by School Improvement 1003(a): Schools identified as a Focus School receive the support of a School Improvement Specialist through our regional RESA. This support Specialist works with the school on a regular basis to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the LEA and the GaDOE will determine the interventions required of each Focus School. Support for schools needing comprehensive services will be provided by the GaDOE School Improvement Specialists and will be coordinated with other initiatives such as School Improvement Grants 1003(g). The LEA signs a three year Memorandum of Agreement with the GaDOE on behalf of Focus Schools. The Memorandum of Agreement outlines a set of non-negotiable actions and interventions required of each Focus School aligned with the turnaround principles.

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

SECTION 10: SCHOOL IMPROVEMENT 1003(g)

The 1003(g) School Improvement Grant (SIG) is a competitive multi-year grant that provides funds to LEAs to improve student achievement in selected Priority schools through the implementation of a reform model that is in alignment with the US ED SIG Guidance and Assurances. Only Priority Schools are eligible to compete for the SIG 1003(g) grant. The awarded schools receive SIG funds 1003(g) to implement a school intervention model. Meriwether County Schools does not have any SIG Schools at this time.

SECTION 11 – SERVICES FOR HOMELESS CHILDREN AND YOUTH

The McKinney-Vento Education for Homeless Children and Youth program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, State educational agencies 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. Meriwether County schools follow federal guidelines (coordinated with the McKinney Vento Act) to ensure that the students in our district are identified and receive services.

Procedures for Education for Homeless Children and Youth: Procedures are to be coordinated and based on the requirements set forth in the McKinney Vento Act for Homeless Children and Youth Program and guidance documents from the Georgia Department of Education and National Center for Homeless Education. These procedures are to ensure the following:

- A child or youth who is homeless and is attending any school in the district is automatically eligible for Title I services. \( 1115(b)(2)(E) \)
- Homeless children have equal access to the same public preschool programs, administered by the State agency, as provided to other children in the State;
- Homeless youth and youth separated from the public schools are identified and accorded equal access to appropriate secondary education and support services;
- Homeless children and youth who meet the relevant eligibility criteria are able to participate in Federal, State, or local before and after school care programs.

Program Procedures:

- The district is responsible for identifying a homeless liaison and ensuring that the position is listed on the district’s organization chart.
- Homeless students will be identified based on the definition prescribed by the McKinney-Vento Homeless Assistance Act and via a red flag in the district’s student information system. All staff in the district to include bus drivers, principals, central staff, etc. will be trained in the identification and recruitment of homeless students.
- The homeless liaison will ensure training for all school system employees is provided annually.
- All schools will display flyers, brochures, and posters that identify the homeless liaison contact information.
- Services for homeless students (tutoring, etc.) will be evaluated based on needs assessment and student academic achievement.
- Follow procedures below.
Procedures for Homeless Students:

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

The Superintendent shall designate an appropriate staff person to be the district’s liaison for homeless students and their families. The liaison shall be responsible for compiling data collected on children and youth in transition, determining and arranging for needed services, monitoring academic achievement, facilitating enrollment, and settling disputes.

Definition

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

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

Identification Procedures

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

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

School Selection

Each child or youth in transition has the right to remain at his or her school of origin or to attend any school in the attendance area in which they are currently residing. School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. Children and youth in transition shall remain at the school of origin, to the extent feasible, unless it is against the parent’s or youth’s wishes. These students are eligible to remain in their school of origin for the duration of their homelessness and until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school located in the attendance area where the student is actually living. If it is not feasible for the student to continue in his or her school of origin, the student shall be assigned or transferred to the school in the attendance area in which the child is actually living. In that case, if the parent or guardian does not agree, the school system will provide a written explanation as required by federal law. Feasibility of remaining at the school of origin shall be centered on the best placement for the student. Issues to be considered include but are not limited to the following:

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

Enrollment Procedures

Students identified as homeless have the right to immediate enrollment in school. If the parent or student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residence, or immunization records, the student shall be enrolled and the school shall immediately refer the parent or guardian of the student to the school homeless liaison for homeless students who shall assist in obtaining necessary immunizations or records. The school will obtain appropriate information sufficient for the homeless liaison to contact the parent or guardian of the student. This applies to unaccompanied youth who qualify as homeless as well. Unaccompanied youth may enroll themselves or be enrolled by a non-parent caretaker over the age of 18. If there is an enrollment dispute, the student shall be immediately enrolled in the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian shall be informed of the district’s decision and their appeal rights in writing. The district’s liaison will carry out dispute resolution as provided by the state plan. Unaccompanied youth will also be enrolled pending resolution of the dispute.
Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency;
- Transcripts/school records (The enrolling school must contact the student’s previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student’s age and information gathered from the student, parent, and previous schools or teacher);
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the liaison, or designee, to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school-based or community-based clinics can initiate immunizations when needed);
- Proof of guardianship;
- Birth certificate;
- Any other document requirements;
- Unpaid school fees;
- Lack of uniforms or clothing that conforms to dress codes;
- Any factor related to the student’s living situation.

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the LEA liaison.

**Transportation**

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent’s request, transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school as defined above, including during pending disputes. The liaison shall request transportation to and from the school of origin for unaccompanied youth. The length of the commute will only be considered in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance.

Requests shall be processed and transportation arranged without delay. If the student experiencing homelessness is living and attending school in this district, this district shall arrange transportation. If the student experiencing homelessness is living in this district but attending school in another, or attending school in this district but living in another, this district will follow the district transportation policy to determine who must arrange transportation. It is this district’s policy that lack of transportation shall not result in a student experiencing homelessness missing school. If such a situation arises, this district will arrange transportation and if needed immediately bring the matter to the attention of the State Coordinator for the Education of Homeless Children and Youth.

In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to non-homeless students.

**Services**

Children and youth experiencing homelessness shall be provided services comparable to services offered to other students in the school selected, including:

- Transportation (as described above);
- Title I (as described below);
- Educational services for which the student meets eligibility criteria, including special education and related services, and programs for English Language Learners;
- Vocational and technical education programs;
- Gifted and talented programs;
- School nutrition programs;
- Before-school and after-school programs

The Meriwether County School System recognizes that children and youth experiencing homelessness suffer from disabilities at a disproportionate rate, yet often are not evaluated or provided appropriate special education and related services. To address this situation, evaluations of children and youth experiencing homelessness suspected of having a disability shall be given priority and coordinated with students’ prior and subsequent schools as necessary, to ensure timely completion of a full evaluation. When necessary, the district shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Plan (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children’s education. All parent information required by any provision of this policy must be provided in a form, manner, and language understandable to each parent.

**Disputes**

If a dispute arises over any issue related to the rights of children and youth in transition shall be immediately enrolled and provided all services until dispute is resolved in accordance with federal law. The school must provide the parent, guardian, or unaccompanied youth with a written explanation of its decision and inform them of their right to appeal with the district homeless liaison. The liaison shall ensure enrollment and appropriate services until the dispute is resolved. All records of disputes should be kept for five years. The state level appeals process should also be provided following the district level appeal.
**Free Meals**
Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth experiencing homelessness are available for learning, the U.S. Department of Agriculture has determined that all children and youth experiencing homelessness are automatically eligible for free meals. On the day a child or youth experiencing homelessness enrolls in school, the enrolling school must submit the student’s name to the district nutrition office for immediate processing.

**Title I**
Children and youth experiencing homelessness are automatically eligible for Title I services, regardless of what school they attend. The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support. The district shall reserve such funds as are necessary to provide services, comparable to those provided to Title I students, to children and youth experiencing homelessness attending non-participating schools. Reserved funds will be used to provide educationally related support services to children and youth experiencing homelessness, both in school and outside of school, and to remove barriers that prevent regular attendance.

The Meriwether County School System will coordinate services through collaboration between the Title I Director and the system liaison. Children and youth experiencing homelessness shall be assessed, reported on, and included in accountability systems, as required by federal law and U.S. Department of Education regulations and guidance.

**Training**
The system liaison will conduct training and sensitivity/awareness activities each year for school staff. The training/activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with state and federal guidelines, and increase sensitivity to children and youth experiencing homelessness. The system liaison shall also obtain from each Meriwether County school the name and contact information of a building liaison. Building liaisons will coordinate their schools’ compliance with this policy and will collaborate with the system liaison.

**Coordination**
The system liaison shall coordinate with and seek support from the Georgia Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the system transportation department, liaisons in neighboring districts, and other organizations and agencies. Coordination may include conducting outreach and training to those agencies and participating in the local continuum of care, homeless coalition, homeless steering committee, and/or other relevant groups. Both public and private agencies will be encouraged to support the liaison and our schools in implementing this policy.

**Preschool**
Preschool education is a very important element of later academic success. Children experiencing homelessness have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of this policy will apply to our preschool. The Meriwether County School System will ensure that children experiencing homelessness receive priority enrollment in preschool programs operated by the school system, including exempting children experiencing homelessness from waiting lists. Children experiencing homelessness with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children experiencing homelessness under age three will be referred for at-risk services under Part C of IDEA and screened to determine if referrals for additional Part C services are appropriate. The system liaison will collaborate with Head Start, Even Start, and other preschool programs to ensure that children experiencing homelessness can access those programs.

**Discipline**
HCY should not receive punitive consequences for issues related to homelessness and offer alternative interventions instead of continued punitive consequences. The homeless liaison will work closely with school administrations to quickly address homelessness related issues that may be attributing to inappropriate behavior at school. In addition to addressing circumstances that may contribute to inappropriate behavior, the Homeless Liaison will work with school administrations and school counselors to identify ways to promote and improve positive engagement at school for HCY. Initiatives to promote positive engagement at school may range from meeting practical needs of HCY, such as access to laundry or bathing facilities, to more education-specific needs. For instance, alternative programs of study like GADOE’s Move On When Ready may serve to remove barriers present in traditional high school settings.

**Accruing and Recovering Credits**
The strategies that will be considered to support students experiencing homelessness in accruing and recovering credits may include:
- Working to keep students in their schools of origin so they can avoid the challenges associated with school change; Providing support to enable students to attend school consistently and progress academically;
- Complementing regular classes with independent study programs, including learning labs, on-line learning, and computerized models;
- Connecting with after school networks to enhance a student’s ability to make work up, either through increasing a student’s understanding of content or through a partnership that allows after-school time to count toward classroom credit;
- Using Multi-tiered Systems of Support, Positive Behavioral Interventions and Supports, or Response to Intervention teams to identify if students are struggling due to issues related to mobility and homelessness or if there are other needs that must be addressed in order for the students to demonstrate progress academically; and
- Working with family courts and LEA personnel to create or improve diversion programs or alternative education programs

**Program Monitoring Timeline:**
- Preplanning—School system employees will be informed of the obligation of the school system for the education homeless children and youth (HCY) as well as the educational rights of HCY. The homeless liaison will be identified as the point of contact for any questions regarding HCY.
- First month of school year—Homeless Liaison reviews McKinney-Vento Student Residency Affidavit collected from returning students.
• Daily during the school year—Homeless Liaison reviews McKinney-Vento Student Residency Affidavit collected during enrollment process.

• Monthly Administrative Meetings—The Homeless Liaison provides data and other information about EHCY to system and school administrators.

• Monthly—Homeless Liaison reviews detailed budget report for McKinney-Vento Grant funds.

• February-April—Homeless Liaison prepares for GADOE monitoring

• April-May—EHCY needs assessment is administered to system employees.

• June—Homeless Liaison receives program performance data from McKinney-Vento summer program.

• June-July—Homeless Liaison reviews Georgia Milestones data for HCY.

**Assignment of Homeless Liaison:** The Superintendent or designee will designate a district level certified employee to serve as the Homeless Liaison for students in Meriwether County School District. The Liaison shall be familiar with community agencies and resources that would be beneficial for families experiencing homelessness.

She meets annually with school personnel to discuss the requirements of the McKinney-Vento Homeless Education Act. Among the topics discussed are the transportation requirement for schools of origin and the definition of and services for students identified as homeless. In addition, she works very closely with the school guidance counselors and transportation director to ensure students receive the services they need. She provides new or additional posters and assures these are placed where parents can readily see them.

**Responsibilities of the Homeless Liaison:**

a. To ensure homeless children and youths are identified by school personnel and through coordination activities with other entities and agencies;

b. To ensure homeless children and youth enroll in and have a full and equal opportunity to succeed in school;

c. To ensure homeless families, children and youth receive educational services for which such families, children and youth are eligible (including Head Start and Even Start programs and preschool programs administered by the school system) and referrals to health care services, dental services, mental health services and other appropriate services;

d. To ensure the parents or guardians of homeless children and youth are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children;

e. To ensure public notice of the educational rights of homeless children and youth is disseminated where such children and youth receive services under the McKinney Vento Act;

f. To ensure enrollment disputes are mediated in accordance with regulations;

g. To ensure that parents or guardians of homeless children or youth and any unaccompanied youth, are fully informed of all transportation services, including transportation to the school of origin.

**Professional Development:** Current information on regulations and interpretation of regulations for the McKinney Vento Act shall be considered an important part of the program. As such, the Homeless Liaison would be granted permission to participate in program presented by the Georgia Department of Education. Webinars and guidance documents from National Center for Homeless Education are encouraged.

**Process for Establishing Set-Aside for Homeless Children & Youth:** According to ESSA Title I, Part A, LEAs must reserve (set-aside) such funds as are necessary to provide comparable services to homeless children who are not attending Title I schools [20 USC6313(c)3]. For homeless children and youth in non-Title I schools, LEAs must use one of four methods to calculate the set-aside.

Four possible methods to calculate the homeless set-aside:

- Identify homeless student needs and fund accordingly
- Obtain a count of homeless students and multiply by the district’s Title I, Part A per-pupil allocation (PPA)
- Reserve an amount greater than or equal to the district’s McKinney-Vento subgrant request
- Reserve a specific percentage of the district’s poverty level or its Title I, Part A allocation

MCSS sets aside Title I funds for the Homeless. The funds are used to assist students with those educational needs that will help them continue to succeed in school. The funds are also used to assist if there are any transportation needs in
allowing the student(s) to remain at their home of origin.

**LEA Procedure for Providing Awareness & Contact Information:** School counselors for the Meriwether County School District have been given posters on the educational rights of students experiencing homelessness to post at their sites. Additional posters have been supplied to the social workers to ensure that information is posted at the local Department of Family and Children Services, Department of Juvenile Justice, Department of Health and local mental health centers. The posters have the name and contact information of the Homeless Liaison for the Meriwether County School District and the regional contact person for the Georgia Department of Education. Staffs are provided information and complete a McKinney Vento Compliance Module annually.

**SECTION 12 – SERVICES FOR FOSTER CARE CHILDREN**

The Foster Care Program focuses on school access, improved educational outcomes, and enhanced academic stability for children and youth in foster care. The provisions derived from the Every Student Succeeds Act (ESSA) establish guidelines for recognizing and addressing the unique needs of foster care children and youth. The Foster Care Program has the responsibility of working closely with local child welfare agencies and local educational agencies to identify children and youth in foster care and to ensure the successful implementation of ESSA provisions.

MCSS collaborates with the local child welfare agency to:

- ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C.675(4)(A)); and
- ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if—
  - the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;
  - the local educational agency agrees to pay for the cost of such transportation; or
  - the local educational agency and the local child welfare agency agree to share the cost of such transportation.

The Foster Care Point of Contact (FCPC) in Meriwether County is Dawn Woodard. A copy of the Foster Care Transportation Plan can be located on the District website and a copy is published on the GaDOE website.

**Procedures Governing Transportation of Foster Care Children:**

- MCSS will collaborate with state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of time in foster care
- MCSS ensures that children in foster care needing transportation to the school of origin promptly receive such transportation in a cost-effective manner.
- MCSS ensures that children in foster care remain in the school of origin while any disputes regarding transportation costs are being resolved. In accordance to the Every Student Succeeds Act (ESSA) and the Fostering Connections Act, the LEA will continue to provide transportation to children that exited foster care for the remainder of the school year, if it is in the best interest of the student.
- Annually, the MCSS will meet with the local child welfare agency to review and update the Foster Care Transportation Plan.
- As Foster Care students are identified, MCSS will facilitate transportation between the agencies for children enrolled in Meriwether County Schools. The LEA will transport any student one way up to a 25 mile radius to the school of origin. Any distance beyond the 25 mile radius will incur additional expenses.
- MCSS will contact the local child welfare agency about any additional costs incurred in providing transportation to maintain children in Foster Care in their school of origin. Both agencies agree to work out the details of any incurred expenses beyond the reasonable costs.
- Documentation will be kept on file with the FCPC and shared with the local child welfare agency concerning all expenses and transportation of Foster Care students.
SECTION 13 – SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN

The purpose of Title I, Part D is to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet; 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.

Meriwether County has one Neglected Facility and one Delinquent Facility located within its geographical boundaries. Both facilities house students that have been referred to their facilities by the Department of Juvenile Justice. These students do not attend Meriwether County schools. They attend school on-site of their facility using an online curriculum facilitated by a teacher. Both facilities receive federal and state funding to help provide these facilities with paraprofessionals, supplies, online curriculum (Odysseyware), and professional development. Meriwether County schools serves as a flow-through for these facilities.

**Good Shepherd Therapeutic Center** is a Neglected Facility which serves as a Residential Treatment Center. They receive the following allocations from Meriwether County:

- Title I, Part A - 1% Parent Engagement set-aside
- Neglected & Delinquent set-aside
- TA – Title I funding
- Residential Treatment Grant
- QBE funding

**Good Shepherd Responsibilities:**

- Annually submit the source data for the “Annual Survey of Institutions for Neglected and Delinquent Children” to the Federal Programs Director.
- Submit current rosters to the Federal Programs Director in order to track students.
- Notify the MCSS SPED Director when students may require Special Education services.
- Submit a Parent and Family Engagement Plan to the Federal Programs Director.
- Develop a School wide Improvement Plan annually.
- Develop a Parent Engagement Plan annually.

The **Turner Center** serves as a Delinquent Facility. They receive Title I, Part D: Subpart 2 funds.

**The Turner Center Responsibilities:**

- The Turner Center will complete an application and annual evaluation (for Title I, Part D) to be submitted to the Federal Programs office at the beginning of the school year. This application is then submitted to GaDOE through the Consolidated Application.
- They submit a Parent and Family Engagement Plan to the Federal Programs Director annually.
- The staff of Good Shepherd and the Turner Center will annually submit the source data for the “Annual Survey of Institutions for Neglected and Delinquent Children.” The facility staff will select a thirty (30) day window in which one day falls in the month of October for the completion of all surveys.

The Federal Programs Director will work directly with these facilities to ensure that students are receiving the services needed. Meeting minutes, agendas, collaborative planning, emails, and phone logs will be maintained by the facility staffs and the Federal Programs Coordinator. Equipment is inventoried annually. In odd years (FY17, FY19, FY21, etc.), the Title I Office staff will conduct inventory checks with the two facilities.
SECTION 14: PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT OR AT-RISK (TITLE I-PART D, SUBPART 2 GRANTEES)

General Information: Title I, Part D of the Elementary and Secondary Education Act of 1965 (ESEA) consists of two subparts. 

Subpart 1 is the state agency (SA) Neglected and Delinquent grant program; 
Subpart 2 is the local educational agency (LEA) program. Both subparts are formula grants based upon the number of students residing in institutions for neglected or delinquent children.

Under Title I, Part D, the Outreach Programs Division provides leadership, guidance, technical assistance, and resources to LEAs and SAs to ensure that neglected and delinquent children have the opportunity to meet the state’s challenging academic content and student achievement standards.

Purpose of the Program: The purpose of Title I, Part D is to:

1. improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; 
2. provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and
3. prevent at-risk youth from dropping out of school as well as 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

Definitions of Delinquent Children and Youth:
- those who have been adjudicated to be delinquent or in need of supervision
- those who have participated in illegal behaviors and not punishable by death or life imprisonment

Planning:
Although all LEAs do not have residential facilities for neglected or delinquent children and youth, every LEA is required to conduct and submit the Annual Neglected and Delinquent Survey to the Department. The purpose of this survey is to provide the U.S. Department Education (US ED) and the Department with current information on the location and number of children living in institutions for neglected or delinquent children or in correctional institutions. The information is used to compute the Title I Neglected or Delinquent allocations for school districts so that eligible children in the institutions can be provided Title I-funded educational services. The survey must be conducted, verified, and submitted to the Department by the local Title I, Part A director through the consolidated application. The survey must include children and youth who:
- Are ages 5 through 17.
- Live in a locally operated facility that meets the definition of an institution for delinquent children and youth or an adult correctional institution and are not counted in the enrollment data submitted to US ED for Subpart 1 state agency Neglected or Delinquent program allocation purposes.
- Live in the institution for at least one day during a 30-consecutive day counting period; at least one day of the counting period must be in October.

There is one facility for Delinquent students in Meriwether County School System: The Turner Center, which is run by Pathways Center. Meriwether County School System serves these students with Title I-Part D, Subpart 2 funds. These funds make available the Odysseyware technology software for their curriculum.

Meriwether County’s Services:
- The Director of Special Education and the Title I Director work with the Turner Center to ensure that their students are receiving needed services.
- Meeting minutes, agendas, collaborative planning, emails, phone logs will be maintained by the principal and Title I Director.
- Equipment, if any purchased with Title I funds, is inventoried annually.
- All staff is trained annually on Neglected and Delinquent information.

Process for Collaboration: Upon receiving information from the GaDOE regarding the allocation of funding for recipients of Title I-Part D, Subpart 2, the FP director sets up a meeting to discuss the processes and protocols for collaborating with the facility. Once the initial meeting has occurred, the FP Director will communicate with the Delinquent Facilities Staff to ensure that communication and monitoring is taking place throughout the school year. Meeting minutes, phone logs, emails are kept onsite for monitoring purposes.
SECTION 15: TITLE IV, PART A: STUDENT SUPPORT AND ACADEMIC ENRICHMENT

Purpose: 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.

Use of Funds: Title IV, Part A may fund allowable activities that support the following:

- **Well Rounded Educational Opportunities:** The purpose of a well-rounded education is to provide an enriched curriculum and education experiences to all students. A well-rounded education helps students make important connections among their studies, their curiosities, their passions, and the skills they need to become critical thinkers and productive members of society. Title IV, Part A funds can be used to support. Programs and activities that support a well-rounded education may include:
  - College and career guidance/counseling programs
  - Music and the arts
  - STEM
  - Accelerated learning programs
  - Foreign Language instruction
  - Environmental education
  - Community involvement/volunteerism
  - Programs that integrate multiple disciplines

- **Safe and Healthy Students:** When students are healthy and feel safe and supported, they are more likely to succeed in school. Authorized activities under Safe and Healthy Students may be categorized by topic into three areas:
  - Safe and Supportive Schools
  - Student Physical and Mental Health
  - Cross Cutting Activities

- **Effective Use of Technology:** The use of technology in the classroom can help to improve the academic achievement and digital literacy of all students. Programs and activities that support the effective use of technology can include:
  - Support professional learning for STEM
  - Provide professional learning for teachers on ways to increase the engagement of EL students
  - Develop or implement specialized academic courses using technology or assistive technology

SECTION 16: TITLE V, PART B – RURAL AND LOW INCOME SCHOOLS & PROGRAMS

Purpose: Title V, Part B of Every Student Succeeds Act, or ESSA, provides funding to address the unique needs of rural local education agencies (LEAs) that: Lack the personnel and resources needed to compete effectively for Federal competitive grants and receive formula grant allocations often too small to be effective in meeting their intended purpose. There are two separate grant programs within Title V, Part B:

- The **Small Rural School Achievement Grant Program (SRSA)** (Section 5211) is funded directly by the U.S. Department of Education (US ED).
- The **Rural and Low-Income School Grant Program (RLIS)** (Section 5221) provides federal funds to the Georgia Department of Education (GaDOE) which allocates funds to rural LEAs serving concentrations of poor students.

Under ESSA, LEAs may be found eligible for both programs and must select one for the district to participate in.

Eligibility: The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families. Under the Rural and Low-Income School Program, the Georgia State Board of Education (SBOE) awards sub-grants to eligible LEAs on a formula basis. An LEA is eligible if:

- Twenty percent or more of the children ages 5 through 17 years served by the LEA are from families with income below the poverty line.
- All the schools served by the agency are designated with a locale school code of 32, 33, 41, 42, or 43 by the US ED’s National Center for Education Statistics or the US ED has determined, based on a demonstration by the LEA and concurrence of the SBOE, that the LEA is located in an area defined as rural by a government agency of the state.

Meriwether County receives funding under the RLIS Program.
**Use of Funds:** Title V, Part B may fund activities authorized under any of the following federal formula grants including parent engagement activities:

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

The Federal Programs Director completes and submits annually a budget based on allowable activities addressed in the Comprehensive LEA Improvement Plan (CLIP) as identified in the Comprehensive Needs Assessment (CNA) and the District Improvement Plan (DIP). All expenditures must show a direct link to increasing student achievement.

**SECTION 17 - TITLE II, PART A – SUPPORTING EFFECTIVE INSTRUCTION**

The purpose of Title II, Part A Supporting Effective Instruction 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 to provide low-income and minority student greater access to effective of teachers, principals and other school leaders. The Activities funded by Title II, Part A must have a substantial, measurable, and positive impact.

**Procedure for Determining Effectiveness of Title II, A Funded Activities:** The Georgia Department of Education requires local education agencies (LEA) to determine the effectiveness of Title II, Part A funded activities (ESSA Section 2104(a)(1) and 2 CFR §200.301). An Effectiveness Plan includes written procedures detailing how, in the current fiscal year, the LEA will assess the effectiveness of Title II, Part A funded strategies in each funded program component in addressing one or more needs identified by the LEA. This annual Title II, Part A LEA Effectiveness Plan must be submitted prior to budget approval and should be uploaded as an attachment to the Consolidated Application. The Effectiveness Plan is revised and uploaded if a budget amendment is submitted due to a change in needs and/or a significant change in budgeted strategies.

The Title II, Part A LEA Effectiveness Plan must explicitly address:

- **Goal / Need** – Identification of where the need is identified and tied to the district goals in the District Improvement Plan (DIP) or Comprehensive Needs Assessment (CNA) or the Equity Plan.
- **Strategy / Action Step** – strategies or action steps selected to achieve the goal
- **Evidence Based** – Determination if the strategy/action steps are evidence-based. Indicate if it is Strong, Moderate or Promising
- **Effectiveness Data** - Data to be Collected to Monitor and Measure Effectiveness of Funded Strategies/Action Steps
- **Administration** - Person(s) Responsible for Collecting, Coordinating and Analyzing Data
- **Timeline** - Timeline for Collecting Coordinating and Analyzing Data
- **Effectiveness and Next Steps** - Explicitly state whether or not the funded strategies/action steps were effective and briefly explain why or why not. Based on the effectiveness, will the LEA maintain, adjust, or abandon the funded strategy/action step?

Effectiveness of federally funded activities is evaluated annually using available student achievement results, process data, and stakeholder perception data (ESEA Sec. 2101(2), Sec. 2122(b)(2); 2 CFR 2 CFR §200.328(a)). Historical and longitudinal data are reported and compared to evaluate the impact of interventions. Artifacts and evidence of implementation are collected as part of the ongoing monitoring process. This summary of program effectiveness is used to guide the development of the following year's program.

**Steps for Determining Effectiveness:** In determining the effectiveness of the Equity Plan, the LEA will:

- Monitor the implementation of interventions outlined in the LEA Equity Action Plan.
- Use the timeline on the Action plan to gather data to determine effectiveness.
- Collect, review and analyze data.
• Make notes about the data and any identify any additional needs or strategies.
• Finally, summarize the effectiveness and submit as documentation.

Procedures for Ensuring All Title II, A Funded Professional Learning Activities Are Evidenced Based: Meriwether County’s Title II Director will review all proposed Title II, Part A funded professional learning activities to ensure they align with the FY17 Prioritized Needs. Activities must be scientifically research based and/or evidence-based strategies that support student achievement and/or leadership development. The Title II Handbook/Guidelines are followed to ensure allowability and Title II Specialist is consulted as needed.

Monitoring of the Effectiveness Plan:
• The Effectiveness Plan is monitored throughout the course of the school year.
• The person(s) responsible for collecting and analyzing data, report their findings to the Federal Programs Director.
• The data is kept in a file in the FP Directors office and used to determine the effectiveness of the Title II Funded interventions.
• A summary is provided for each of the components detailing the effectiveness and is submitted as documentation.

ESSA: EQUITY AND PROFESSIONAL QUALIFICATIONS

Equity Plan
The USDE requires that states provide all students, especially low-income and minority students, with equitable access to effective educators and actively work to close any identified achievement gaps. ESEA/ESSA places a major emphasis upon teacher quality as an important factor in improving student learning. Meriwether County School District shall submit a Comprehensive Equity Plan based on an assessment of the district’s needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including students and teachers.

• ESEA/ESSA and the USDE Transitioning to ESSA FAQs (May 4, 2016) address the SEA and LEA requirements for providing equitable opportunities in the following sections of the law:
  • ESEA/ESSA 1111(g)(1)(B) – Title I, Part A SEA Plan
  • ESEA/ESSA 1112(b)(2) – Title I, Part A LEA Plan
  • ESEA/ESSA 2101(d)(2)(E) – Title II, Part A SEA Application
  • ESEA/ESSA 2103(b)(3)(B) – Title II, Part A LEA Use of Funds

Procedures Ensuring Implementation of LEA Equity Plan: The MCSS Equity Plan for Title II-A is revised each May/June using the data and template provided by the state. The Equity Plan serves as the plan detailing professional learning and effective equitable practices among teachers. Stakeholders who participate in the planning process include teachers, paraprofessionals, administrators, parents, community members, and representatives from higher education. Stakeholders engage in face-to-face collaboration to analyze data and review survey results. Stakeholders work together to prioritize needs for the coming year and to develop strategies to address those needs. Stakeholders then work to complete the equity rubric and identify an equity indicator. The Equity Action Plan is part of the District Comprehensive Needs Assessment. Meeting agendas and sign-in sheets will be maintained as evidence and documentation of stakeholder involvement in this process. The Federal Programs Director works with the Title II Area Specialist to resolve issues with the plan until it is approved.

LEA Data Profile: Provided by the GaDOE, this profile provides the most recent state level data, LEA data and school data on variables such as:
• CCRPI
• MGP
• Teacher Experience
• Teacher Assignments
• Teacher Absences
• Teacher and Principal Retention
• Student Discipline Data
• Graduation Rate
• Teacher and Leader Effectiveness Scores

**Equity Plan Procedures:**
- Review the LEA Data Profile provided by the GaDOE.
- Using the Equity Gap Worksheet, complete all calculations for each variable.
- Identify any equity gaps and determine the most significant areas of concern.
- Select two EQ gaps to monitor.
- Determine Root Cause of equity gaps.
- Determine strategies to eliminate identified equity gaps.
- Identify measures to evaluate the progress.
- Maintain supporting documentation for implementation and effectiveness
- Determine the appropriate funding.
- Implement the Equity Action Plan and monitor the actions.
- Report on the progress.

**Monitoring of the Equity Plan:** The Equity Plan is monitored throughout the course of the school year. The person(s) responsible collect and analyze data and report their findings to the Federal Programs Director. The data is kept in a file in the FP Directors office and used to determine the effectiveness of the implementation. If additional strategies are needed or are found to not be working, then notes and modifications to strategies are implemented. The FP Director will write a summary of the implementation, the data gathered and the effectiveness of the implementation at the end of the school year. This summary is included as a component of the plan.

**Professional Learning**

The Meriwether Board of Education recognizes the importance of establishing, coordinating, and maintaining professional learning programs that address the assessed needs of all students and school and system personnel. Funds budgeted for professional learning shall be used for activities that enhance the skills and knowledge of all Meriwether County School System personnel, school board members and school council members which directly relate to improving student achievement.

The Meriwether County Board of Education recognizes that professional learning is an essential part of fulfilling our mission and serving the needs of teachers and students throughout Meriwether County. The Board believes that the purpose of a professional learning program is the provision of:

- Opportunities for school personnel to improve and/or expand their knowledge and skills;
- Opportunities for school staffs to study ways of improving schools and programs; and
- Opportunities for the system to identify ways to improve instructional effectiveness.

Professional Learning is a key component in improving school and district performance by providing all staff with the knowledge and skills necessary to create and support high levels of student learning, through professional learning that is evidence-based and aligned with the learning goals of students. Professional learning for all Meriwether County staff shall be guided by the standards of Learning Forward (prior National Staff Development Council-NSDC) and the Georgia School Keys.

**Procedures for Ensuring All Title II, A Funded Professional Learning Activities Are Evidenced Based:**

The MCSS Title II Director will review all proposed Title II, Part A funded professional learning activities to ensure they align with the FY17 Prioritized Needs. Activities must be scientifically research based and/or evidence-based strategies that support student achievement and/or leadership development. The Title II Handbook/Guidelines are followed to ensure allowability and Title II Specialist is consulted as needed.

**Professional Learning Opportunities:**

**District PL**
The Superintendent requires all schools to meet weekly for professional learning. PL activities are designed to focus on:
- Collaborative Planning
- Data Talks
- Whole Faculty Study Groups
• Shared Governance – BST and Leadership Teams

Four district-wide PL days are organized throughout the school year to enhance staff knowledge and skills to support high levels of student learning. Activities include:
• Strategic Planning
• The Meriwether Way (Breaking down the standards / Aligning, Scaffolding Learning Targets / Assessments / etc.)

School PL
School level Professional Learning takes place in the school weekly. The PL at each school incorporates the district initiatives as well as other Professional Learning prescribed by the Principals and staff needs/recommendations. Examples include:
• Assessment/Testing Procedures Trainings
• Instructional Technology
• GOSA
• Academic trainings
• Student Discipline

Out of District PL
Professional learning also takes place outside of the school and district sites. Title II funds help to provide teachers, principals and other school leaders learning opportunities designed to develop knowledge, skills, and behaviors to improve teacher and principal practice and effectiveness leading to increased student achievement.

Procedures for Title II Funded PL:
• Employees that are prescribed or required to attend Professional Learning outside of the school or district are required to fill out a Professional Leave Prior Approval Form. All documentation is required to be attached to the approval form (agenda, flyer, email, etc...) The PL Prior Approval Form is signed by the Principal before it is submitted to the district for approval and signatures. It is then sent to the District PL Liaison.
• When the PL form is received at the District level, it is reviewed by the Director of Curriculum and Instruction and the Federal Programs Director to ensure that the PL activity is research based, falls within the guidelines of Title II requirements and is budgeted. The director will attach the pay codes and appropriate program account numbers to the form for funding purposes.
• Once approval has been met, the Director of Curriculum and Instruction and Federal Programs Director will insert their signatures.
• The approved PL form is returned to the District PL liaison to make copies for documentation. A PL packet is created to store all of the necessary documentation and kept in the liaison’s office.
• A copy of the approval is sent to the participant, school secretary, and principal for documentation. Additional copies are sent to the appropriate leaders in the district for their documentation.
• The school secretaries send a PL invoice(s) to the district liaison. The documentation is pulled to ensure that the proper funding source matches. A copy of the invoice is attached to the PL packet and a copy is then given to the Finance Department to process.
• Before the professional learning takes place, the participant will complete and submit the Professional Learning Monitoring Survey. This survey provides the district with information of how the PL opportunity will impact student learning and be implemented.
• After the professional learning takes place, the participant will complete and submit a Professional Learning Redelivery-Implementation Plan. This plan rates the PL and outlines how it will be redelivered/implemented and monitored for effectiveness.

Employee Expenses:
• If an employee needs hotel accommodations, the PL liaison will make the arrangements and forward all of the information to the employee prior to the PL activity.
• Accommodation packets include: confirmation of the hotel / registration, tax exempt forms, agenda of the activity.
• Upon return to the system, and employee has 30 days to submit to the district any request for expense reimbursements. An Employee Expense form must be submitted to the district with a copy of the agenda or other supporting documentation of attendance. These forms are reviewed and approved by the Superintendent.
• Once approval has been met, the expense form will be submitted to the PL liaison.
Copies of the approval and expense form are added to the PL Packet and copies are given to Department Leaders for documentation. Finally they are forwarded to the Finance department to process.

**Professional Qualifications**

ESSA, under Title I, Part A, says that state education agencies (SEAs) and local education agencies (LEAs) must ensure teachers meet applicable state certification requirements. In Georgia, under the Official Code of Georgia Annotated (O.C.G.A.), state certification requirements are established by the Georgia Professional Standards Commission (GaPSC). However, Georgia law also allows LEAs to waive certification requirements if the LEA has an approved Charter or Strategic Waiver Application. LEAs that waive state certification must establish professional qualifications (PQ) for their teachers and report the requirements in their annual ESSA application - the Consolidated LEA Improvement Plan (CLIP). In Georgia, professional qualification requirements apply to all teachers in all local education agencies. Meriwether County follows state certification requirements as outlined by the PSC.

**Paraprofessionals:** Paraprofessionals must hold a valid paraprofessional certificate (or equivalent). There are Paraprofessionals employed within the district, but MCSS does not use Title I Funds to employ Instructional Paraprofessionals.

**Procedures for Hiring Instructional Paraprofessionals:** Paraprofessional vacancies are posted on the webpage for Meriwether County School System. A job description is included. Paraprofessional Education Requirements are listed, including:

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

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

**Teachers:** Teachers must hold a valid Georgia teaching certificate. ESSA requires each district to report:

- Inexperienced teachers, principals and other school leaders,
- Teachers teaching with emergency or provisional credentials,
- Teachers who are not teaching in the subject or field for which the teacher is certified or licensed (ESEA/ESSA Sec. 1111(h)(1)&(5)).

The Title I office, along with Human Resources, will maintain a list that includes the status of all Title I paid staff. In Meriwether County School System, all staff paid from Title I funds must be highly qualified.

**Hiring Process:**

School principals first request to post a position when they anticipate an opening at their site. The job posting will be open for a minimum of one calendar week. During the opening time, as well as after, the principals have the liberty to review all applicants that have applied to the posting as well as the applicant pool. Applicants may apply at any time to the applicant pool for all positions listed.

The school principals will review interested applicants for the open positions and conduct interviews to select the most appropriate candidate to hire. Principals must always hire highly qualified employees for the subject area unless they receive prior approval from the Superintendent for a high needs area or an emergency situation. Applicants must have at least three completed references before being hired. Principals will submit a “Recommendation Form” in order to alert the Personnel Director of the proposed new hire. The personnel director will assign the appropriate New Hire Packet to the applicant. The Applicant will be responsible for uploading all documents and completing all items on the new hire checklist provided to them in the packet. The applicant will contact the Administrative Assistant to schedule fingerprinting.
per the instructions on the Authorization to Fingerprint. Applicants will not be hired until all items on the checklist are submitted.

After the submission of the “Recommendation Form” form and the fingerprint results have been returned, the Administrative Assistant will download the applicant’s information. When the employment package and criminal background checks are complete, the Personnel Director will recommend the applicant for hiring to the Superintendent. The Superintendent will tentatively approve or deny the hiring of the applicant, subject to final board approval, after reviewing the employment package with the Personnel Director.

The Personnel Director will contact the Administrative Assistant to ensure all new hires are placed on the next board meeting agenda for final approval.

**Criminal Background Check:**
A criminal background check will be obtained by the Personnel Director prior to employment on every person who is employed by Meriwether County School District. The Personnel Director will report the results of all criminal backgrounds checks to the Superintendent. Fingerprinting will be required of all employees every five (5) years of employment.

**Previous Experience:**
New employee previous experience, to determine the new employee’s rate of pay, will be calculated by using the Verification of Experience form submitted during the hiring process. The Superintendent has the authority to grant up to ten (10) years of experience for previous work experience outside of the education field.

**Pay Grade:**
It is the responsibility of the applicant to provide copies of all applicable transcripts and assessments. If this information is not provided, the pay rate for the applicant, if hired, will reflect no pay grade increase for undocumented transcripts and/or assessments. If the transcripts and/or assessments are provided after the new employee hire date and it results in a pay grade increase, the pay grade increase will become effective on the date that such documentation is provided.

**Certification:**
It is the responsibility of the employee to inform the Personnel Director of any certificate upgrades or renewals not completed through Meriwether County School District. Any pay grade increases based on certificate upgrades will be implemented and back pay processed after the Personnel Director is informed of the need to pull the new certificate from the Georgia Professional Standards Commission website.

**Personnel Changes:**
In the event that an employee is assigned a new or different job responsibility, principals will be responsible for submitting a Personnel Change Request Form to the Personnel Director. After the necessary departments approve the request, the changes will be made in all software systems. The Personnel Director will inform the principals of the approval and changes made.

In the event that an employee will no longer be working for Meriwether County School District, it is the responsibility of the principals to inform the Personnel Director as soon as possible. In addition, the principals will be responsible for sending detailed information regarding the separation to the Personnel Director in order for all necessary reporting to be completed. The Personnel Director will inform all necessary administrators and departments of the separation.

**Information and Forms:**
Principals may access all current hiring information, procedures, and forms through the Personnel Department webpage at http://www.mcssqa.org/departments/human-resources/

**Professionally Qualified Staff:** The Meriwether County School system agrees and supports the recognized importance of effective teachers in each classroom. ESSA, under Title I, Part A, says that state education agencies (SEAs) and local education agencies (LEAs) must ensure teachers meet applicable state certification requirements. In addition, ESSA requires SEAs to report information on the qualifications of teachers including out-of-field. The Meriwether County School System shall notify parents of their rights to request information regarding the professional qualifications of the student’s classroom teachers.
Parents Right to Know: By law, LEAs are required to notify parents that they may request information regarding the teacher’s or the paraprofessional’s professional qualifications, including the following:

- Whether the teacher/paraprofessional has met the Georgia Professional Standards Commission certification requirements for the grade level and subject area(s) in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived;
- The college major and any graduate certification or degree held by the teacher;
- Whether or not the student is provided services by paraprofessional; and if so, their qualifications.

LEAs must:
- Notify parents in a format that is understandable and will ensure that all parents have the opportunity to receive the information. To the extent practicable, the notification should be provided in a language that parents may understand. This may include, but is not limited to a LEA or school handbook, a letter mailed home, inclusion in a newsletter, posting on a website, and/or a school-wide email.
- Ensure the notification or document that contains the notification must include the principal’s contact information, the school or LEA name, the date/month and year of notification.
- Maintain records that document the dissemination of the Parents Right to Know in multiple forms to the parents of all students.

Parents are informed of their rights to know the qualifications of their children’s teachers annually at the beginning of the year. The notice is also posted in the student handbook and on the school websites. The Title I Director will provide a sample letter to all principals. All letters will include the specific contact person and telephone number and email address. This information is also made available through the student handbook, school websites, and district website.

“20-Day” Parent Notification: In Georgia, in accordance with the Every Student Succeeds Act of 2015, all LEA schools/programs are required to provide timely notice to parents when students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements (including professional qualifications developed by the LEA in alignment with an approved charter or strategic waiver application) at the grade level and subject level in which the teacher has been assigned. ESSA Sec. 1112 (e)(1)(B)(ii)

Meriwether County is a Strategic Waiver LEA, and therefore follow these guidelines as outlined below.

- When students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet LEA professional qualification requirements (in alignment with approved Charter/SWSS application and CLIP) and/or State certification requirements for special education teachers at the grade level(s) and subject area(s) in which the teacher has been assigned. (It is possible for a teacher to meet strategic waiver LEA professional qualification requirements and not meet GaPSC in-field requirements. In this circumstance, 20 Day Notification is not required.)

- Clearance certificate requirements are not subject to 20 Day Notification.

- 20 Day Notifications are not required for paraprofessionals and substitute teachers.
  - Paraprofessionals: ESSA does not include paraprofessionals as educators for whom 20 Day Notifications must be sent.
  - Substitutes: O.C.G.A. § 20-2-216/ GaPSC Rule 505-20-.20 requires LEAs hiring and assigning substitutes to ensure substitutes meet State certification requirements or to hire substitutes who most closely meet the requirements for teacher certification and who are available to serve as substitute teachers.

In Georgia, notifications must occur within 10 business days following the four consecutive weeks. For verification purposes, notifications must contain:

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

Principals will adhere to parent notification requirements for those not meeting certification requirements. Copies of the parent letters kept on file and submitted to the Federal Programs Director.
Professional Learning Goals/Plans: A new coherent system for professional learning in Georgia was created by the implementation of Georgia Professional Standards Commission Rule. This new system places an importance of high quality job-embedded, collaborative and focused improvement on teaching instead of student learning. Professional Learning approved for certificate renewal must be standards-based and designed around national professional learning standards.

All certificate holders employed by MCSS are required to have written Professional Learning Plans (PLPs) or Professional Learning Goals (PLGs). Professional Learning Plans (PLPs) will clearly outline the requirements for the professional growth of an educator as well as define the support for the educator’s growth provided by the school or system. Educators who are not required to have PLPs will be required to have written Professional Learning Goals (PLGs) which will outline identified areas for educator growth. These goals/plans are maintained in the TLE Electronic Platform and monitored by school and district administrators.

SECTION 18 - TITLE III, PART A

Title III is a federally-funded program that provides eligible Local Education Agencies with funding to supplement those ESOL services already in place. School districts with large EL populations receive direct Title III allocations, while school districts with lower incidence populations are grouped into the “Georgia Title III Consortium”. The Title III Consortium allows these “low-incidence” districts to access Title III funds typically available only to districts with greater numbers of ELs. 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. Meriwether County receives Title III allocations through a consortium. Consortium members do not receive funds directly. The funds are awarded as a single grant to Southwest Georgia RESA, who has contracted with us to be the Consortium’s fiscal agent.

Identification and Recruitment: Students are identified through an Occupational Survey (see appendix H). The survey form is included in the student enrollment packet. Families complete the survey each new school year and report the findings to the Federal Program Director. The survey is also provided for any new students that enroll throughout the school year.

The Registration Process:

1. Parents/Students are given a new student registration packet, written in their native/primary home language and also English. If needed, a translator is available. The translator will asked questions and record responses on both forms. The packet includes registration documents, school information, student handbook, and a nutrition application in the primary home language.

2. Included in the Student Registration Packet is a Home Language Survey. The Home Language Survey includes the following questions:
   - Which language does your child most frequently speak at home?
   - Which language do adults in your home most frequently use when speaking with your child?
   - Which language(s) does your child currently understand or speak?
   - If possible, would you prefer notice of school activities in a language other than English? If yes, which language? If the Home Language Survey reveals that a Primary or Home Language, Other than English (PHLOTE), is spoken in the home, then the student is eligible for ESOL Screening with the W-APT.

3. Additionally, parents are asked on the system registration form about prior ESOL Services, date of entry into the United States, and date of entry into a United States School.

Records and Maintenance: The ESOL teacher and the SIS Coordinator maintain, update, and properly code all required enrollment, and educational data in Meriwether County School System’s Student Information System.

Instructional Programs: MCSS is required to send notification, in a language and format appropriate for the reader, to parents of ELs who have been selected to participate in the Title III or Title I supplemental language program. This notice also permits the parent to waive participation in the Title-funded services. Instructional programs must ensure they are
effective and demonstrate success in increasing the English language proficiency and student academic achievement of students participating in the programs.

**Professional Development:** The Title III staff, along with ESOL and non-ESOL staff participate in professional learning opportunities that are designed to improve the instruction and assessment of EL’s.

- Teachers and Administrators of EL’s are provided PL opportunities related to understanding and implementing curricula, assessment measures and instructional strategies that will increase EL’s English Language Proficiency and academic achievement.
- Documentation of Trainings with sign in sheets, agendas, activities and specific handouts are kept on file in the Program Director’s office.

**EL Parent, Family and Community Engagement Activities:** In addition to the Parent / Family Engagement activities provided to all parents and families of students in the schools, the ESOL teacher meets with the parents of EL’s to ensure that their needs are met and they have the ability to help their students achieve academic success. Information is provided in a language and format that is appropriate.

**Services for EL Students**

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

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12. Meriwether County has EL students that are served by an ESOL teacher who integrates ELD standards with the Georgia Standards of Excellence to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of the ELs are accommodated. Students are served using the PUSH-IN and PULL-OUT methods.

**Coordination of Efforts:**

**ELL:** Meriwether County School District (MCSS) collaborates with the schools to monitor mobility/identification and needs of the ELL population. As these students enter the school sites, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, appropriate staff member meet with the students and families and the previously named agencies to determine student/family needs and a plan to meet the needs. Among the educational services offered to these students are regular education setting, Remedial education services, special education services, English language learner services, and mentoring/counseling services. Students are administered the appropriate screening tests and interviewed to determine needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Additionally, the social worker monitors and reports status to other necessary agencies throughout the school year. Title III Consortium funds are used for supplies and materials in addition to those previously named.

**Immigrant:** Meriwether County does not have any immigrant students at this time. If these students should enter the school sites, registrars would ask a series of questions in conjunction with the Home Language Survey and occupational survey to access the status of students. Following the initial interview, the appropriate staff would meet with the students and families and the previously named agencies to determine student/family needs and a plan to meet the needs. Among the educational services offered to these students are regular education setting, Remedial education services, special education services, English language learner services, and mentoring/counseling services. Teachers would report academic achievement to the specific parties and parents on an ongoing basis. Additionally, ESOL teacher would monitor and report status to other necessary agencies throughout the school year.

**Assessment of ESOL Eligibility – WIDA-ACCESS Placement Test (W-APT):** Students who answer any one of the PHLOTE questions with a language other than English shall be administered the WIDA-ACCESS Placement Test (W-APT) within the first 30 days of enrollment to determine their English language proficiency level.
The W-APT measures a student's listening, speaking, reading, and writing abilities in both social and academic skill areas. Language assessment results and documentation from other states may be considered when enrolling students. A student is limited to only one administration of the W-APT. If a student has been screened and determined ineligible for language support services, the student may not be screened again at a future date for reconsideration of eligibility.

- Students in grades 9-12 scoring below a 5 on the W-APT are eligible to receive English language assistance in the ESOL Program.
- Students in grades 9-12 scoring above a 5 on the W-APT are not eligible to receive English language assistance.

Responsibilities and Procedures Following Identification: Once eligibility has been determined, ESOL teachers complete and collect in the student’s ESOL folder and provide the following forms of documentation:

Parental Notification of Services: This form is completed in English and the native/primary home language annually with information containing current test scores, graduation rates, and exiting criteria. At this time, the parent/guardian also has the choice to waive English language services for their child. See the Parental Waiver of ESOL Services section for more information.

- EL Student Testing Participation Committee Documentation with available Accommodations.
- Language Assessment Conference documentation (when applicable)
- Evaluation of Classroom Performance (when applicable)
- Monitoring forms (when applicable)

The ACCESS for ELLs 2.0: will be administered to all English learners each school year. Continued eligibility will be determined based on the results.

Assessment of ESOL Continued Eligibility/EXIT Criteria - ACCESS for ELLs 2.0: The ACCESS for ELLs is administered annually to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency and progress in learning English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing.

A district decision was made on requiring a CPL of 4.8 or higher on the 2017 ACCESS testing in order to be exited from language assistance services after the July 20, 2017 email directive from the State ESOL and TITLE III Program Manager. Kindergarten EL’s must continue to score a CPL of 5.0 or higher to exit language services.

ESOL and Permanent Record Folders: Student information will be kept in identifiable ESOL folders that should be completed each year. Biographical and ESOL service information, classroom performance, and assessment scores should be included in each student’s folder each year.

Monitoring Students: Monitoring the success of English learners who have exited the ESOL program is vital for sustained proficiency. Upon reaching ineligibility, students are monitored for two academic years.

Monitored Students (EL-M): ESOL teachers are responsible for monitoring EL-M. The ESOL teacher will collect information using the Monitoring Form for Exited ESOL Students.

Monitored EL student are eligible for standard accommodations in the regular classroom and on state standardized testing.

Former ESOL (FELP): Upon the completion of the monitoring status, the student exited from the ESOL program.

Procedures Regarding Parental Waiver of Direct ESOL Services

Some parents of students identified as ELs may choose to waive language assistance services for their child; however, school districts are still held responsible for providing language support under Office for Civil Rights law. The district must find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes. Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the written documentation. A form for waiving services is available in the Form Bank under the
Georgia Guidance link on the Ga DOE ESOL & Title III webpage. Although the parents may have chosen to waive a formal language assistance program, the student has been identified and coded as an EL and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be assessed on an annual basis until they meet eligibility criteria.

**Procedures for Equipment Inventory Purchased with Title III Funds**

**Inventory & Property Management**

Inventory of all equipment and property belonging to any Federal program with a value equal to or greater than $50 or can easily be pilfered will be identified and inventoried on an annual basis. Items identified to be inventoried will be labeled and will be verified by a designee of the building-level or program administrator each year. The completed and signed inventory is submitted to the Director/Coordinator of each Federal Program. Materials purchased for use in Federal programs are to be utilized in the capacity for which they were purchased. Any equipment, materials and/or supplies purchased with Federal funds are considered solely for the use of that program.

Title III inventory is documented in a database that is updated each time equipment is purchased. All Title III property is identified by a specific Title III label or marking. The database includes a description of the item, serial number, FAIN number, vendor name, date of purchase, funding (Title III), cost, school, equipment location, and current condition. School principals must annually verify the location and condition of the equipment.

**Procedure for Use of Equipment:** Equipment, materials and/or supplies purchased with Federal funds are considered solely for the use of that program.

**Person Responsible:** The Federal Program Director is responsible for maintaining documentation.

**Disposal of Unusable Equipment:** At the close of the Federal program, or in the event the equipment is no longer usable, materials and equipment will be disposed of following the WCSD disposition of property which requires approval by the Governing Board. Equipment that is damaged, lost, or stolen will be reported to the individual directors/coordinators of the Federal Programs. Damaged and inoperable equipment will be returned to the Federal Programs Director’s/coordinator’s office to be removed from the inventory. Lost equipment will be verified by the site director’s and noted in the inventory. In the event that a Federal program is no longer available, equipment purchased with Federal funds will be transferred equitably to the inventory of another functioning Federal program.

**Disposal of Technology Equipment:** Meriwether County School District - Procedure for Disposition of Technology

- Remove item from use and remove it from active inventory.
- Place item on inactive inventory/disposition form and the technology department will pick up for disposal through a WBOE approved recycler

**Plans to Support the Unique, Non-Linguistic Needs of Immigrant Students**

Meriwether County School District does not have any Immigrant students; however, below outlines the support that would be provided to students identified as Immigrant students:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.
- Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.
- Support for tutorials, mentoring, and academic or career counseling.
- Basic instruction services directly attributable to immigrant students including the costs related to additional classroom supplies, transportation, or additional basic instruction services.

**SECTION 19 – TITLE I, PART C – EDUCATION OF MIGRATORY CHILDREN**
The Migrant Education Program (MEP) is a federally funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems that result from repeated moves. When migrant students are identified, a comprehensive needs assessment and delivery plan will be developed.

**Identification and Recruitment:** Migrant students are identified through an Occupational Survey (see appendix H). The survey form is included in the student enrollment packet. Families complete the survey each new school year and report the findings to the Federal Program Director. The survey is also provided for any new students that enroll throughout the school year and summer months as required in the Georgia Migrant Education Program Identification, Recruitment, and Data Collections Handbook. Meriwether County does not have any Migrant Students at this time. In the event that any students are enrolled, the Title I Director and/or Migrant Education Coordinator would follow these procedures:

- **Records Maintenance and Transfer:** maintain, update, and properly code all required enrollment, educational, and health data in Meriwether County School System’s Student Information System on migrant eligible students and share this information on an intra-district and interstate basis.
- **Priority of Services:** ensure that the students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for MEP funded services before other migrant students are served during regular and/or summer programs.
- **Migrant Services Coordination:** plan for and consistently monitor its migrant students to ensure that their needs are being met by all applicable MCSS instructional and/or support services during regular school year, intersession, and summer periods. In addition, MCSS would provide services to preschool migrant children (ages 3-5) that are served in early childhood programs offered by the MEP or other community agency.
- **Parent Engagement/ Parent Advisory Consultant (PAC):** consult with a migrant PAC on the planning, implementation, and evaluation of the migrant program.
- **Professional Development:** attend required Migrant Education Program training provided by the Department, or other non-local professional development opportunities, i.e., identification and recruitment (ID&R) trainings or workshops, and/or national/state/local migrant education program conferences aligned to the needs of migrant students.
- **Program Evaluation:** evaluates and improves the effectiveness of the migrant program to enable all migrant students to meet the same challenging state content and performance standards that all Georgia children are expected to meet.

**SECTION 20 – INDIVIDUALS WITH DISABILITIES ACT (IDEA)**

Meriwether County has a Special Education Director that maintains a separate handbook that identifies and regulates the procedures and policies for Special Education in the District.
## APPENDICIES

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### Appendix A:

**Georgia Department of Education Schoolwide Program Checklist**

For use by the Local Educational Agency (LEA) Federal Programs Coordinator and the Georgia Department of Education Title I Education Program Specialists.

School: ______________________________________________    LEA: _______________________________________

All components of a schoolwide program plan must be addressed. Those areas marked Not Met need additional development.

<table>
<thead>
<tr>
<th>MET</th>
<th>NOT MET</th>
<th>SCHOOLWIDE COMPONENTS</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>1. Comprehensive Needs Assessment: Sec. 1114(b)(6)</strong></td>
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<td>a. is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency;</td>
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<td><strong>2. Schoolwide Reform Strategies that: Sec. 1114(b)(7)(A)(i-iii)</strong></td>
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<td>a. The school will be implementing to address school needs, including a description of how such strategies will</td>
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<td>i. provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards;</td>
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<td>ii. use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education</td>
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<td>iii. address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities which may include—</td>
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<td>a. counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas;</td>
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<td>b. preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools);</td>
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<td>c. implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.);</td>
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<td>d. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects</td>
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<td>e. strategies for assisting preschool children in the transition from early childhood education</td>
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### SCHOOLWIDE COMPONENTS

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<tr>
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<td><strong>SCHOOLWIDE COMPONENTS</strong></td>
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<td><strong>3. Schoolwide Plan Development: Sec. 1114(b)(1-5)</strong></td>
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<td>a. is developed during a 1-year period, unless— the school is operating a schoolwide program on the day before the date of the enactment of the Every Student Succeeds Act, in which case such school may continue to operate such program, but shall develop amendments to its existing plan during the first year of assistance after that date to reflect the provisions of this section;</td>
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<td>b. is developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, other school leaders, paraprofessionals present in the school, administrators (including administrators of programs described in other parts of this title), the local educational agency, to the extent feasible, tribes and tribal organizations present in the community, and, if appropriate, specialized instructional support personnel, technical assistance providers, school staff, if the plan relates to a secondary school, students, and other individuals determined by the school</td>
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<td>c. remains in effect for the duration of the school’s participation under this part, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging State academic standards;</td>
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<td>d. is available to the local educational agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand;</td>
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<td><strong>4. ESSA Requirements to Include in your Schoolwide Plan</strong></td>
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<td></td>
<td>a. Define how your interventions are evidence-based; or other effective strategies to improve student achievement. Sec. 1111(d)(8)</td>
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<td>b. Describe how the school will implement effective parent and family engagement strategies under section 1116; Sec. 1112(b)(7)</td>
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<td>c. If a middle or high school, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including, if applicable—</td>
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<td>i. through coordination with institutions of higher education, employers, and other local partners; and</td>
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<td></td>
<td>ii. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills; Sec. 1112(b)(10)</td>
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**Comments:**

________________________________________________________
Principal’s Signature

________________________________________________________
Coordinator’s Signature

________________________________________________________
Date

________________________________________________________
Date
Appendix B:

Title Grant Programs
Annual Survey of Local Residential Child Care Institutions
Fall 2017

Section I – Institution and School District
1. Type of Institution (Check only one box)

☐ Neglected Institution

*Primary purpose stated in its charter: A public or private residential facility that is operated primarily for the care of children who have been committed to the institution or voluntarily placed in the institution under applicable state laws because of the abandonment, neglect, or death of their parents or guardians.*

☐ Delinquent Institution

*Primary purpose stated in its charter: A public or private residential facility that is operated primarily for the care of children who have been adjudicated to be delinquent or in need of supervision because of the violation of state or local laws.*

2. Legal Name and Address of Institution

<table>
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<tr>
<th>Legal Name of Institution</th>
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<tr>
<td>Number and Street</td>
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Legal or Administrative Basis for Designation of this Institution

| License Number | Date of Expiration |

3. Name and Address of Local Public School System in which this Institution is Located

<table>
<thead>
<tr>
<th>Name of Local Public School System</th>
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<tbody>
<tr>
<td>Number and Street</td>
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</table>

Name of county in which school system is located:

4. Total Number of Children (age 5-17 inclusive) that resided in the institution for, at least, one day during a 30-consecutive day counting period. The counting period can fall between September 1 and November 29, however, one day of the counting period must be in October.

Section II – Basis for Eligibility (Please circle Yes or No)
1. Is this institution operated primarily for the care of children who are abandoned, neglected, or who are committed because of the death of their parents or guardians? Yes No

2. Is this institution operated primarily for the care of children who have been adjudicated by appropriate state or local authority to be delinquent or in need of supervision? Yes No

3. Is this institution a residential facility in which children are under 24-hour care? Yes No

4. Does the caseload data reported in item 4 above include only children age 5-17? Yes No

Section III – Certification by Chief Administrative Officer of Institution

I certify that the information provided on this form is, to the best of my knowledge, complete and accurate.

<table>
<thead>
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<th>Signature</th>
<th>Date</th>
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Typed Name and Title

Telephone Number

Georgia Department of Education
October 2, 2017 - Page 1 of 2
Appendix C:

Sample of a Timeline for LEA Federal Programs Coordination
and Consultation with Private School Officials
(Title I, Part A; Title II, Part A; Title I, Part C; Title III and ESOL)

<table>
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<th>Month</th>
<th>District Activity</th>
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<tbody>
<tr>
<td>October in preparation for the next school year (Title I, Part A, Title II, Part A, Title III/ESOL and Title I Part C, Migrant)</td>
<td>- Obtain complete list of all private schools with students who are residents of the Local Education Agency (LEA). Refer to the DE 1111 form. - Annually, the LEA must contact officials of private schools with children who reside in the LEA regardless of whether the private school they attend is located in the LEA. (However Title II, Part A, Title I, Part C, Migrant and Title III can only serve students in private schools located in the district’s geographic boundaries.) - The LEA must send the official letter with return receipt to all private schools with students who are residents of the LEA inviting them to participate in the LEA’s federal programs. Invitation must be postmarked three weeks prior to consultation meeting and must include the date, time, and location of the meeting. - The LEA must convene a meeting with them at which LEA officials explain the intent of Federal programs and the roles of public and private school officials and provide opportunities for the private school officials to ask questions. - The postal receipts, the agenda and sign in sheets must be kept on file, even if no private school administrator(s) attends the meeting.</td>
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<tr>
<td>November/December in preparation for the next school year</td>
<td>- Meet with private school officials to review timeline and consultation process. Establish a consultation calendar and procedures for collecting poverty data (i.e. data on low-income families) and enrollment data. - If available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data, directly certified data such as in TANF and SNAP used for Community Eligibility Provision (CEP)</td>
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<td>Note: Title II, Part A only requires enrollment data.</td>
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<tr>
<td>December through February in preparation for the next school year</td>
<td>- In the following months, Individualized consultation meetings will occur and result in the development of the LEA’s written plan to serve eligible students, their teachers and their parents in each participating private school. - Private school students from low-income families who live in Title I participating public school attendance areas generate Title I funds for Instructional services. - Obtain from private school principals or a central office serving a group of private schools the following poverty data (as appropriate) on private school students: - Same poverty measure used to count public school students, which is usually free and reduced-priced lunch; - Survey of private school parents asking for income data, address, and grade level of children from which the LEA must extrapolate these; - Alternative poverty data such as scholarships, Temporary Aid to Needy Families, Medicaid, etc. or - Decide through consultation to use “proportionality”.</td>
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<td>Month</td>
<td>District Activity</td>
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| **February through March in preparation for the next school year** | - Match addresses of private school students from low-income families to participating public school attendance areas.  
- Review poverty data collected.  
- Estimate the amount of Title I funds generated for instruction using the same estimated per-pupil amount as that used for public school students in participating public school attendance areas.  
- Review amount of funds available for services from Title I.  
- Meet with private school officials to discuss poverty data collected, amount of estimated Title I instructional funds generated, and determine if Title I funds will be pooled, not pooled, or a combination of both options.                                                                 |
| **March through April in preparation for the next school year** | - Determine the multiple, educationally related, objective criteria to be used to select eligible students to be served [educationally needy students who reside in Title I attendance areas] in consultation with private school officials.  
- Obtain from private school officials lists of names, addresses, and grades of private school students who meet the criteria. From these lists, select for Title I services those students most at-risk of failing, as decided in consultation. Rank the students by greatest need for services.  
- From these lists, determine the appropriate Title I services to serve those needs, and location of services.  
- Design services that meet participants’ needs based on consultation, using the estimated amount of Title I funds generated by private school students from low-income families, and the equitable share of funds reserved for districtwide instructional activities. Review of options for services to be provided:  
  - Additional teachers  
  - Tutors  
  - Summer school  
  - 3rd party vendors (if vendor is chosen, begin the district’s procurement process)  
- Equitable services for teachers and families of participants also apply to Title I funds reserved under Sec. 1118 and 1119. Determine the amount of equitable of services available to the private school for professional learning and parental involvement.  
- Determine in consultation with private school officials the professional development and parent involvement needs of private school teachers and families of private school participants.  
- Design activities that LEA will implement the next school year (independently or in conjunction with LEA activities) for teachers and families of participants.  
- Each individual participating private school plan must include all the components of a targeted assistance program for Title I Part A. Use the targeted assistance program checklist as a guide for planning. A sample targeted assistance program checklist may be found on the Title I Web site.  
- Determine with private school officials the standards and annual assessments for measuring progress of the federal programs serving private schools.  
- Define annual progress. Determine criteria for making program modifications when annual progress is not achieved.  
- Discuss how standards and assessment will be used (pre and post assessments).  
- Discuss the goals, assessments and criteria to be used to measure the effectiveness of:  
  - Instructional Programs  
  - Parental Involvement  
  - Professional Learning  
- Assess the achievement of current year's program using the standards previously agreed upon last year.  
- After appropriate consultation, make modifications to next year's federal programs, if annual progress has not been met.  
*Title II, Part A – Private schools should conduct a thorough needs assessment to determine the professional learning needs of its teachers.*
<table>
<thead>
<tr>
<th>Month</th>
<th>District Activity</th>
</tr>
</thead>
</table>
| October through July 1 of school year | - Monitor the federal programs in the private school setting.  
- Meet with private school officials periodically to determine if programs are operating smoothly and effectively.  
- Make on-going adjustments to ensure student needs are being met.  
- Monitor implementation of the professional development components of the program.  
- Monitor implementation of the parental involvement component of the program.  
- Meet with Title I teacher periodically to determine if program is operating smoothly and effectively.  
- Ensure conferences are occurring between the Title I teacher and the private school teacher(s) of participating students.  
- Ensure conferences are occurring between the Title I teacher and the parents of the participating students.  
- Conduct Title I teacher/program observations periodically to verify effectiveness of teaching skills and instruction, professional learning and parental involvement activities.  
- Conduct on-site visits for periodic physical inventories of equipment.  
- Gather documentation to evaluate the effectiveness of the federal programs based on the criteria established at the beginning of the school year in the areas of academic instruction, parental involvement, and professional learning.  
- Evaluate the effectiveness of the federal programs, conduct any post assessments.  
- Based on the evaluation of federal programs, determine adjustments and program changes to improve the programs.  
- Complete parent surveys and summarize results.  
- Attach the following private school Title I documentation to the Consolidated Application no later than August 30th:  
  - **Affirmation of Consultation** signed by private school official for each private school served  
  - **Affirmation of Equitable Services** signed by private school official for each private school served  
  - **Evaluation of the Title I Private School Program**  
- The LEA may create their own evaluation instrument (a sample format is provided on the Title I Website but the format is not required).  
- The annual evaluation of the private school program should include goals written in measurable terms, summary evaluation of each goal, and an overall narrative summarizing the progress made and identifying adjustments or changes to the private school program that will be made for the upcoming year.  
- Areas to be included in evaluation:  
  - Student academic achievement  
  - Parental involvement  
  - Professional development  
  - Additional goals based on the program design  
- In addition to the required areas of evaluation, the final evaluation must include the dates of the consultation meetings and a dated final narrative that reviews the effectiveness of the program and identifies modifications for the upcoming school year with signatures of the Title I Director and the private school administrator  
- Title II, Part A – Private schools must evaluate the effectiveness of the Professional Learning Activities throughout the year and be prepared to report the results to the LEA at the end of the year. |
<table>
<thead>
<tr>
<th>Month</th>
<th>District Activity</th>
</tr>
</thead>
</table>
| April through June in preparation for the next school year | - Inform private school officials of tentative program designs, service delivery models, number of Title I participants, allocations, location of services, and estimated costs.  
- Provide opportunities for private school officials to comment.  
- Update private school officials if there are any changes.  
- Generate a list of students who will receive Title I services beginning in September of the next school year.  
- These actions ensure that programs will begin at the start of the school year.  
- Obtain written affirmation from private school officials or their representatives that timely and meaningful consultation has occurred. Consultation must be ongoing, however, and should continue throughout the school year.  
- Complete all necessary reports, contract negotiations, ordering of materials, hiring of teachers, etc.  
- Consultation should be completed for the next school year prior to LEA submitting its Federal programs plans/budgets to SEA.  
- Finalize the designs of the Title I programs for upcoming year.  
- Ensure LEA personnel who are providing Title I services are in place and service start date is firm.  
- Finalize professional development programs and activities for private school teachers.  
- Establish a calendar for next year’s professional learning activities.  
- Finalize parental involvement programs and activities for parents of participants.  
- Establish a calendar for next year’s parental involvement activities.  
- Provide consultation affirmation form for signatures.  
- Provide Title I equitable services affirmation form for signatures (for existing private school programs).  
| August of school year                      | - Title II, Part A – Private schools should submit the results of their annual needs assessment along with their proposed Professional Learning plans to the LEA. LEA should continue ongoing collaboration with the private school. |
| September of school year                   | - LEA begins Title I services for students identified the previous spring as participants and provides private school officials with their names, services to be provided, and names of Title I teachers.  
- LEAs obtain a list of newly enrolled students who meet eligibility criteria. Consult with private school officials on how new students might be accommodated in the program.  
- Initiate Title I funded professional development and parent involvement activities based on previous spring’s consultation.  
- Review criteria to be used for evaluation of the effectiveness of the federal programs including the following areas: academic, parental involvement, and professional development.  
- Conduct academic pre-assessments.  
- Host Title I parent information meeting for participating parents.  
- Complete a Parent Compact.  
- LEA provides information about possible adjustments and program changes to private school officials.  
- Title II, Part A – Private schools are allocated their Title II, Part A equitable portion and begin implementation of their Professional Learning plans in collaboration with the LEA. LEA should guide the private school in use of funds and proper documentation throughout the year.  
| October of school year                     | - Begin the new initial consultation cycle for the next fiscal year.  
- Start planning for the next school year. |
District Invitation to Private Schools to Consult
(sample)

Meriwether County School District invites representatives of *Private School Name* to a consultation meeting regarding your school’s participation in the following federally funded programs for the *(School Year)* school year.

- **Title I, Part A: Improving Academic Achievement of Disadvantaged Students – Basic Programs**
  Title I, Part A Basic Program grants provide supplementary educational services to pupils at public schools that have high concentrations of students from families that live in poverty. The purpose of the grant is to help improve teaching and learning for students most at risk of failing to meet State standards and to close the achievement gap.

- **Title I, Part C, Education of Migratory Children**
  Title I, Part C grants provide high-quality and comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves.

- **Title II, Part A: Supporting Effective Instruction**
  Title II, Part A grants provide funding for purposes related to meeting the recruitment, retention and professional development needs of teachers, principals and other school leaders.

- **Title II, Part D: Enhancing Education Through Technology**
  Title II, Part D grants provide funding to increase access to educational technology, support the integration of technology into instruction, enhance technological literacy, and support technology-related professional development of teachers.

- **Title III, Part A: Language Instruction for Limited English Proficient (LEP)**
  Title III, Part A grants provide funding to help ensure that LEP students, including immigrant students, attain English proficiency, develop high levels of academic attainment in English, and meet the same state academic content and student academic achievement standards that all students are expected to meet.

- **Title IV, Part A: Student Support and Academic Enrichment (SSAE)**
  Title IV, Part A grants provide funding for activities to ensure well-rounded educational opportunities, safe and healthy students, and effective use of technology.

This initial private school consultation meeting for the *(year)* school year has been scheduled on *(day and date)* at *(time)* at *(location)*.

Please review the above list of programs. On the following page select from items 1-3, complete the private school information box and return this form in the envelope provided no later than *(Date Due)*.

*(LEA Name)* has scheduled an initial private school consultation meeting for the *(year)* school year on *(day and date)* at *(time)* at *(location)*.
<table>
<thead>
<tr>
<th>Private School Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name Of Private School</strong></td>
</tr>
<tr>
<td><strong>Private School Contact Phone and Email</strong></td>
</tr>
<tr>
<td><strong>Date Reviewed and Signed</strong></td>
</tr>
</tbody>
</table>

**PLEASE CHECK AT LEAST ONE OF THE OPTIONS BELOW.**

1  ☐ **YES**, we will join in initial consultation with the public school administrator regarding our participation in one or more of the above programs. We understand that the consultation(s) will be meaningful and substantial, and will cover many practical aspects of operating federal programs.

   We can meet at the scheduled time and location.

   The following person(s) will be present at the meeting: ________________________________

2  ☐ **NO.** We will NOT participate in any of the programs listed in this invitation.

3  ☐ I have additional questions or I wish to participate, but cannot attend the scheduled meeting.

   Please contact the private school representative listed above.

---

*Please return this form in the enclosed stamped, self-addressed envelope, postmarked no later than (date). Thank you.*
Appendix E:

Initial Notification of Eligibility
for English for Speakers of Other Languages (ESOL) Services

Date: ______________________
Student Name: _______________________________________________
School ___________________________________ Grade ____________

Dear Parent/Guardian:

Based on your responses to the Home Language Survey you completed during registration, your child was tested on ____________ using the ☐ Kindergarten: W-APT® or MODEL® or ☐ WIDA Screener®. Your child scored a ___________ on this test, which indicates that he/she would benefit from ESOL support during the school day.

ESOL is a program that helps students improve their English skills so that they will be more successful in an all-English speaking classroom environment. Your child will be tested each year to determine if he or she continues to qualify for this ESOL program.

As a parent or guardian, you have the right to waive direct ESOL support for your student. If you are interested in discussing this option or would like additional information about the ESOL program, please contact the following individual in our school district.

We look forward to helping your child develop and improve his or her academic English skills.

Sincerely,

Name: ____________________________
Title: _____________________________
Telephone Number: ____________________
E-mail address: __________________________
Continuing Notification of Eligibility for English for Speakers of Other Languages (ESOL) Services

Date: ______________________

Student Name: ______________________________________

School ___________________ Grade ______________

Dear Parent/Guardian:

During the spring, your child, ______________________, was given the ACCESS for ELLs 2.0 test to determine his or her level of English language proficiency. Your child scored a ___________ on this test, which indicates that he/she will continue to benefit from ESOL support during the school day.

ESOL is a program that helps students improve their English skills so that they will be more successful in an all-English speaking classroom environment. Your child will be tested each year to determine if he or she continues to qualify for this ESOL program.

As a parent or guardian, you have the right to waive direct ESOL support for your student. If you are interested in discussing this option or would like additional information about the ESOL program, please contact the school district staff member listed below.

We look forward to helping your child develop and improve his or her academic English skills.

Sincerely,

Name: _______ Lynn Perez ______________________________
Title: _______ ESOL Teacher ____________________________
Telephone Number: _ (706) 977-0638 ____________________
Email address: ______ lynn.perez@mcssga.org ___________
### Guide to Quality: Title I, Part A School-Parent Compact

Schools may use this guide to identify and match the requirements for their school-parent compact with the sample school-parent compacts provided by the Georgia Department of Education. As a component of the school-level parent and family engagement policy, each school receiving Title I funds must develop with parents and family members of participating children a school-parent compact. Therefore, schools are encouraged to use this guide with the samples, in meaningful consultation with parents, to develop a school-parent compact that will outline the shared responsibility of the teacher/school, parents, and students to improve student academic achievement.

<table>
<thead>
<tr>
<th>Does the school-parent compact*:</th>
<th>Section of Title I Law.</th>
<th>To make the compact most effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Clearly state the district and school academic achievement goals. Identify one or two school goals of highest academic need and an aligned fundamental academic focus area.</td>
<td>1110(d)</td>
<td>Link actions in the compact to goals in the school improvement plan. Use academic achievement data to set specific goals. Have teachers identify the most fundamental academic focus areas that will impact the identified goals.</td>
</tr>
<tr>
<td>B Describe ways the teacher/school will provide parents with strategies/activities aligned to the school goals to assist their child with the high-quality curriculum and instruction.</td>
<td>1110(d), 1110(d)(1)</td>
<td>Describe how teachers will communicate to parents, information designed to help them understand what their children are learning and doing in class. Specify what evidence-based strategies/activities the teacher/school will provide to families to support at home learning.</td>
</tr>
<tr>
<td><strong>The Teacher/school’s Role</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide information and actions specific to each grade level, tied to the school improvement plan.</td>
<td>This is best practice and is not required.</td>
<td>Include high-impact actions for each grade level, designed by grade-level teams with parents.</td>
</tr>
<tr>
<td><strong>The Parent’s Role</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe specific tasks parents will be responsible for to support their children’s learning that are aligned to the school goals.</td>
<td>1110(d), 1110(d)(1)</td>
<td>Connect home learning activities and strategies for students to what they are learning in class.</td>
</tr>
<tr>
<td>Provide information and actions specific to each grade level, tied to the school improvement plan.</td>
<td>This is best practice and is not required.</td>
<td>Include high impact actions for each grade level, designed by grade-level teams with parents, after asking students for input.</td>
</tr>
<tr>
<td><strong>The Student’s Role</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe specific ways students will be responsible for/contribute to their own learning that are aligned to the school goals.</td>
<td>1110(d)</td>
<td>Connect activities/strategies for students to what they are learning in class.</td>
</tr>
<tr>
<td>Provide information and actions specific to each grade level, tied to the school improvement plan.</td>
<td>This is best practice and is not required.</td>
<td>Include high impact actions for each grade level, designed by grade-level teams with parents.</td>
</tr>
<tr>
<td><strong>Develop Partnerships</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe school activities that build partnerships with parents, including opportunities for parents to volunteer and participate in their child’s class, observe classroom activities, and communicate with teachers.</td>
<td>1110(d), 1110(d)(2)(C)</td>
<td>Provide both parents and teachers opportunities to develop skills for working together. Offer activities based on identified parent needs. Offer meetings at different days and times.</td>
</tr>
<tr>
<td><strong>Jointly Developed</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe how parents and family members are involved in developing and revising the compact.</td>
<td>1110(d); 1110(f)</td>
<td>Provide resources to cover costs for parents to take part, such as child care and transportation. Give specifics about how parents and family members are involved. Schedule meetings at accessible locations and at different days and times.</td>
</tr>
<tr>
<td><strong>Communicate About Student Progress</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Describe several methods for regular teacher-parent communication so that parents are kept up-to-date on their students’ progress and can get regular tips on home learning.</td>
<td>1110(d)(1); 1110(d)(2) (A), (B), and (D)</td>
<td>Include parent-teacher conferences at least once a year, at which the compact will be discussed. Include follow-up steps to support parents and students. Consult with parents on communication strategies that work best for them.</td>
</tr>
<tr>
<td>Ensure regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language and format that are family-friendly.</td>
<td>1110(f)</td>
<td>Work with parents to identify and eliminate jargon and negative language. Engage parents/staff in the design process to create an attractive final product. Communicate in the parent’s preferred language.</td>
</tr>
</tbody>
</table>
Guide to Quality: Title I, Part A School Parent and Family Engagement

School districts may use the guide below to identify the requirements for the school parent and family engagement policy and match these requirements with the sample policy provided by the Georgia Department of Education. Title I, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. Therefore, schools are encouraged to use this guide with the sample policies, in meaningful consultation with parents, to develop, revise, and review annually a school parent and family engagement policy that will establish the expectations for family engagement and strengthen student academic achievement.

<table>
<thead>
<tr>
<th>Does the School Parent and Family Engagement Policy:</th>
<th>Section of Title I Law</th>
<th>To make the policy more effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Jointly Developed</strong></td>
<td><strong>1116(b)(1)</strong></td>
<td>• Provide a brief overview of Title I and its purpose as well as what is included in the school parent and family engagement policy.</td>
</tr>
<tr>
<td>Grade Use</td>
<td><strong>1116(b)(1)</strong></td>
<td>• Ensure all parents have the opportunity to provide input on the school parent and family engagement policy by providing several attempts and ways for parents to provide feedback.</td>
</tr>
<tr>
<td><strong>Parent Input</strong></td>
<td><strong>1116(c)(3)</strong></td>
<td>• Develop multiple opportunities throughout the year for parents to provide feedback and suggestions.</td>
</tr>
<tr>
<td><strong>Describe how parents will be involved in the planning, review, and improvement of parent and family engagement programs.</strong></td>
<td><strong>1116(c)(3)</strong></td>
<td>• Provide parents with multiple opportunities to provide suggestions and participate in decision-making.</td>
</tr>
<tr>
<td><strong>Describe how the school will provide parents with the opportunity for regular meetings to formulate suggestions and participate in decision-making regarding their child’s education.</strong></td>
<td><strong>1116(c)(4)(C)</strong></td>
<td>• List the specific opportunities that exist for parents to provide input on the schoolwide plan.</td>
</tr>
<tr>
<td><strong>Describe how the school will convene an annual meeting to inform parents of the requirements of Title I and the school’s participation as well as the parents’ right to be involved.</strong></td>
<td><strong>1116(c)(1)</strong></td>
<td>• Describe how the school will offer a flexible number of Title I Annual Parent Meetings at various times and in varying formats.</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td><strong>1116(b)(1)</strong></td>
<td>• Ensure that necessary information is received by parents and family members by providing updates in multiple ways.</td>
</tr>
<tr>
<td><strong>Describe how the school will provide parents with timely information about Title I programs.</strong></td>
<td><strong>1116(c)(4)(A)</strong></td>
<td>• Describe the various methods the school will use to communicate information with parents.</td>
</tr>
<tr>
<td><strong>Describe how the school will offer parents a flexible number of meetings and transportation, child care, or home visits.</strong></td>
<td><strong>1116(c)(2)</strong></td>
<td>• Describe how the school will offer multiple meetings at convenient times for parents to increase participation.</td>
</tr>
<tr>
<td><strong>Describe the process the schools will follow to jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved academic achievement.</strong></td>
<td><strong>1116(d)</strong></td>
<td>• Work with parents to evaluate commitments and determine how successful each party was throughout the school year in honoring the compact.</td>
</tr>
<tr>
<td>Does the School Parent and Family Engagement Policy:</td>
<td>Section of Title I Law</td>
<td>To make the policy more effective:</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Family Friendly</td>
<td>Ensure that the format and language of the policy are family-friendly.</td>
<td>1116(f) 1116(b)(1)</td>
</tr>
<tr>
<td></td>
<td>Describe how the school will build parent capacity for strong parental involvement.</td>
<td>1116(e)</td>
</tr>
<tr>
<td></td>
<td>Describe how the school will provide assistance to parents in understanding the achievement levels of the challenging State academic standards, state and local academic assessments and alternate assessments, Title I requirements, and how to monitor their child’s progress and work with educators.</td>
<td>1116(e)(1) 1116(c)(4)(B)</td>
</tr>
<tr>
<td></td>
<td>Describe how the district will provide materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology.</td>
<td>1116(e)(2)</td>
</tr>
<tr>
<td>Building Capacity</td>
<td>Describe how the school will educate teachers, specialized instructional support personnel, principals, and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.</td>
<td>1116(e)(3)</td>
</tr>
<tr>
<td></td>
<td>Describe how the school will coordinate and integrate parent involvement programs with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.</td>
<td>1116(e)(4)</td>
</tr>
<tr>
<td></td>
<td>Describe how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.</td>
<td>1116(e)(5)</td>
</tr>
<tr>
<td></td>
<td>Describe how the school will provide other reasonable support for parental involvement activities under this section as parents may request.</td>
<td>1116(e)(14)</td>
</tr>
<tr>
<td>Measures of Effectiveness</td>
<td>Describe the strategies, activities, and information that the school will provide to support a strong partnership between the school, parents, and the community to improve student academic achievement.</td>
<td>This is a best practice and not required.</td>
</tr>
</tbody>
</table>
The Board of Education (Board) affirms and assures the right of parents and legal guardians of children being served in activities funded by Title I the opportunities to participate in the planning, design and implementation of the Title I program and its activities.

A. The Board shall involve parents in the joint development of a written parent involvement policy that shall be incorporated into the school system's plan under Section 6312 of the Elementary and Secondary Education Act (ESEA). The school system shall involve parents in the process of school review and improvement under Section 6316 through input received from school level improvement committees, school council meetings with parent membership and through input received from other parent meetings or written surveys. The school system shall also establish expectations for parent involvement through written information distributed to parents through system, school, and classroom newsletters, parent contracts, the local media, as well as through school or system websites.

B. The Board shall provide coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance through the distribution of written information and resources and through meetings in or out of the school involving appropriate personnel.

C. The Board shall build the schools' and parents' capacity for strong parental involvement through a variety of activities to include but not limited to:

- Providing information to parents in written form or through meetings on topics such as the State's academic content standards, State and local student academic achievement standards/assessments, and the requirements of parent involvement under the law;
- Providing materials and training to help parents work with their children and monitor their progress to improve their children's achievement;
- Training educational staff on how to build ties between parents and the school;
- Coordinating and integrating parent involvement strategies with Head Start, Pre-K programs and other programs, to the extent feasible and appropriate by communicating directly and indirectly with these agencies through verbal or written information when needed;
- Sending information to parents in a format and, to the extent feasible, in a language that parents can understand; and
- Providing reasonable support for parental involvement activities as parents request or as the school or system deems appropriate or necessary.

D. The Board shall conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parent involvement policy to determine whether there has been increased participation and whether there are barriers to greater participation, particularly by parents who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. This data will be obtained from parent, committee or school council meetings or through parent surveys.

E. The Board, in conjunction with individual school activities, shall, to the extent possible, implement the activities to meet the federal requirements under Title I, Part A, Sec. 6318. It shall encourage and support activities that allow the schools to effectively involve parents, which place a positive impact on student success.

Meriwether County Schools Date Adopted: 9/12/2006

<table>
<thead>
<tr>
<th>State Reference</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>O.C.G.A 15-11-0390</td>
<td>Filing of complaint</td>
</tr>
<tr>
<td>O.C.G.A 20-02-0086</td>
<td>Operation of school councils; training membership; management; roles and responsibilities</td>
</tr>
<tr>
<td>O.C.G.A 20-02-0736</td>
<td>Student codes of conduct; distribution</td>
</tr>
<tr>
<td>O.C.G.A 20-02-0765</td>
<td>Notice to parents re: chronic disciplinary problem student</td>
</tr>
<tr>
<td>O.C.G.A 20-02-0766</td>
<td>Students returning from expulsion/suspension; notice, conferences</td>
</tr>
<tr>
<td>O.C.G.A 20-02-0778</td>
<td>Required information to parents regarding meningococcal meningitis</td>
</tr>
<tr>
<td>O.C.G.A 20-02-1126</td>
<td>Written policies and procedures for operation of school buses; receipt of code of conduct by students; acknowledgement by parent or guardians</td>
</tr>
<tr>
<td>O.C.G.A 20-02-2087</td>
<td>Charter Schools access to information</td>
</tr>
<tr>
<td>O.C.G.A 20-02-2113</td>
<td>Special Needs Scholarship - Annual notification of options available to parents of special needs students</td>
</tr>
<tr>
<td>O.C.G.A 20-02-2130</td>
<td>Public School Choice - Definitions</td>
</tr>
<tr>
<td>O.C.G.A 20-02-2131</td>
<td>Public School Choice</td>
</tr>
<tr>
<td>Rule 160-4-2-.38</td>
<td>Education Program for Gifted Students</td>
</tr>
<tr>
<td>Rule 160-4-7-.04</td>
<td>Evaluations and Re-evaluations</td>
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<td>Rule 160-4-7-.09</td>
<td>Procedural Safeguards/Parent Rights</td>
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<td>Rule 160-4-7-.12</td>
<td>Dispute Resolution</td>
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<td>Rule 160-4-9-.05</td>
<td>Charter Schools Petition Process</td>
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<tr>
<td>Rule 160-7-1-.01</td>
<td>Single Statewide Accountability System</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Federal Reference</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>20 USC 6318</td>
<td>Parent and family engagement</td>
</tr>
</tbody>
</table>

These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.
Building Parent Capacity:

The National PTA Standards for Family-School Partnerships provide strategies for Title I schools to build parent capacity as required by the Every Student Succeeds Act (ESSA). The Crosswalk for Parent and Family Engagement tool puts this work in a context that is easy to understand and family-friendly language in order to assist schools, parents, and communities in understanding the law by aligning the PTA Standards with the six “shall”s” and eight “may”s” stated in the law.

<table>
<thead>
<tr>
<th>Building Parent Capacity: A Crosswalk for Parent Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title I Parental Involvement – Section 1118(e)</strong></td>
</tr>
<tr>
<td><strong>14 Activities to Build Capacity for Parental Involvement</strong></td>
</tr>
<tr>
<td><strong>BUILDING CAPACITY FOR INVOLVEMENT –</strong> To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part:</td>
</tr>
<tr>
<td><strong>(1) SHALL provide assistance</strong> to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the State’s academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child’s progress and work with educators to improve the achievement of their children;</td>
</tr>
<tr>
<td><strong>(2) SHALL provide materials and training</strong> to help parents to work with their children to improve their children’s achievement</td>
</tr>
<tr>
<td><strong>(3) SHALL educate</strong> teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;</td>
</tr>
<tr>
<td><strong>(4) SHALL, to the extent feasible and appropriate, coordinate and integrate parent engagement programs and activities</strong> with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;</td>
</tr>
<tr>
<td><strong>(5) SHALL ensure that information</strong> related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;</td>
</tr>
<tr>
<td><strong>(6) may involve parents</strong> in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;</td>
</tr>
<tr>
<td><strong>(7) may provide necessary literacy training</strong> from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;</td>
</tr>
</tbody>
</table>

| **Standard 3:** Supporting Student Success – Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively. |
8. may **pay reasonable** and necessary **expenses** associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;

Standard 1: Welcoming All Families Into the School Community – Families are **active participants** in the life of the school, and **feel welcomed**, and **connected** to each other, to school staff, and to what students are learning and doing in class.

Standard 3: Supporting Student Success – Families and school staff continuously **collaborate to support students’ learning** and healthy development both at **home and at school**, and have regular opportunities to **strengthen their knowledge and skills** to do so effectively.

9. may **train parents** to enhance the involvement of other parents;

Standard 4: Speaking Up for Every Child – Families are **empowered** to be **advocates** for their own and other children, to ensure that students are treated fairly and have **access to learning opportunities** that will support their success.

10. may **arrange school meetings** at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation

Standard 2: Communicating Effectively – Families and school staff engages in **regular, two-way and meaningful communication** about student learning.

Standard 3: Supporting Student Success – Families and school staff continuously **collaborate to support students’ learning** and healthy development both at **home and at school**, and have regular opportunities to **strengthen their knowledge and skills** to do so effectively.

11. may **adopt and implement model approaches** to improving parental involvement;

All Standards:
- Standard 1 – Welcoming All Families Into the School Community
- Standard 2 – Communicating Effectively
- Standard 3 – Supporting Student Success
- Standard 4 – Speaking Up for Every Child
- Standard 5 – Sharing Power
- Standard 6 – Collaborating with Community

12. may establish a **districtwide parent advisory** council to provide advice on all matters related to parental involvement in programs supported under this section;

Standard 5: Sharing Power – Families and school staff are **equal partners** in **decisions** that affect children and families and together, inform, influence, and **create policies, practices, and programs**.

13. may **develop appropriate roles** for community-based organizations and businesses in parent engagement activities; and

Standard 6: Collaborating with Community – Families and school staff **collaborate with community** members to **connect** students, families, and staff to expand learning opportunities, community services, and civic participation.

14. **SHALL provide** such other **reasonable support** for Parental Involvement activities under this section as parents may request.

Standard 3: Supporting Student Success – Families and school staff continuously **collaborate to support students’ learning** and healthy development both at **home and at school**, and have regular opportunities to **strengthen their knowledge and skills** to do so effectively.

Standard 5: Sharing Power – Families and school staff are **equal partners in decisions** that affect children and families and together, inform, influence, and **create policies, practices, and programs**.
Appendix H:

Parent Occupational Survey

Please complete this form to determine if your child(ren) qualify to receive additional services under Title I, Part C.

Has your family moved in order to work in another city, county, or state, in the last three (3) years? □ Yes □ No

If so, what is the date your family arrived in the city/town you reside? __________________________________________

Has anyone in your immediate family been involved in one of the following occupations, either full or part-time or temporarily during the last three (3) years? (Check all that apply)

☐ 1) Agriculture; planting/picking vegetables or fruits such as tomatoes, squash, grapes, onions, strawberries, blueberries, etc.
☐ 2) Planting, growing, or cutting trees (pulpwood)/taking pine straw
☐ 3) Processing/packing agricultural products
☐ 4) Dairy/Poultry/Livestock
☐ 5) Meatpacking/Meat processing/Seafood
☐ 6) Fishing or fish farms
☐ 7) Other (Please specify occupation): ________________________________________________

Name of Student(s) ___________________ Name of School ___________________ Grade __________

__________________________________________

__________________________________________

__________________________________________

Names of Parent(s) or Legal Guardian(s) ________________________________________________

Current Address: _________________________________________________________________

City: ___________ State: ______ Zip Code: _______ Phone: __________________

Thank You!

Please return this form to the school.

The answers to this survey will help determine if your child(ren) are eligible to receive supplemental services from the Title I, Part C Program.

Note for the school/district: When both "yes" and one or more of the boxes from 1 to 7 are checked, please give this form to the migrant liaison or migrant contact for your school/district. Please file original in student's records. Non-funded (consortium) systems should fax occupational parent surveys to the regional MIF office serving their district. For additional questions regarding this form, please call the MIF office serving your district:

GaDOE Region 1 MEP, P.O. Box 780, 201 West Lee Street Brooklet, GA 30415
Toll Free (800) 621-5217 Fax (912) 842-5440

GaDOE Region 2 MEP, 221 W. Robinson Street, Lena, GA 31647
Toll Free (866) 500-3182 Fax (229) 546-3251

GaDOE Region 3 MEP, 1414 Twin Towers Wiss, 285 Jesse Hill Jr. Drive SE, Atlanta, GA 30334
Toll Free (800) 646-9899 Fax (404) 330-4827

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Appendix I:

Disposition Policy

Policy
School Properties Disposal Procedures

The Meriwether County Board of Education shall have the authority to sell any unserviceable or surplus property at its discretion.

When equipment, books and materials become worn out, obsolete, surplus, or otherwise unusable in the schools, the Superintendent may authorize their disposal in a manner to the district’s best advantage, provided that the unit value of any item is not more than $250.00 nor the total value more than $1,000.00 and no titled motor vehicle is involved. If values are in excess of those amounts or titled motor vehicles are involved, then formal authorization to sell will be obtained from the Board. Before any sale is made, the Board shall adopt a resolution declaring that the property is no longer necessary for school purposes and specifying the terms and manner of the sale. The Board shall also reserve the right to sell surplus property at private sale, public auction, or by sealed bid. The Board shall reserve the right to reject all bids.

Meriwether County Schools
Date Adopted: 9/10/1985

Appendix J:

Homeless Students Policy

Policy

Homeless Students

Homeless Policy JBC (1)

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

The Superintendent shall designate an appropriate staff person to be the district’s liaison for homeless students and their families. The liaison shall be responsible for compiling data collected on children and youth in transition, determining and arranging for needed services, monitoring academic achievement, facilitating enrollment, and settling disputes.

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

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

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

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

School Selection
Each child or youth in transition has the right to remain at his or her school of origin or to attend any school in the attendance area in which they are currently residing. School of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. Children and youth in transition shall remain at the school of origin, to the extent feasible, unless it is against the parent’s or youth’s wishes. These students are eligible to remain in their school of origin for the duration of their homelessness and until the end of the academic year in which they obtain permanent housing. Instead of remaining in the school of origin, parents or guardians of homeless students may request enrollment in the school located in the attendance area where the student is actually living. If it is not feasible for the student to continue in his or her school of origin, the student shall be assigned or transferred to the school in the attendance area in which the child is actually living. In that case, if the parent or guardian does not agree, the school system will provide a written explanation as required by federal law. Feasibility of remaining at the school of origin shall be centered around the best placement for the student. Issues to be considered include but are not limited to the following:

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

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

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

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

- **Transportation**
  - Homeless students are entitled to transportation to their school of origin or the school where they are to be enrolled. Transportation shall be provided for the duration of the transition. If the school of origin is in a different district, or a homeless student is living in another district but will attend his or her school of origin in this district, the districts will coordinate the transportation services necessary by completing the Inter-District Transportation Agreement for the student and will divide the costs equally. If transportation is requested by parent or guardian, a Transportation Request Form should be filled out by the homeless liaison and forwarded to the Transportation Director.

- **Title I**
  - Title I services should also be made available to all children and youth in transition, regardless of the school of enrollment’s Title I status. Appropriate funds should be set aside to provide comparable services to those students. The district Title I plan should coordinate with the McKinney-Vento services through collaboration between the Title I director and the district homeless liaison.

- **Education services where they meet eligibility criteria**
- **Vacation and technical education program**
- **Gifted and talented program**
- **School Nutrition**
  - Upon being identified as homeless, students automatically qualify for free lunch. The district homeless liaison shall forward necessary information to Nutrition Services to facilitate the free lunch program.

- **Other Services**
  - Other services provided to facilitate education include school supplies, school clothes, health services, summer programs, emergency assistance, and tutoring services.

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

**State Reference**

<table>
<thead>
<tr>
<th>Reference</th>
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<tbody>
<tr>
<td>O.C.G.A 20-02-010</td>
<td>Eligibility for enrollment</td>
</tr>
<tr>
<td>O.C.G.A 20-02-0293</td>
<td>Student attending school in system other than system of student’s residence</td>
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<tr>
<td>O.C.G.A 20-02-0690.1</td>
<td>Mandatory education for children between 6 and 16</td>
</tr>
<tr>
<td>O.C.G.A 20-02-0694</td>
<td>Administration/enforcement of attendance reqts.</td>
</tr>
<tr>
<td>Rule 160-5-1-.28</td>
<td>Student Enrollment and Withdrawal</td>
</tr>
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**Federal Reference**

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<thead>
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<tbody>
<tr>
<td>42 USC Part B</td>
<td>Education for Homeless Children and Youths</td>
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