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# **FY23-24 Federal Programs Handbook For System and School Administrators**

**Dr. Chris McMichael, Superintendent**

## Purpose of This Handbook

The purpose of Federal education program funding under Every Student Succeeds (ESSA) Act is to provide LEAs and their schools with supplemental financial resources and assistance to ensure equitable access to a high-quality education, regardless of student economic status or other equity factors.

The purpose of this handbook is to provide a systematic approach to managing the rules and guidelines of all Title and Federal programs (Title I A-C, Title II A, Title III A, Title IV A, Homeless MVP, IDEA, ESSER ARP and CARES) to ensure consistent compliance. Staff should use the information provided to ensure that all federal programs are being implemented accurately and effectively.

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## Monitoring Process & Procedures

The following procedures have been created and designed to provide reasonable assurance regarding the achievement of objectives in the effectiveness and efficiency of operations.

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

- (a) Each federal program coordinator will conduct self-monitoring of its schools and programs sufficient to ensure compliance with requirements, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners & Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title X, Part C (McKinney-Vento Education for Homeless), the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act.
- (b) Federal program coordinators will undergo training from GaDOE and other sources to maintain proficiency in program compliance requirements.
- (c) Federal program coordinators will provide technical assistance to local schools.
- (d) Federal program coordinators' self-monitoring will include examining all program expenditures to verify expenditures comply with program requirements.
- (e) Federal program coordinators will maintain all documentation the LEA may need for future auditing/monitoring.
- (f) In years when LEA does not receive an on-site visit, federal program coordinators will complete the Self-Assessment Checklist and submit it to the Georgia Department of Education (GaDOE) as requested.
- (g) LEA will undergo monitoring by GaDOE on a published cycle. LEA federal program coordinators will participate in training and technical assistance updates as provided by GaDOE prior to monitoring visits.
- (h) After the on-site monitoring visit, the LEA will receive a comprehensive monitoring report, which will contain recommendations, findings, and required actions that together provide an analysis of the implementation of the LEA's federal programs. If a Corrective Action Plan is required, the LEA will respond in a timely manner with a Corrective Action Plan, which must be approved by GaDOE. The appropriate GaDOE Program Specialist will monitor implementation of the Corrective Action Plan.

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

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

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

- Selection of LEAs to be monitored.
  - LEAs are currently cross functionally monitored on a four-year cycle.



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

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

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

- Ensuring that all activities are carried out in accordance with federal compliance guidelines
- Monitoring inventory and equipment usage
- Attainment of academic achievement school improvement goals
- Compliance with budgetary guidelines
- Fulfillment of intent and purpose statements

### **Positions Responsible for Implementation and Monitoring of Procedures**

The Director of Federal Programs will coordinate and provide support to the coordinators for each federal program. The coordinator for each federal program will develop and implement the monitoring procedures contained in this handbook.

### **Frequency of Monitoring (Timeline)**

- March to September - Provide a technical assistance session for all participating schools to update principals on any new guidelines and to provide guidance for new principals. Sessions will include the following topics: budgets, ordering, compliance, parental involvement, professional learning, meeting the needs of students, schoolwide programs, monitoring, academic achievement, inventory, scheduling, meeting intent and purpose of individual federal programs, ethics, and complaint procedures. Sessions will include representation from the following programs: Title I, Part A (Disadvantaged Students), Title I, Part C (Migrant Education Program), Title II, Part A (Teacher and Leader Quality), Title III (English Learners & Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title IX, Part A (McKinney-Vento Education for Homeless Children and Youth) and the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act.
- May to July - Work with principals on annual revision of compacts and school improvement and Parent & Family Engagement plans and budgets. All federal program coordinators will review plans and budgets to ensure that funds are being spent according to plans and that plans have all the necessary components to meet the intent and purpose of each federal program that is included in the consolidated funds initiative.
- July/August - Notify any schools if required to provide intervention services as a result of needs improvement status, assist schools with creating and mailing any required notifications to parents.
- August to May - Monitor implementation of school improvement plan initiatives using monthly budget meetings, progress checks and instructional rounds.
- August to June – Meet quarterly with principals, assistant principals and instructional coaches. Provide additional training as needed.
- August to December - Inventory items purchased with federal funds. Monitor schools, provide feedback.

- August to June – All federal programs are monitored by the appropriate program coordinator. Ongoing review of school improvement data and plans in conjunction with members of the Teaching & Learning Department
- August to March - Monitor progress toward attainment of school improvement goals and action steps through on-site progress checks and/or monitoring visits. Members of the Teaching and Learning Department conduct these checks to ensure school improvement plans and budgets are being implemented with fidelity.
- February/March – Conduct annual comprehensive needs assessment. Data is provided to system and school leaders so each can compile data to determine prioritized needs for the following year.
- July to June– Federal program coordinators provide technical assistance and meet regularly with principals/ assistant principals and instructional coaches.
- July to June - Budgets are reviewed at least monthly and each purchase order is examined by federal program staff to ensure purchases are allocable, reasonable, and necessary and that items purchased are supporting strategies contained in the system and/or school improvement plans.

Schedules for equipment inventory monitoring, progress checks, instructional rounds, and compliance with all federal guidelines are created on Microsoft TEAMS. Monitoring meetings dates are established by the System SIP Committee early Spring so school leaders can plan accordingly and select dates as they begin work on their schoolwide plans.

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

Federal Program Coordinators will document meetings with school leaders using sign-in sheets, checklists, minutes, and agendas. Regular meetings and/or communication will occur to review required documents and offer technical assistance. A [Federal Programs School Monitoring Checklist](#) will be maintained and reviewed with school leaders indicating that required program components have been met.

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

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

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

Corrective actions, findings, areas of concern, and recommendations received through monitoring feedback are discussed with principals in order to assist them in understanding the critical need for compliance with local and federal guidelines. Verification of corrective action will be determined through ongoing technical assistance provided to the school and documented on the [Federal Programs School Monitoring Checklist](#).

### **District Review of Applicable Federal Program Budgets**

Each federal fund program coordinator prepares a yearly budget showing the distributions for district, per school and /or per program/function/object code. Federal program coordinators ensure that all funds budgeted are allowable per funding source. Federal program coordinators will examine budget reports for their respective budgets. School principals are required to analyze their budgets at least quarterly. Consolidated budgets are reviewed during SIP consultation meetings held by federal program coordinators with school administrators, instructional coaches, and bookkeepers. Completion reports are annual reports required by the Georgia Department of Education (GADOE) for all grant funds. Reports are due thirty days after the end date for each

grant. Prior to preparing the completion report, the general ledger report for each grant will be reviewed to ensure that all expenditure postings are correctly recorded.

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

The [Federal Programs School Monitoring Checklist](#) will be used to identify schools that are at high risk of not properly operating various federal programs. Any school failing to achieve check off on ten or more required components will be considered at risk and will be required to develop a more comprehensive short-term corrective action plan with specific dates for accomplishing corrective action steps.

### **IDEA Procedures for Monitoring Schools and Programs**

#### **Student Support Teams**

The District RTI Coordinator, school level RTI coordinator, District Information Systems Manager, and the School Psychologists monitor procedural compliance in regard to tiered interventions. The District RTI Coordinator conducts random RTI/SST file compliance checks throughout the school year to review plans in Infinite Campus for compliance and fidelity. The District RTI coordinator also completes quarterly SST audits and reports findings to the school level RTI coordinator. The District Information Systems Manager and District RTI Coordinator generates weekly RTI plan and activity reports that are shared with the schools for checks and balances. School psychologists review files and provide support and guidance regarding progress monitoring. All building level administrators are expected to be an integral part of the RTI/SST process partnering with the District RTI Coordinator in all aspects of the process, including professional learning, monitoring meetings, implementation of research-based practices, etc.

Schools that are found to be out of compliance are provided intensive, one-on-one technical assistance and support from the District RTI Coordinator. Staff members who are found to be out of compliance will be provided with continued professional learning and/or one-on-one assistance by the school level RTI coordinator. When staff members continue to experience difficulty after technical assistance has been provided, the District RTI Coordinator will inform the Director of Elementary or Secondary Education who will determine next steps in support.

#### **Child Find**

The Preschool Program Coordinator holds monthly meetings during which Child Find procedures for preschool-age children are continually monitored through a referral list that is updated weekly. In addition, the Preschool Program Coordinator works closely with community centers regarding Child Find procedures. Furthermore, universal screeners are completed at the elementary and middle school levels to aid in meeting the BCSS Child Find obligation. In high school, an early warning system is used in which students are tracked in three primary areas: attendance, behavior, and credits earned. Students demonstrating areas of need in elementary, middle, and high school are then referred to the RTI/SST committee, which sets meaningful goals for students and monitors how they respond to research-based interventions designed to help them meet their goals.

If Child Find Procedures are not followed, additional training and technical support will be provided by the Director of Special Education, District Special Education Coordinators, Program Specialists and/or designated school staff (e.g., assistant principals, special education department chairs, counselors, etc.).

#### **Evaluation/Re-evaluation**

Existing BCSS Special Education Teachers: The Special Education Director, District Special Education Coordinators, Program Specialists, School Psychologists, and school-level Department Chairs will provide ongoing professional learning for special education policies and procedures regarding evaluations and reevaluations

throughout each school year. The Director of Special Education and District Special Education Coordinators provide up-to-date training and information regarding evaluations and reevaluations at monthly, school-level Department Chair meetings. Furthermore, the Director of Special Education provides training to building-level administrators during regular, instructional district leadership or principal meetings. The District Special Education Coordinators, Program Specialists, and Department Chairs provide additional professional learning to support best practices during regularly scheduled, school-level special education meetings and trainings. School Psychologists provide supplementary professional learning to teachers regarding referral packet requirements, the Initial Timelines Calendar, the 120-Day Calendar, progress monitoring procedures, and the administration of achievement measures, behavior rating scales and adaptive behavior assessments. Moreover, the District RTI Coordinator provides professional learning to Assistant Principals and school-level RTI Coordinators, who then train the staff on compliant RTI practices.

**New BCSS Special Education Teachers:** Teachers new to the Barrow County School System are trained in special education policies and procedures related to evaluations and reevaluations through a new teacher training provided by the district special education coordinators and program specialists at the beginning of each school year. They also participate in ongoing professional learning that is provided for existing teachers, as described above, as well as professional learning that is provided by administration and other support staff such as the district RTI Coordinator and school psychologists. Additionally, new special education teachers are assigned a veteran mentor teacher in their school building to provide support and guidance regarding evaluations and reevaluations throughout the school year. Department chairs also work closely with new teachers and mentors to ensure the mentoring process is effective and to give additional clarity and support regarding evaluation and reevaluation policy and procedure.

Professional learning will be documented through agendas, sign-in sheets, and end-of-year policy and procedure checklists. This documentation will be stored electronically in Teams and originals will be housed in the Special Education Administrative Assistant's office.

**Monitoring Procedures:** At the beginning of the school year, School Psychologists review all initial referrals to prioritize them. They collaborate on the Yearly Special Education Timelines Report, documenting initial evaluations, allowing them to monitor all initial timelines for the BCSS. School Psychologists also pull a report of the Reevaluation Data Reviews that are due during the current school year, share that information with school-level department chairs, and monitor these throughout the year. Furthermore, School Psychologists meet monthly to discuss individual cases and general policies and procedures regarding evaluations and reevaluations within the BCSS.

The Special Education Director, District Special Education Coordinators, Program Specialists, and Records Clerk monitor the GO-IEP Dashboard for eligibility timelines routinely and follow-up with Department Chairs when students are approaching critical timelines. If a concern arises, the Department Chair and/or District Special Education Coordinator will conference with the teacher(s) to provide support in adhering to compliant evaluation practices. In addition, Special education teachers monitor their GO-IEP Dashboard weekly, so they are continuously aware of timelines related to evaluations and reevaluations. Furthermore, teachers are asked to sign off on the BCSS Special Education Policy and Procedure Checklist, verifying their understanding of responsibilities as it pertains to evaluations and reevaluations throughout the school year.

Continuous communication and collaboration between the Special Education Director, District Special Education Coordinators, Program Specialists, Department Chairs and School Psychologists will take place to review and

monitor all timelines and due dates to ensure compliance with testing policies, procedures, and adherence to timelines.

Teachers who require additional technical assistance with policies and procedures related to evaluations and reevaluations will be provided with technical assistance and support through trainings, one-to-one conferences, webinars, and/or professional learning plans from the Director of Special Education, District Special Education Coordinators, Program Specialists and/or designated school staff (e.g., RTI Coordinator, Assistant Principals, Special Education Department Chairs, etc.). If teachers continue to have difficulty despite the technical assistance they receive, building-level administrators will be notified so they may determine next steps to ensure remediation and compliance.

### **Eligibility**

The Director of Special Education and the Lead School Psychologist monitor eligibility and categories of eligibility by reviewing the associated data and their trends. The Director of Special Education collaborates with the Director of Student Data and Services, as well as other district leaders, in reviewing eligibility data and their trends for students with disabilities in the district. If concerns arise, the Special Education Director will meet with the District Leadership Team, and/or school-level administration, to provide technical assistance. District Special Education Coordinators, Program Specialists, and school-level Department Chairs monitor compliance by reviewing eligibility determination paperwork.

Teachers and school-level administration who require additional technical assistance with policies and procedures regarding eligibility determination and categories of eligibility will be provided with technical assistance and support through trainings, one-to-one conferences, webinars, and/or professional learning plans from the Director of Special Education, District Special Education Coordinators, Program Specialists, School Psychologists and/or designated school staff (e.g., assistant principals, special education department chairs, etc.). If teachers continue to have difficulty despite the technical assistance they receive, building-level administrators will be notified so they may determine next steps to ensure remediation and compliance.

### **Discipline**

The Director of Data, Assessment, & Accountability monitors district and individual school compliance with discipline policy and procedure by reviewing the associated data and their trends. The Director of Special Education collaborates with the Director of Data, Assessment, & Accountability, as well as other district leaders, by reviewing discipline data and their trends for students with disabilities. If concerns arise, the Special Education Director will meet with the District Leadership Team and/or school-level administration to provide technical assistance. Also, school-level department chairs and building-level administrators monitor teacher compliance regarding discipline through the district's Student Information System. Additionally, teachers are asked to sign off on the BCSS Special Education Policy and Procedure Checklist, verifying understanding of their responsibilities as it pertains to discipline throughout the school year. Individualized Education Programs (IEPs), Functional Behavioral Analyses (FBAs), Behavior Intervention Plans (BIPs), and Manifestation Determination Reviews (MDRs) will be monitored by Department Chairs, District Special Education Coordinators, and Program Specialists by way of classroom observations, intermittent IEP and MDR meeting attendance, as well as random inspections of IEPs, FBAs, BIPs and MDRs.

Teachers and school-level administrators who require additional technical assistance with policies and procedures regarding discipline will be provided with technical assistance and support through trainings, one-to-one conferences, webinars, and/or professional learning plans from the Director of Special Education, District



Special Education Coordinators, Program Specialists and/or designated school staff (e.g., assistant principals, special education department chairs, counselors, etc.). If teachers or other staff continue to have difficulty despite the technical assistance they receive, building-level administrators will be notified so they may determine next steps to ensure remediation and compliance.

## **Consolidated LEA Improvement Plan**

### **Procedures for Creation, Review, and Approval**

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

To ensure stakeholder input and timely submission to the GaDOE, the following timeline will be followed:

- August to July - The newly approved S-CLIP is made available on the district website. A feedback form is provided on the website.
- August to October– The current S-CLIP is made available during a district/ school parent meetings.
- February to April – The current S-CLIP is made available during school Title Planning Meetings and opportunities are provided on paper and online for feedback. Survey responses will be collected as part of the annual Comprehensive Needs Assessment. Surveys are administered to administrators, teachers, paraprofessionals, certified staff, non-certified staff, parents, and community members.
- March to May - School Governance Team members have an opportunity to provide feedback for the following year's S-CLIP. Members represent administration, teachers, parents, and the community.
- March to May – Changes are made to the S-CLIP based on feedback obtained from multiple means and stakeholders. Federal program director and coordinators will collaborate to develop the S-CLIP.
- May-June – The S-CLIP is uploaded for Superintendent and GaDOE approval.

### **Resolution for Unapproved CLIP**

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

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

Evidence-based action steps are addressed in the description of the LEA's school improvement process within the system's Streamlined Consolidated LEA Improvement Plan (S-CLIP). The system has adapted the GaDOE's Systems of Continuous Improvement and the following improvement planning steps: Examine Progress; Identify Needs; Create Goals and Select Evidenced Based Interventions; Plan Implementation; Implement the Plan. The following information is included as part of creating goals and selecting evidenced based interventions: "Schools will then create goals and evidence-based action steps to address the prioritized overarching areas in need of improvement using the SIP Tool in SLDS. Schools are encouraged to focus on three to five goals and approximately 2-4 high impact action steps per goal that will improve Tier 1 instruction for all students, as well as

identify Tier 2-4 action steps that will be taken to provide additional support for students, including subgroups, who are not academically successful after Tier 1 action steps have been implemented.

## Schoolwide Improvement Plans

### Creating, Reviewing, and Approving Schoolwide Plans

Schoolwide Improvement Plans are developed during spring/summer for the following school year. Each school leadership team meets during the spring. The team is composed of representatives from grade levels, content areas, and departments, as well as administration and parents. The stakeholders analyze data to identify and prioritize overarching needs, identify root causes and create goals and determine action steps for school improvement. School administrative teams finalize the details of their school improvement plans and then shares with members of Teaching and learning in June for during a technical assistance meeting. Once the plan is approved by system leaders, it is presented to and approved by the School Governance Team and the school faculty and staff. It is through this process that the LEA oversees the development of school improvement plans. System leaders also support schools in developing, revising, implementing, and coordinating school improvement and schoolwide plans during quarterly administrative meetings or instructional rounds. During these meetings, data may be collected and analyzed to identify and develop solutions to challenges related to instructional strategies, Parent & Family Engagement, professional learning, and consolidated budgets. Additionally, system leaders conduct progress checks to evaluate the extent to which improvement plan goals and action steps are being met. Parents are sent information inviting them to participate in the revision process at annual Spring Title I Planning meetings held at each school in February or March. Once revisions are made, the plan is placed on the system and school websites. Paper copies are also available from the main office at each school.

### Selection of Evidenced-Based Action Steps

#### ***Definition***

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

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

#### ***Implications***

While schools are encouraged to adopt evidence-based strategies, documentation is not required as all schoolwide programs participate in the consolidation of funds initiative.

### Resolution for Unapproved Schoolwide Plans

Schoolwide improvement plans are maintained through the SIP tool in SLDS. A copy is also shared via the district and school website providing access to all stakeholders and allowing opportunities to collaborate and gather feedback. If the plan needs revision, comments are submitted through the SIP platform or stakeholder feedback form. Once all feedback have been resolved satisfactorily, the plan is approved by the principal, superintendent, and each School Governance Team (SGT).

## Private Schools

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

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

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

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

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

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

To ensure meaningful consultation occurs, invitations for private schools to consult in the participation of federal programs the following calendar year are sent each fall. The invitation includes the specific date and time of the private school initial consultation. The Director of Federal Programs and all other directors/ coordinators related to Federal programs must participate in the meeting. Upon receipt of an intent to participate, a meeting will be held to discuss plans and the required components of IDEA, Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title X, Part C (McKinney-Vento Education for Homeless), and the Coronavirus Aid, Relief, and Economic Security (CARES) Act as authorized by the Elementary and Secondary School Emergency Relief (ESSER) Act. Follow-up consultation meetings are then scheduled with officials from participating private schools. After each consultation, public and private school officials indicate whether meaningful consultation occurred. Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

## Fiduciary Responsibility

### Maintenance of Effort for ESSA and IDEA

GADOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked "met" or "unmet" on the Consolidated Application. The calculation in the GaDOE portal determines which funds should be excluded from the calculation. Documentation for MOE is only required for districts that do not meet the required maintenance of effort. Program Coordinators will pull the MOE information from the Consolidated Application each school year for documentation purposes.



## **Comparability**

The Title I Director annually completes the Comparability of Services utility in the GaDOE portal. To date, all schools have always provided comparable services. If comparability is not met, the Title I Director will work with the school system and school leaders to re-assign personnel to ensure comparability of services to students in all Title I Schools.

## **Resource Allocation and Management Plan (RAMP)**

The Barrow County School System is a public Charter System in Georgia pursuant to O.C.G.A. §20-2-2060 et seq. As a Charter System, the district and its schools have flexibility in carrying out its purposes and broad waiver from most education law and Georgia Department of Education rules and requirements. In exchange for this flexibility and waiver, the district will demonstrate high academic achievement and student performance.

The Barrow County School System currently has ten elementary schools, four middle schools, three high schools, an alternative education program, a magnet program, and a career academy.

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

The district’s budget process begins in January of the previous year. State and local revenues are estimated based on student enrollment, teaching staff and local property tax assumptions. Once the school system estimates state and local funding, staff allocation to the individual schools is a critical budget process. Staff salaries and benefits account for approximately 87% of the total general fund budget. In addition to staying within financial limits, the district must also ensure that state and local funds are adequately and equitably allocated to all schools in the district.

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

### **GENERAL STAFF ALLOTMENT FORMULA INFORMATION**

- Allocations are based on full time enrollment.
- Art, music, physical education, and connection classes for elementary and middle schools are funded through a combination of State (QBE) funds and local funds.
- Initial personnel allotments are based on adjusted projected enrollments.
- Allocation ratio will be based on the adequate availability of funds.
- Enrollment must be maintained throughout one fiscal year in order to receive additional staff for the following fiscal year.

- The following rounding formula is used to determine fractional allocations:
  - .00 to .249 = 0
  - .25 to .749 = .50
  - .75 to 1.0 = 1

### **Assessment Security and Reporting of Accountability**

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

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

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

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

## **Consolidation of Funds**

The Barrow County School System consolidates Federal funds with local and state funds. The funds are allocated as district set asides and to the school level. The school level allocations will be generated based on the Federal

guidance and approved by Ga DOE. School allocations will support the School Improvement Plan and will meet the Intent and Purpose of each Federal Program.

## Internal Controls

### Code of Federal Regulations

The Barrow County School System operates federal grants in accordance with the [Code of Federal Regulations](#).

### Cost Principles

#### Allowability of Costs (CFR 200.302(b)(7))

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

Financial Management ~ Process to Review Expenditures to Determine Allowability

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

Each budget, after being prepared at the system or school level, is reviewed by the appropriate program coordinator to ensure alignment to system (S-CLIP) and school improvement plans (SIPs) and intent and purpose statements (for consolidated funds), revised as necessary, and approved by the program coordinator.

Once the system or school makes the necessary changes and the budget is submitted and

1. approved by the GaDOE, each department or school completes requisitions in the school system financial software.
2. Requisitions must include:
  - Complete vendor information including phone number (and fax number if applicable)
  - Ship to information including the address for the school
  - Appropriate account number assigned by the system coordinator, principal or designee based on the budget sheets
  - Sufficient detail to determine if each cost item is allocable, reasonable, and necessary.
  - No purchase or contract shall be divided into parts for the purpose of avoiding the above requirements.

The requisition is then sent to the appropriate federal program approvers using financial software.

3. The appropriate federal program coordinator reviews the requisition to assure that the purchase is included in the Schoolwide/School Improvement Plan/Equity Plan and that the expense is allocable, allowable, reasonable, and necessary.
4. If approved, the program coordinator then signs off on the requisition which forwards the requisition to the Office of Business Services for approval and conversion to a purchase order using the financial software program.
5. If rejected, a reason is entered in the Rejection Statement field that is then visible at the system and school level.
6. The Assistant Superintendent for Business Services issues final approval and the financial software automatically sends the approved purchase order to the originator of the requisition/purchase order (usually the school bookkeeper) to place the order.
7. When the ordered item arrives, the school or department compares what is received with what was ordered and “receives” the item or items in the financial software. Any disputes are reconciled between the school bookkeeper and the vendor.

## **Invoices**

The following procedures are followed for invoices:

- Receipt of Invoice: Invoice is received by district receptionist and forwarded to Account Payable Specialist.
- As stated above, the school bookkeeper will match the order as he or she receives it with the purchase order and will “receive” it in the financial software. The purchase order cannot be paid unless the item is received in the system.
- The Accounts Payable Specialist compares vendor invoices to purchase orders. If these items match, the invoice is entered as an account payable. If not, the Accounts Payable Specialist alerts the appropriate program/school bookkeeper or the appropriate program coordinator who work together to determine a solution.

## **Payment of Invoice:**

The following procedures are followed for payment of invoices:

- The Accounts Payable Specialist charges the expenditures to the proper fund/program designated on the purchase order by the program/school bookkeeper or coordinator in the system financial software.
- If invoices received that are charged to a federal program exceed the amount of purchase orders, the Accounts Payable Specialist alerts the appropriate program/school bookkeeper who works together with the coordinator and determines a solution.
- Disbursement is not made until the invoice is validated as owned by the district and received on the system by the location/bookkeeper.
- Open purchase order reports are provided by Accounts Payable or Purchasing Specialist to the federal programs bookkeeper/coordinator monthly and upon request to determine if goods or services have in fact been received but not invoiced by the vendor. Contact is made with the vendor to secure an invoice if such instances are noted.

## **Segregation of Duties (CFR 200.303(a))**

The Barrow County School System (BCSS) requires the following segregation of duties associated with cash management to prevent errors and fraud.

### **Assistant Superintendent for Business Services**

Under the supervision of the Superintendent, the Assistant Superintendent for Business Services will carry out the following duties:

- Prepare monthly and annual financial statements for inspection by the Board of Education.
- Establish accounting procedures to ensure that proper internal controls are maintained for the district business office
- Manage cash flow and investment of available funds.
- Assist the Superintendent in preparation of financial data for the tax digest, state allotments, and other financial areas.
- Open all bank accounts and reviews prior to reconciliation.
- Oversee the reconciliation of all accounts.
- Supervise operation of business office to include payables and payroll.
- Compile annual budget for board approval and submit it to the Georgia Department of Education.
- Coordinate accounting procedures to ensure that central office and local school administrators follow proper procedures in the budgeting, record keeping, and expending of program funds for which they are responsible.
- Oversee, approve and post monthly and year-end adjustments, run and balance reports.
- Oversee and assist with the preparation and submission of year end and interim financial reports to the Georgia Department of Education.
- Manage funds for SPLOST, Capital Projects and Debt Service.
- Ensures a yearly audit is completed and submitted to the Department of Audits and Accounts.
- Compile data for audit, work with state auditors during audit, and prepare MD&A for audit report.
- Perform other duties as assigned by the Superintendent.

### **Accounting/Audit Coordinator**

Under the supervision of the Assistant Superintendent for Business Services, the Accounting/Audit Coordinator will carry out the following duties:

- Assist in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.
- Perform journal entries, budget adjustments, and bank reconciliations.
- Approves bank reconciliations that the Assistant Superintendent of Business services designates to prepare.
- Assist in the budget process and enter the budget into the financial software.
- Close books at month and year end.
- Prepare and submit year end and interim financial reports to the Georgia Department of Education.
- Compile data for audit, work with state auditors during audit,
- Assist the Assistant Superintendent for Business Services with account analysis, report preparation and distribution, and month-end /year-end closeout procedures.
- Maintain a wide variety of financial records to ensure compliance and the availability of documentation.
- Perform payroll accruals and reversals.
- Oversees internal audits.
- Assist with any duties required for annual audit preparation.
- Perform other related duties as assigned by the Assistant Superintendent for Business Services

### **Accounting Specialist**

Under the supervision of the Assistant Superintendent for Business Services, the Accounting Specialist will carry out the following duties:

- Request federal and state grant reimbursements.
- Submit annual completion reports on all federal and state grants.
- Process receipts.
- Record school lunchroom deposits.
- Enter journal entries into the financial software. (Does not post own journals)
- Compile data for audit and work with state auditors during audit.
- Ensure drawdowns are based on actual expenditures and minimizing the time between the transfer of funds.
- Perform other related duties as assigned by the Assistant Superintendent for Business Services

### **Payroll Specialist**

Under the supervision of the Assistant Superintendent for Business Services, the Payroll Specialist will carry out the following duties:

- Process monthly payroll and reporting for all system employees.
- Invoice for any payroll reimbursements.
- Prepare year-end reporting, including W-2's and 1099's.
- Calculate sick leave for retirement.
- Assist with budget preparation.
- Calculate salary adjustments
- Records Management
- Oversees verification of employment
- Prepare quarterly tax reporting.
- Compile data for audit, work with state auditors during audit,
- Perform other duties as assigned by the Assistant Superintendent for Business Services.

### **Accounts Payable and Purchasing Specialist**

Under the supervision of the Assistant Superintendent for Business Services, the Accounts Payable and Purchasing Specialist will carry out the following duties:

- Balance travel reports monthly.

- Prepare invoices.
- Prepare year-end reporting, including 1099's.
- Assist with budget preparation.
- Pay invoices as they become due
- Enter vendors into the accounting software
- Oversee and consult on any liability insurance issues
- Compile data for audit, work with state auditors during audit,
- Perform other duties as assigned by the Assistant Superintendent for Business Services.

### **Administrative Assistant to the Assistant Superintendent for Business Services**

Under the direction of the Assistant Superintendent for Business Services, the Administrative Assistant will carry out the following duties:

- Assist with internal audits.
- Assist with bank reconciliation of the primary bank account.
- Verify employment for outside agencies.
- Match invoices with checks for all bank accounts and keep a running check number listing
- Perform other duties as assigned by the Assistant Superintendent for Business Services.

### **Director of Federal Programs and School Improvement**

Under the direction of the Assistant Superintendent for Teaching and Learning, the Director of Federal Programs will carry out the following duties under Title I, Title II and Title IV due to consolidation:

- Coordinate, monitor, and provide technical assistance to schools for Title I, Part A, Title II, Part A and Title IV, Part A- consolidated
- Monitor all purchases to ensure that expenditures are allocable, reasonable, and necessary. Ensuring all system policies for purchasing, expending funds, and inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and all items purchased must be a part of the approved budget.
- Approve each purchase requisition/order, travel expense statement and professional learning (PL) leave that is funded through Title IA or consolidated funds. Meet with the Accounts Payable, Payroll Clerk, Accounting Specialist, and Accounting/Audit Coordinator as needed and request financial reports to ensure alignment and balance on at least a monthly basis. Meet with and/or email principals or designees to ensure accuracy of school budgets.
- Ensure system and school inventories are maintained electronically and kept up to date for items purchased outside of consolidated funds.
- Complete a physical inventory check at each facility each year for items purchased outside of consolidated funds. Purchase Orders are pulled from object codes 615, 616 to verify if each item is included in the central office's inventory.
- Ensure each employee is trained on his/her responsibility regarding fraud and the channels to report it if suspected annually.
- Coordinate with and supervise coordinators for each federal program with the exception of Special Education.
- Assist auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and any cross functional monitoring documents).
- Provide approval on professional learning is completed by the Assistant Superintendent for Teaching and Learning who ensures that all activities are research-based.
- Perform other related duties as assigned by the Assistant Superintendent for Teaching and Learning.

### **Federal Programs Administrative Assistant**

Under the direction of the Federal Programs Director, the administrative assistant will carry out the following duties:

- Monitor each object code by encumbering the money from the PR, balancing each object code, and matching invoices to the posted encumbered monies.



- Maintain accurate records and internal controls (e.g., ledgers) ensuring compliance with all applicable regulatory requirements and accuracy of fund balances (object codes).
- Assist the Business Services Department with processing purchase requisitions, verifying available funds for accounts charged to system accounts, and payment of invoices.
- Review financial information for potential budget variances and ensure fund balances are accurate.
- Maintain a wide variety of financial records to ensure compliance and the availability of documentation.
- Review purchase requisitions, travel expense statements, and registration payments for compliance and accuracy.
- Assist with Consolidated Application budgets.
- Assist with database activities related to the financial system (MUNIS).
- Assist auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and any cross functional monitoring documents)
- Provide the Assistant Superintendent for Teaching and Learning a list of endorsements/professional learning for final approval
- Perform other related duties as assigned by the Director of Federal Programs

### **Title III Coordinator; Migrant Education Coordinator**

Under the direction of the Director of Federal Programs, the following duties are performed:

- Ensure compliance with all applicable guidelines.
- Provide technical assistance
- Assist in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.
- Assist the Business Services Department processing purchase requisitions verifying available funds for accounts charged to system accounts, and payment of invoices.
- Review financial information for potential budget variances and ensure fund balances are accurate.
- Maintain a wide variety of financial records to ensure compliance and the availability of documentation.
- Approve purchase requisitions, employee expense statements, and registration payments for compliance and accuracy.
- Assist with the development of grant proposals.
- Perform the needed administrative tasks for effective implementation of several federal and state sponsored programs and other grant management tasks as assigned.
- Assist with database activities related to the financial system.
- Assist auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, and all Title III, Migrant, Immigrant, Homeless cross functional monitoring documents).
- Assist in maintenance of equipment inventory and ensure compliance to BOE disposal policy for items purchased outside of consolidated funds.
- Participates in supporting schools in the school improvement process.
- Attends, supports, and leads professional development to support teachers, staff and contracted services in providing appropriate supports to English learners, migrant and immigrant students.
- Perform other related duties as assigned by the Director of Federal Programs

### **Family Engagement Specialist**

Under the direction of the Director of Federal Programs, the following duties are performed:

- Collaborating with parents, teachers, and school leadership teams to develop family-friendly school climates.
- Coordinating and implementing research-based strategies for the district and school parent engagement programs to engage parents in improving student achievement.
- Providing workshops, classes, and activities for parents at their local schools and/or district on a regular basis.
- Providing school engagement materials such as event calendars, brochures, educational resources, videos and digital and social media.

- Conducting professional learning training with all faculty and staff to determine school needs and discuss purposeful administration of effective strategies in family engagement.
- Creating opportunities for parents who have limited English proficiency, a disability or are underrepresented because of social economics or racial barriers to participate in education initiatives and enrichment workshops.
- Assist with an evaluation to assess the needs of parents at the local school(s) and/or district.
- Maintaining excellent records of all parent involvement activities, reports, surveys evaluations, annual program evaluations, and communications to parents.
- Ensuring the school/district's parent involvement program remains in compliance with all state and federal guidelines.
- Staying informed of the most current parental involvement requirements and guidance.
- Taking part in professional learning opportunities at the local, regional, and/or state level with proper authorization.
- Attending all local and state meetings and trainings for Parent Involvement Coordinators.
- Sharing ideas and experiences from professional learning opportunities with school and district staff, leadership teams, and/or other parent professionals.
- Connecting families with school and community resources for health services, food banks, public libraries, recreation programs, non-profit organizations, adult education for English courses, GED programs, translation and interpretation services, and mentoring programs.
- Review current development, literature and technical sources of information related to job responsibility.
- Representing the Barrow County School System at meetings inside and outside the district and at various community functions.
- Perform other related duties as assigned by the Director of Federal Programs

### **Lead Social Worker/ Homeless Liaison**

Under the direction of the Director of Data, Assessment, and Accountability the following duties are performed:

- Coordinates the work of school social workers.
- Coordinates the Emotional Crisis Response Team (ECRT).
- Serves on the Domestic Violence Task Force.
- Serves as the system Homeless Liaison.
- Coordinates the MVP program and EHCY grant.
- Coordinates child abuse reporting.
- Maintains referral resources.
- Acts on referrals from school personnel, parents, students, and the community as needed and appropriate.
- Provides technical assistance on school climate issues.
- Collaborates and consults with school personnel and community agencies concerning student and parent issues.
- Conducts home visits as needed.
- Provides information and referral sources to school personnel and families.
- Provides individual and group counseling.
- Provides case management.
- Serves on countywide crisis team.
- Provides crisis interventions.
- Provides parent education and training.
- Advocates for students, parents, and the school system.
- Participates in staff and policy development.
- Serves on community boards and committees related to youth.
- Makes referrals to State and Juvenile Court.
- Develops programs for specific needs.
- Processes child abuse referrals.
- Engages in professional growth activities.



- Maintains required confidentiality

### **Director of Special Education**

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

- Maintain accurate records and internal controls (e.g., ledgers) ensuring compliance with all applicable regulatory requirements and accuracy of fund balances (object codes).
- Review detail and summary reports for potential budget variances and ensures fund balances are accurate.
- Maintain a wide variety of financial records to ensure compliance and the availability of documentation.
- Approve purchase requisitions, travel expense statements, and registration payments for compliance and accuracy.
- Manage Consolidated Application budgets.
- Assist with database activities related to the financial system.
- Ensure the special education inventory is accurate.
- Assist auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and all IDEA monitoring documents).
- Perform other related duties as assigned by the Assistant Superintendent for Teaching and Learning.

### **Special Education Administrative Assistant**

Under the supervision of the Director of Special Education, the Special Education Administrative Assistant will carry out the following duties:

- Assist in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.
- Assist the Business Services Department with processing purchase requisitions verifying available funds for accounts charged to system accounts, and payment of invoices.
- Review financial information for potential budget variances and ensures fund balances are accurate.
- Maintain a wide variety of financial records to ensure compliance and the availability of documentation.
- Review purchase requisitions, employee expense statements, and registration payments for compliance and accuracy.
- Assist with the development of grant proposals.
- Perform the needed administrative tasks for effective implementation of several federal and state sponsored programs and other grant management tasks as assigned.
- Assist with database activities related to the financial system.
- Assist auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, and all IDEA cross functional monitoring documents).
- Participate in meetings, in-service training, workshops, etc.
- Perform other related duties as assigned by the Director of Special Education.

### **Procurement (CFR 200.319(c))**

Micro-purchases, those less than \$5,000, shall be made with best effort to provide the least expense to the district. Purchases shall be based on one or more oral quotations, when possible, to determine best price. Requisitions containing services, supplies or equipment estimated to cost \$5,000 to \$24,999, small purchases; will require three written quotes or website references. Evidence of the quotes must be attached to the purchase order/requisition in the financial software program. All services, supplies or equipment estimated to cost \$25,000 or more must use a bid or request for proposal and will be posted on the district website and the Georgia Procurement website. Evidence of the Bid or RFP must be attached to the purchase order/requisition in the financial software program. If purchases are made through RESA, compliance with the above procedures are not required.

Competitive proposals or bids twenty-five thousand dollars (\$25,000) or greater shall be approved by the Board of Education. Competitive proposals or bids ten thousand dollars (\$10,000) or greater shall be approved by the

Board of Education if the low bid is not recommended. Purchases between \$10,000 and \$25,000 shall be reported to the Board at its next meeting. In compliance with Section 2 CFR 200.319, any purchases in excess of \$250,000 including contract modifications will require a cost or price analysis, sealed bids, and/or competitive proposals. Cost analysis means evaluating the separate cost elements that make up the total price, including profit. Price analysis generally means evaluating the total price. Domestic preferences for procurement 200.322 “to the greatest extent practicable” must provide a preference for the purchase of goods and materials produced in the US.

Sole source bids may be used only when one or more of the following circumstances apply:

1. The item is available only from a single source.
2. The public emergency for the requirement will not permit a delay resulting from competitive bidding.
3. The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requirements from non-federal entities.
4. After soliciting a number of sources, competition is determined inadequate.

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

Each federal program coordinator and/or department head checks Georgia’s System for Award Management (SAM) website, <https://www.sam.gov/portal/SAM/###11> prior to approving any purchase equal to or in excess of \$25,000 to ensure the vendor is not on the list of suspension and debarment. The resulting check must be printed, signed, dated, and uploaded to the requisition/purchase order.

### **Procedures for Use of Purchasing Card (PCard)**

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

1. Designation of users who are authorized to be issued district purchasing or credit cards.
2. A requirement that, before being issued such cards, authorized users shall sign and accept an agreement that they will use such cards only in accordance with the district's policy and procedures.
3. Transaction limits for the use of such cards.
4. A description of purchases that shall be authorized for use of such cards.
5. A description of purchases that shall not be authorized for use of such cards.
6. Designation of the district's card administrator.
7. A process for auditing and reviewing purchases made with such cards.
8. Required purchasing or credit card documentation and due date.
9. Provisions for addressing a violation of purchasing or credit card policies or procedures and imposing penalties for violations including, but not limited to, revocation of card privileges.
10. A process for canceling a purchasing or credit card. For detailed information on the use of a purchasing card, access the [Barrow County Schools PCard Manual Policies and Procedures Handbook](#).

### **Technical Evaluations of Competitive Proposals and Selecting Recipients (CFR 200.320(d)(3))**

The Barrow County School System shall ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured. The description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- Avoid providing detailed product specifications.

- When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description will be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers will be clearly stated.
- Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.
- Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

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

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

### **Conflict of Interest (CFR 200.318(c))**

Standards of Conduct: Employees of the Barrow County School System 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.
- Definition: such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
- No employee, officer or agent may participate in selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest.
- Officers, employees, and agents of the Barrow County School System may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.
- 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.
- Any violation of these procedures must be disclosed in writing, in a timely manner. All violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award must be reported as failure to make disclosures can result in (remedies for noncompliance, including suspension and debarment).

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

Anyone who becomes aware of a potential conflict of interest related to the use of federal funds should report their suspicion to their immediate supervisor. If at the school level, it should be reported to the principal. The principal should report the suspected conflict of interest to the superintendent.

### **Definition of Nominal Items**

Nominal items are those items that are less than \$100 in cost.

### **Best Practices for Avoiding Conflicts of Interest**

The following best practices will be used to avoid conflicts of interest:

- Ensuring that all purchases follow the guidelines outlined in this document.
- Checking with supervisors when in doubt if a conflict of interest may occur.
- The following will be used to avoid conflict of interest by board of education members:

## Board Member Conflict of Interest, Policy BHA

The Barrow County Board of Education shall adhere to these Conflict-of-Interest provisions, as set forth in state law.

### Financial Governance

1. No Board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.
2. No Board member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment. Compliance with Code Section 20-2-505 shall not constitute a violation of this paragraph.
3. No Board member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. This paragraph shall not apply to the solicitation or acceptance of contributions to the campaign of an announced candidate for elective public office if the local board of education member has no knowledge or reason to believe that the campaign contribution, if accepted, was given with the intent to influence the local board of education member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.
4. No Board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.
5. No Board member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the local board of education or local school system in connection with any cause, proceeding, application, or other matter pending before the local school system in which he or she serves or in any proceeding involving the local school system in which he or she serves.
6. No Board member shall be prohibited from making an inquiry for information on behalf of a constituent if no fee, reward, or other thing of value is promised to, given to, or accepted by the local board of education member or any of his or her immediate family members in return, therefore.
7. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
8. No Board member may also be an officer in any organization that sells goods or services to that local school system, except as provided in Code Section 20-2-505 and excluding nonprofit membership organizations.
9. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
10. No Board member shall sell to any county board any supplies or equipment used, consumed, or necessary in the operation of any public school in this state unless there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase pursuant to this subsection for supplies or equipment that is equal to or greater than \$10,000.00 shall be approved by a majority of the members of the board in an open public meeting. Any member violating this shall be guilty of a misdemeanor.
11. No local board may do business with a bank or financial institution where a Board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.

12. No Board member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the Board, or sell gasoline to the Board from a corporation in which the Board member is a shareholder.
13. No Board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

### **Conduct As Board Member**

1. No Board member shall disclose to or discuss with any information which is subject to attorney-client privilege belonging to the local board of education to any person other than other Board members, the Board attorney, the local school superintendent, or persons designated by the local school superintendent for such purposes unless such privilege has been waived by a majority vote of the whole Board.
2. No Board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a Board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.
3. No Board member may be employed in any position in the school district in which they serve.
4. No Board member shall hold another county office.
5. No Board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
6. No Board member shall serve on the governing body of a private elementary or secondary educational institution.

Each member of this Board understands and acknowledges that no person shall be eligible for election as a member of a local board of education unless he or she:

- (1) Has read and understands the code of ethics and the conflict-of-interest provisions applicable to members of local boards of education and has agreed to abide by them; and
- (2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of local boards of education, the code of ethics of the local board of education, and the conflict-of-interest provisions applicable to members of local boards of education.

Each person offering his or her candidacy for election as a member of a local board of education shall file an affidavit with the officer before whom such person has qualified for such election prior to or at the time of qualifying, which affidavit shall affirm that he or she meets all of the qualifications required pursuant to this subsection. This subsection shall apply only to local board of education members elected or appointed on or after July 1, 2010.

### **Personal Compensation**

#### **Payroll**

Federal program coordinators work with the Planning and Personnel Department and Business Services Department to ensure payroll reports are accurate. In addition, each program coordinator ensures that the number of federally funded or consolidated funded employees is consistent with the approved application. Monthly payroll reports, expenditure summary and detail reports, and substitute reports will be used to ensure that each object code is accurate.

#### **Contracted Services**

The Assistant Superintendent for Teaching and Learning and applicable federal programs coordinators work with the Personnel and Planning Department and Business Services Department to ensure compliance and accuracy. Each program coordinator ensures that contracts are fulfilled, budgeted correctly, and that services were provided in accordance with the purchased services contract.



### **Certificate of Liability**

Supplier will secure and maintain insurance providing sufficient coverage to comply with its obligations and duty to indemnify as required under this PO. Within 5 days of receipt of a request from Barrow County Schools, supplier agrees to provide the District with a certificate of insurance evidencing supplier's insurance coverages. In the event one is not obtained, the school receiving the service will be required to provide sufficient insurance coverage at the rate of \$5.38 per \$100 of the contracted service.

### **Time and Effort**

Charges to a federal fund for salaries and wages must be based on records that accurately reflect the work performed by all employees whose salaries or other compensation are paid in whole or in part with federal funds. A time sheet must be maintained by any employee who provides supplemental instruction outside of school hours. The appropriate federal program coordinator will ensure that an annual periodic certification or personnel activity report will be maintained for all employees paid with federal funds.

### **Periodic Certification**

An annual periodic certification will be maintained for any employee who worked on one federal grant or one cost objective (job). These certifications will be completed after-the-fact and must account for the total activity performed. The certification will be completed at the end of June (or on the last contracted day of the school year for employees who do not work year-round) and will be completed on one form per work site. The forms are signed, collected, and kept on file in the office of the appropriate federal fund coordinator.

### **Personnel Activity Report (PAR)**

A PAR will be maintained for any employee who works on more than one federal grant and more than one cost objective (job). Split-funded personnel paid with federal funds are required to maintain monthly time logs that coincide with one or more pay periods on Microsoft TEAMS that must account for the total activity performed. The logs are shared among the employee, his or her supervising administrator, and the appropriate federal program coordinator at all times. Logs will be signed by the employee and the employee's immediate supervisor. The appropriate federal program coordinator or supervisor is responsible for checking monthly to ensure logs are being maintained. Additionally, the coordinator/supervisor will work with the employee to complete reconciliation and appropriate adjustments will be made at least quarterly and prior to the submission of the grant's completion report for the fiscal year.

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

Stipends will be paid to certified personnel for having successfully completed previously approved learning opportunities that have occurred at any time during the fiscal year outside of the employee's normal contract hours at the rate of \$35 per hour. A stipend of \$50 per hour will be paid to certified personnel when leading or presenting professional learning sessions on non-contracted days. Documentation of completion of professional learning activities will be provided by the appropriate federal program coordinator to Business Services and the supplemental pay will be included in the employee's next monthly check. This same process will be used for both federal and nonfederal programs. The Barrow County School System does not pay stipends for work on an award for performance. Documentation will be maintained that stipends paid were allowable, reasonable and necessary to the federal program, including time and effort.

Stipends will only be awarded if the following conditions exist:

- There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- The session facilitator will validate with signature that the professional learning is job embedded. The professional learning delivery model is considered job embedded if the following exist:
  - It is relevant to the individual teacher,
  - Feedback is built into the process, and
  - It facilitates the transfer of new skills into practice.
- Participation occurs beyond regular contract hours, days, or school year. The stipend must be supplemental in nature.
- Be issued in accordance with SBOE Rule 160-3-3-.04
  - §200.403(c) – costs must be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.
  - §200.404(e) – in determining reasonableness of a given cost, consideration must be given to whether the non-Federal entity significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award's costs.

State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the LEA. The appropriate federal program coordinator will maintain the appropriate paperwork to ensure employees are adequately compensated.

## **Leave Policy**

This policy shall apply to all benefits-eligible employees of the Barrow County Board of Education (“the Board”). All employees are required to follow the appropriate work calendar established by the Board for their positions and may take leave from work only in accordance with this policy or other leave policies enacted by the Board. Unless otherwise provided by the Board, principals and other supervisors are not authorized to rearrange the work calendars of employees. Deductions in pay will be made for absences not covered by this policy.

### **PERSONAL LEAVE**

During the school year, personnel may utilize up to a maximum of three days of accumulated sick leave for personal or professional reasons. Personal leave will be granted dependent upon the assurance that the employee’s responsibilities will be covered. Other than requests for Personal Leave when advance notice is not possible, such as for bereavement for a non-family member, requests for such leave shall be made to the employee’s immediate supervisor or designee at least seven (7) days in advance. Leave will not be approved during system-mandated testing. Leave requests during the first and last week of school should be made for emergency situations only. No carry-over of personal days will be allowed from one year to the next.

Requests for such leave on the days when students are in session must have prior approval of the school principal and local school superintendent. Approval will not be conditioned on the purpose of the leave; however, employees must indicate whether it is “personal” or “professional”. See GA Code 20-2-851 and Board Policy: GARH

### **PERSONAL OR FAMILY ILLNESS**

All benefits-eligible personnel employed by the School System shall be eligible for sick leave earned at the rate of one and one-fourth days for each school month worked, provided salary is earned for at least half of the workdays in the month. Sick leave is not earned while the employee is on leave without pay, while an employee is out for more than half the number of working days in a month, or when an employee is on leave using days awarded by the Sick Leave Bank. Any unused sick leave up to 130 days may be carried

forward from one fiscal year to the next. Days over 130 may be credited to the employee retirement leave and rolled over to TRS at retirement.

Eligibility for sick leave shall be based on the following:

1. Personal illness,
2. Incapacity because of bodily injury,
3. Exposure to contagious disease by which the health of the pupils would be endangered by attendance on duty,
4. Illness in immediate family which necessitates continuing supervision and care of employee. Policy GARH defines members of the immediate family as spouse, children, parents, siblings, in-law equivalents of the same, grandparents, grandchildren or any dependent as shown in the employee's most recent tax return. Any days missed because of illness of any person other than on the list above must be taken from personal leave,
5. Pregnancy or childbirth,
6. Bereavement (Death),
7. Adoption/Foster Child Placement,
8. Personal Leave

If the school system disagrees with any doctor's statement of disability or ability, it may appoint a physician of the same medical specialty as the employee's physician for the purpose of receiving independent medical judgment. If not eligible for Family Medical Leave, only one employee in a family shall be granted a pregnancy or childbirth leave of absence. A doctor's certificate may be required by the Superintendent or designee at any time deemed necessary. See Board Policy: GARH

Sick leave may be used upon the approval of the Superintendent or designee for absence due to personal illness or injury, exposure to contagious diseases, or for absences necessitated by illness or death in the employee's immediate family

For the purposes of absences for medical and related reasons, members of the immediate family are defined as spouse, children, parents, siblings, in-law equivalents of the same, grandparents, grandchildren or any dependent as shown in the employee's most recent tax return.

### **SICK LEAVE BANK**

The School System provides a Sick Leave Bank for all employees who wish to join. The Sick Leave Bank shall be maintained on a continuing basis provided there is a minimum participation of one hundred (100) employees. Employees who elect to participate shall contribute one (1) day initially and thereafter as requested from their leave account. Participating employees may withdraw sick leave days only within the guidelines established by the Sick Leave Bank Committee and in accordance with Board Policy and Regulations. An employee of the local School System may donate up to ten sick leave days to his or her spouse if such spouse is also an employee. See Board Policy: GBRIB

### **FAMILY MEDICAL LEAVE ACT (FMLA)**

The FMLA entitles eligible employees of the BCSS to take unpaid, job-protected leave for specified family and medical reasons with continuation of group health insurance coverage under the same terms and conditions as if the employee had not taken leave.

As a general rule, in order to be eligible to take leave under the FMLA an employee must have worked 1,250 hours during the 12 months prior to the start of leave and have worked at least 12 months for the BCSS. Eligible employees are entitled to:

- Twelve workweeks of leave in a 12-month period for:
  - the birth of a child and to care for the newborn child within one year of birth,
  - the placement with the employee of a child for adoption or foster care and to care for the



newly placed child within one year of placement,

- to care for the employee's spouse, child, or parent who has a serious health condition,
- a serious health condition that makes the employee unable to perform the essential functions of his or her job,
- any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a covered military member on "covered active duty" **or**

- Twenty-six workweeks of leave during a single 12-month period to care for a covered servicemember with a serious injury or illness if the eligible employee is the service-member's spouse, son, daughter, parent, or next of kin (military caregiver leave).

FMLA may run concurrently with a workers compensation claim for serious health conditions as described in CFR 825.207(e).

Additional sick leave and/or annual leave are not accrued while an employee is out for more than half the number of working days in a month. An employee who is on FMLA leave for his or her own serious health condition may not engage in employment for any other employer or engage in self-employment while on leave. In addition, an employee on FMLA leave for his or her own serious health condition may not engage in leisure activities or personal travel (e.g., vacation) that is inconsistent with the medical condition that incapacitates the employee from working his or her job. Dishonesty related to such activities (i.e., work or personal travel) are violations of this policy. See Board Policy: GBRIG

#### DISCLAIMER

To the extent that any provision in this policy conflicts with or is superseded by the Family and Medical Leave Act ("FMLA"), the regulations promulgated thereunder, or any other federal or state law, the provisions of the applicable law or its regulations, as the case may be, shall control.

#### UNPAID MEDICAL LEAVE

Employees who are not eligible for FMLA or who have used all of their approved FMLA may be eligible for Unpaid Medical Leave. Other than the use of the employee's own accumulated sick leave or annual leave, any such leave would be unpaid, and it is the employee's responsibility to request leave and to provide the specific reason for the leave request, the amount of time and when leave is requested, and the projected time when the employee would return. Medical certification may be required, and each request will be considered on a case-by-case basis. Additional sick leave and/or annual leave are not accrued while an employee is out on extended Unpaid Medical Leave. If leave is granted, upon their return an employee may be reinstated to their former position, reassigned to another position, or denied reinstatement altogether. A medical return to work authorization may be required. See Board Policy GARH

#### STUDENT TEACHING LEAVE

Student Teaching Leave applies only to employees who are completing the student teaching requirement to obtain initial teacher certification (not to employees who are seeking other advanced degrees or education). The employee must have been employed by the school System for at least 12 months and for at least 1250 hours during the prior 12-month period. Documentation showing that the employee is enrolled in a teacher certification program and is completing the student teaching requirement must be submitted with the request. An employee may apply for unpaid leave for completing student teaching requirements only once. The leave period is up to one semester. The employee's position will be filled with a long-term substitute during the time the employee is on unpaid leave. The Barrow County School System will incur the cost of the substitute. The employee on unpaid leave will be given the option to make monthly payments to cover the cost of insurance premiums. Failure to make these payments will result in cancellation of the benefit for the period of the non-payment. The Barrow County School System will continue to cover the employer portion of the insurance during the period of unpaid leave. Reasonable efforts will be undertaken to assign employees who request to return to work following the unpaid leave. This placement may not be the position the employee held prior to the leave.

## **OBSERVANCE OF RELIGIOUS HOLIDAYS**

Employees may use personal leave and vacation leave for the observance of recognized religious holidays. If an employee desires to take leave for the observance of recognized religious holidays in excess of the days allowed for personal leave or vacation leave, the employee may take unpaid leave for such purposes, provided that such leave is not excessive and does not interfere with fulfilling the obligations of his or her job.

## **VOTING**

Under Georgia law, if the polls are not open at least two hours before or after the normal work period/shift, employees are entitled to take up to two hours off to vote in any local, state, or federal election or primary. The law does not require the employers to pay the employees for this time. Since Georgia polls are usually open from 7:00 am to 7:00 pm, employees should consult their supervisor to arrange time for voting before or after normal work hours.

## **JURY AND WITNESS LEAVE**

Each employee shall be allowed leave with pay for the purposes of serving as a juror in any court or when attending a judicial proceeding in response to a subpoena or other court order or process that requires the employee's attendance at the judicial proceeding in a BCSS work-related matter. Employees who serve on juries or who are subpoenaed to attend a judicial proceeding in a case arising out of the person's duties as a BCSS employee, shall not have leave deducted from the individual's accumulated personal, professional or sick leave. No employee utilizing jury or witness leave shall be required to pay the cost of employing a substitute to serve during his or her absence for such leave. Employees who serve on juries or who are subpoenaed to attend a judicial proceeding in a BCSS work-related matter may keep any jury/witness pay they receive. Employees who are subpoenaed to attend a judicial proceeding not related to their duties as a BCSS employee may request personal leave or leave without pay. See Board Policy: GARH

## **MILITARY LEAVE**

All persons employed in any capacity in the school system (other than those employed on a temporary basis) shall be entitled to military leave for ordered military duty with full employment and reinstatement rights as provided by law. An employee shall be allowed a leave of absence from his/her duties while performing ordered military duty. Request for such leave shall be made in writing (Leave Form) to the employee's immediate supervisor or designee. A copy of the military orders should be attached to the request for leave. See Board Policy: GARH

## **BEREAVEMENT LEAVE**

In the event of a death in the immediate family of a benefits-eligible employee, a leave-of-absence of no more than three sick leave days will be granted for the death of an immediate family member in state and up to five days for the death of an immediate family member out of state. Any absence due to the death of a person other than on the list below must be taken from personal leave.

For the purpose of this policy provision, immediate family members are defined as: husband, wife, father, mother, son, daughter, brother, sister, father-in-law, mother-in-law, brother-in-law, sister-in-law, daughter in-law, son-in-law, granddaughter, grandson, grandfather, grandmother, aunt, uncle, niece, nephew, and any relatives living in the immediate household of the employee. See Board Policy: GARH

## **VACATION LEAVE**

Annual leave is designated for all 12-month employees, excluding teachers, using the following scale and regulations for assignment and use:

- 12 Days of Vacation for 1 - 5 years of experience (1 day per month)
- 15 Days of Vacation for 6 - 10 years of experience (1 1/4 days per month)
- 18 Days of Vacation for 11 - 15 years of experience (1 1/2 days per month)

An employee must earn vacation prior to taking any vacation days and must have pre-approval of his/her supervisor or designee prior to the leave. Vacation days are earned at the rate indicated above for each month worked, provided the employee works for at least half of the workdays in the month. A maximum of 30 days may be carried forward from one fiscal year to the next. Employees may receive compensation for accumulated annual leave up to 15 days upon retirement or resignation. See Board Policy: GARK

### **\*\* Leave Discrepancies**

Leave-entry disputes must be submitted in writing to Human Resources within the same fiscal year (July – June) in which the potential discrepancy occurred. Payroll will audit and report results to Human Resources, the employee, and the responsible leave-entry personnel at that location.

### **Substitutes for Teachers and/or Paraprofessionals**

Schools must provide documentation monthly verifying the names of substitute teachers who have filled in for teachers and/or paraprofessionals. The documentation must include the name of the substitute, the name of the teacher/paraprofessional who was absent, the date of the absence, the quantity of leave, and the appropriate org and object number. If the absence was due to participation in a professional learning activity, the documentation must also include the professional learning activity attended. The form must be signed by the school-based representative who completed the documentation.

### **Job Descriptions**

Job descriptions will be developed, maintained, and provided to the GaDOE for approval for all positions paid with Title funding.

### **Travel Policy (CFR 200.474(b))**

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

- Participation of the individual is necessary to the federal award; and
- The costs are reasonable and consistent with non-federal entities' established travel policy or follow GSA 48 CFR 31.205-46a.
- A conference is necessary for the project by inclusion of an agenda.

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

- Principal approves the requests. All federal program coordinators must pre-approve any applicable federally funded PL before payment will be allowed.
- A [travel expense form](#) must be completed in its entirety in order to receive reimbursement for expenses incurred for non-local travel.
- A [local travel expense report](#) must be completed its entirety in order to receive reimbursement for expenses incurred for within county or local travel.
- Employees are responsible for ensuring that expenses claimed in the travel expense report are proper, accurate, and incurred for official business. A traveler who knowingly presents a false or fraudulent claim may be subject to penalties under criminal statutes.
- Employee completes and sends the "Travel Expense Statement" to the administrator for approval. The building/facility administrator or his/her designee verifies the information on the form and once deemed

accurate, enters the information into the system financial software. Failure to request reimbursement within 45 days of travel may result in a loss of or reduction of funds.

- Purpose of the trip must be included on the expense report.
- Attendees are responsible for maintaining and providing upon request information related to registration and dues and fees to include agenda, sessions attended, and proof of attendance.

## Transportation

Mileage must be documented on either a “Travel Expense Form or Local travel expense report”. From the State Travel Regulations, “Reimbursement for business use of a personally-owned vehicle is calculated per mile, from point of departure after deduction for normal commuting mileage, based on the current reimbursement rate.”

Employees may be reimbursed for the mileage incurred from the point of departure to the travel destination but NOT for their normal commuting mileage. During the normal workweek, the point of departure will be either the employee's residence or headquarters; whichever is nearer to the destination point. If leaving from the residence you must deduct the normal commuting mileage to and from the worksite.

Employees traveling by personal vehicles and requesting reimbursement must record the actual odometer readings on the travel expense forms. Parking fees and tolls paid may be reimbursed and employees are expected to obtain receipts for these expenses. If it is not possible to obtain a receipt, a written explanation should be included on the expense statement.

## Lodging

To receive reimbursement for lodging expenses, the following guidelines must be followed:

- Lodging must be documented on a “[Travel Expense Form](#)”.
- Employees are responsible for making their own reservations and guaranteeing them.
- Employees are responsible for submitting a copy of the tax exemption form for state and local hotel/motel excise taxes if staying at a hotel in Georgia. Any tax paid, must have an explanation of why it was not waived, for example, paid with personal credit card, state does not allow or \$5 State Hotel Motel Fee, no exemption allowed.
- Employees must travel more than 50 miles.
- Employees should use the least expensive rates for lodging. Any rates above this requires written authorization prior to the trip.
- Expenses must be broken down by date. Receipts are required.
- Any out-of-state travel must first receive the superintendent's approval.

## Subsistence

The following guidelines must be followed for the reimbursement of meals:

- Meal reimbursement cannot exceed the following: Breakfast - \$13.00; Lunch - \$14.00; Dinner - \$23.00.
- Meal reimbursement for out of state overnight travel are generally eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status other than the day of departure and the day of return. Travelers are eligible for 75 percent (75%) of the total per diem rate on the first and last day of travel.
- Expenses must be broken down on the expense report per meal.
- Taxes and tips are allowed and should be included in the total. However, this total should not exceed the per meal rate.

## Expense Reimbursement

To receive expense reimbursement, the following guidelines must be followed:

- Employees must submit expense reports within 45 calendar days of completion of travel.

- The Barrow County School System prefers and strongly urges all receipts to be attached to the travel expense report for verification and for future audit needs.
- Travel expense reports may be selected for audit at any time and all required receipts must be retained by the traveler for three years after the travel date **if** not attached to the expense report.
- All source documentation must be included.

### **Advance Reimbursement**

To receive advance reimbursement, the following guidelines must be followed:

- Employees should obtain approval from their principal or department head for the trip.
- Employee should reach out to hotel to obtain a quote for their stay.
- A requisition should be submitted for anticipated travel expenses to bookkeeper including an Employee Expense Statement and Travel Advance Request Form (Appendix C).
- Accounts payable will create a check to the employee covering hotel feeds to be picked up and signed for at the PDC prior to travel. Please plan ahead to allow A/P a minimum of 14 business days to process advance reimbursement.
- Following the trip, the finalized Employee Expense Statement will be submitted along with all the receipts and the expenses less advance will be paid to the employee.
- In the event that schedule travel does not take place as planned or receipt of payment is not documented from the hotel, the employee will be responsible for remitting the advance payment back to the district within 30 days. Payments not remitted by the deadline will be subject to payroll deduction.

### **Suspension & Debarment (CFR 180.220 & CFR 200.213)**

Each federal program coordinator and/or department head must check the System for Award Management ([SAM website](#)), prior to approving any contract or subcontract expected to equal or exceed \$25,000 to ensure the vendor is not on the list of suspension and debarment. Our district cannot and does not purchase from any vendor or contracted person/company identified on this website as being suspended or debarred. Evidence of the verification will be in the form of a search result screenshot printed, signed, dated, scanned, and attached to the requisition/purchase order.

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

An inventory of tangible personal property having a useful life of more than one year will be maintained at the system level. This includes all items purchased under state object codes 615 (expendable equipment) and 616 (expendable computer equipment).

### ***Acquisition of Equipment***

Procurement procedures as outlined in this document must be followed to obtain equipment.

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

Inventories will be maintained on a spreadsheet that at minimum includes the following: description of property, serial number or other identification number, funding source, FAIN number (on grant award), acquisition date, purchase price, location of asset, current condition, disposal date, sale price of property. Equipment must be entered within 30 days of equipment being received.

All equipment purchased with federal funds is monitored by the appropriate system-level federal program coordinator. This equipment must be properly labeled with an identification number and documented on the inventory sheet. Schools are not required to maintain an equipment inventory for items purchased with consolidated funds.



### ***Off-site Use of Equipment***

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

### ***Physical Inventory***

District-level annual physical inventory: The appropriate federal program coordinator of each funding source or designee will complete a physical inventory check at each facility annually. Purchase orders will be pulled from object codes 615, 616 to verify each item having a useful life of more than one year is included in the inventory, is located as assigned, and is being used for the intended purpose. The appropriate federal program coordinator of each funding source will summarize with each principal and school level inventory contact(s) the results of the inventory monitoring check. This only applies to items previously purchased with federal funds and does not apply to equipment purchased beginning with the 2019-2020 school year through consolidated funding at the school level. District level inventory is maintained for object codes 615, 616 items and verified annually by the Director of Federal programs or designee.

### ***Equipment Disposition***

The following guidelines must be followed for equipment purchased with federal funds. This information does not apply to equipment purchased with consolidated funds.

- Once a piece of equipment that was purchased with Title funds is no longer being used or capable of being used for its originally intended purpose, it can be designated as surplus. Once designated as surplus, the item can be used for a different purpose outside of Title guidelines. School-based representatives must request approval from both the principal and the appropriate Title coordinator before items are designated as surplus so that a consensus is reached that the original purpose or intent has been met. An email is sufficient to achieve this.
- Items that are no longer usable will be disposed of.
- Equipment costing <\$5,000 at the time of purchase and more than three years old can be retained, sold, or disposed, with no obligation to GaDOE. Equipment costing \$5,000 or more at the time of purchase may be retained or sold with the awarding agency (GaDOE) having rights to the state's share at \$500 or 10 percent of sales.
- A disposition form must be completed by the site inventory contact for any item that is declared surplus because it has met its originally intended purpose or because it is no longer usable. Disposition forms are located in each school's Google Title Programs Inventory folder.
- The date of disposition must be entered on the inventory sheet on Microsoft TEAMS.
- Once a disposition form has been completed and the disposition date has been entered onto the inventory form, the item can be repurposed or disposed of. However, the item must remain on the inventory sheet for five years from the date of disposition before it can be removed from the inventory spreadsheet.

### ***Safeguards Related to Loss, Damage, or Theft of Equipment***

Every effort must be made to prevent loss, damage, or theft of equipment. The first strategy to safeguard equipment is to maintain an up-to-date inventory. In addition, all items must have an inventory/asset tag or other labeling approved by the appropriate federal program coordinator. An annual inventory will be completed each fall by federal program coordinators.

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

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

2. Attach the incident report to a Disposal Form and upload in the appropriate folder on Microsoft TEAMS.
3. Make corrections to the inventory on Microsoft TEAMS.
4. Send an email notifying the appropriate federal program coordinator that the inventory has been updated.

### ***Safeguarding Funds, Property, and Assets From Unauthorized Use or Disposition***

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

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

The school system does not have any targeted assistance schools or participating private schools. If the district should open a targeted assistance school or have a private school participate in Title I, Part A, a label will be affixed to all equipment indicating that the equipment may only be used by qualifying Barrow County Title I students. An annual on-site physical inventory will be conducted at every private or public-school site once per year to ensure equipment is inventoried and being used within the guidelines included in this handbook.

### ***Equipment Use for Private Schools***

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

### ***Maintenance Procedures to Keep Property in Good Condition***

Federal program coordinators will ensure that equipment is maintained on an inventory sheet on Microsoft TEAMS as outlined in this document. Additionally, each federal program coordinator works cooperatively with the system Maintenance Department and the Technology Services Department to ensure that equipment is properly maintained to ensure longevity. Accurate records will be maintained about the current condition of equipment purchased with federal funds. When equipment is not functioning, members of the Maintenance Department and Information Technology Services Department are responsible for making necessary repairs or service.

### ***Process for Disseminating Inventory Procedures***

The Federal Programs & Title I Director is responsible for ensuring that principals and site coordinators are knowledgeable about allowable procedures for the use of federally funded equipment and established procedures for maintaining an accurate inventory of equipment. These procedures will be shared annually during an administrative meeting. In addition, the Federal Programs Handbook, containing these procedures, will be shared with all personnel.

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

Funds are drawn down based on actual program expenditures. It is the responsibility of the appropriate federal program coordinators and the Assistant Superintendent of Business Services or their designee to work cooperatively to review all expenditures monthly after budget approval before funds are drawn down from GAORS. Moreover, the following practices are observed:

- Coordinators for each federal program must reconcile their respective budgets monthly to ensure that all expenditures charged to their program are allowable.
- The Assistant Superintendent of Business Services or designee will perform periodic reviews of the general ledger, including federal accounts and fund sources.

- The Accounting Specialist runs a monthly report out of the financial software (Munis) to drawdown funds. Each federal program coordinator or their designee will sign a printed copy, verifying the accuracy of the report.
- Funds are drawn down monthly based on actual expenditures and on a reimbursement basis only.
- The Assistant Superintendent for Business Services reviews, signs and dates the report.
- The Accounting Specialist logs into the appropriate agency.
- When the drawdown is received into the district's bank account, the Accounting Specialist will create a journal entry in the accounting software. The Assistant Superintendent for Business Services will review, approve, and post the journal entry to the general ledger.
- The system Accounting and Audit Coordinator and/or Assistant Superintendent for Business Services reconciles all bank statements and performs periodic review of the general ledger.
- There is no cash involved as all drawdowns are directly deposited into the system's bank account.
- Federal program coordinators ensure that equipment/supplies are purchased and received during the period of performance of the grant award.
- The school system does not request advance payments for federal fund disbursements, only reimbursements.
- All reporting documentation is kept in Business Services and is available for review upon request.

At year end reconciliation for GAORS grants, a report is printed from the accounting software along with the Consolidated Application, and the Federal Program Coordinator reviews and signs off that the completion report may be entered. After data is entered, the reports are given to the Assistant Superintendent of Business Services for review and approval. The Accounting Specialist will then submit to GaDOE. The original is kept on file in Business Services and a copy is made for the Federal Program Coordinator's file for monitoring.

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

Contracts are required for all consultants and purchased services. Agreements are entered into between the Barrow County School System and the consultant. Each contract contains the following:

- Contracts are generated by the appropriate federal program coordinator.
- Specific duties are specifically spelled out for each contract.
- The person must also submit to be fingerprinted if they are working with students.
- If the contract is with a TRS retiree, the individual must be approved yearly through the Planning and Personnel Department prior to beginning services.
- The contract includes the number of hours to work and the rate of pay.
- Complete a Certificate of Liability
- Principals must submit tutoring time logs based on the payroll deadlines from the Business Services Department.



Each contract is signed by the following: contractor, principal (if school-based), and the appropriate federal program coordinator. The Assistant Superintendent for Teaching and Learning provides oversight in ensuring that all contractors' work is complete and that subrecipient requests have been evaluated before funds are released for reimbursement. Artifacts, daily sign in sheets, and completion of all workshops are kept on file by the appropriate federal program coordinator. The appropriate federal program coordinator signs off on all invoices/contracts prior to the issuance of payment for services. These contracts must be maintained and kept by the appropriate federal program coordinator.

### **Period of Performance Flexibility (2 CFR §200.77, 200.309, 200.403(g); 34 CFR §76.707)**

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

- Purchases may extend beyond one year to take advantage of cost reductions, IF the students, teachers and school leaders in the current fiscal year receive benefit from the purchase.
- Leases and licenses – All instructional software subscriptions must be purchased prior to January.
- Professional Learning registration – To maximize cost efficiency, the LEA may take advantage of “early bird” professional development registration where early registration occurs in the original grant period and the actual professional development occurs in the carryover period.

Supporting documentation will be kept on file. Every effort should be made to align all purchases to the original grant period as much as possible.

### **Grant Development and Budget Process**

Each federal fund program coordinator prepares a yearly budget showing the distributions for district, per school and /or per program/function/object code. Federal program coordinators ensure that all funds budgeted are allowable per funding source. The budget is forwarded to Business Services after the GaDOE approves the budgets in the Consolidated Application. The Assistant Superintendent for Business Services and/or designee or the bookkeeper for federal programs enters the budget into the system financial software using the Consolidated Application budget as the source.

### **Supplement Not Supplant**

The following guidelines will be used for Title I purchases made at the district level:

- Equitable use of non-Federal funds requires that Title I funds only be used to supplement the amount of funds that would, in the absence of the Title I funds, be available from non-Federal sources for the district, including funds needed to provide services that are required by law for students with disabilities and English Learners.
- Supplemental activities are determined by the Barrow County School System such that federal funds are distributed to benefit all schools, at minimum, within a level (elementary or middle) in equitable ways.

The following three-prong test will be used for determining whether a fiscal expenditure at the district level supplements and not supplants. A positive response to any of the three prongs indicates that an expenditure would be supplanting.

- Test I - Required – is the program or activity that the district wants to fund required under state, local or another federal law?
- Test II - Equivalency – Were state and local funds used in the past to pay for this program or activity?
- Test III - Non-Title I Programs- Are the same programs or activities being implemented in other schools that do not receive Title I funds AND are these programs and activities being paid for with state or local funds?

Supplement, not supplant rules do not apply to the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act.

### **Transferability**

LEAs are provided the opportunity to transfer funds under the Every Student Succeeds Act. If the Barrow County School System exercises this flexibility, the system will follow all federal and state guidelines related to transferability.

### **Accounting Records (CFR 200.302(b)(3))**

The following internal controls have been created and designed to provide reasonable assurance regarding the achievement of objectives in the reliability of reporting for internal and external use. Copies of completion reports for the previous fiscal year will be kept on file in the Business Services Department. Accounting records to support the results of outlays (expenditures indicated in the completion report will be kept on file in the Business Services Department). Copies of expenditure (cumulative through) reports for the respective quarter for total expenditures reported to GaDOE will be kept on file in the Business Services Department. Federal program coordinators will examine budget summary and detailed expenditure reports for their respective budgets. School principals are required to analyze budget summary reports at least quarterly.

Completion reports are annual reports required by the Georgia Department of Education (GaDOE) for all grant funds. Reports are due thirty days after the end date for each grant. Prior to preparing the completion report, the general ledger report for each grant will be reviewed to ensure that all expenditure postings are correctly recorded.

General ledger reports will be generated for each grant by function and object codes.

The Business Services Department completes these steps in the system financial software:

1. A business services representative will run an account activity summary report in the system financial software for all related expenses for the grant (July thru September of current year for grants ending on September 30th or previous July thru June for grants ending on June 30th).
2. A finance staff member will send the summary report to the Assistant Superintendent for Teaching and Learning and/or Program Director for sign-off.

### **Monitoring and Reporting Program Performance (CFR 200.328)**

The Barrow County School System undergoes regular monitoring and audit visits as scheduled by the State of Georgia. Corrective action plans are created to reconcile any findings received. The school system will maintain the appropriate documentation to indicate that corrective actions have been completed and any findings have been cleared.

Steps to Audit/Monitoring Resolutions:

- Once the audit/Cross-Functional Monitoring report is received, the appropriate federal program coordinator will review all items. The Cross-Functional Monitoring report will be retrieved from the GaDOE website under the Consolidated Application.
- Each item will be examined carefully, and a team of system-level staff will determine the best means of corrective action.
- Items are gathered, and a report is written by the appropriate federal program coordinator.
- The report is submitted to the Superintendent.
- The completed report is then sent to the GaDOE state auditors as a means of resolution.
- The district has 30 days from the receipt of the findings to respond to the GaDOE.

### **Necessary, Reasonable and Allocable Costs (CFR 200.403-200.405)**

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

Expenditure of federal funds must meet the clause of “allocable, reasonable, and necessary.” When considering a purchase with federal funds, ask:

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

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

The Barrow County School System does not use federal funds to budget items under object code 700 (capital expense).

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

The Federal Programs Director reviews ethics and fraud, waste, abuse, and corruption policies as it relates to Title programs, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title X, Part C (McKinney-Vento Education for Homeless), and the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus

Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act with all administrators annually.

Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. Misusing public or school-related funds;
2. Failing to account for funds collected from students or parents;
3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. Co-mingling public or school-related funds with personal funds or checking accounts; and
5. Using school property without the approval of the local board of education/governing board or authorized designee.

The Barrow County School System takes the responsibility of properly managing federal funds seriously. Any individual who suspects that funds have been misused with any Title program, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title IX, Part A (McKinney-Vento Education for Homeless), and the

Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act should report the waste, fraud, abuse, or corruption using the following guidelines:

**Purpose:** To ensure the reporting of suspicion of fraudulent activity, the Barrow County Schools provides employees, clients and providers with confidential channels for such reporting.

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

**Statement of Administrative Regulations:**

The Barrow County Schools thoroughly and expeditiously investigates and reported cases of suspected fraud to determine if disciplinary, financial recovery and/or criminal action should be taken.

**Confidentiality:**

All reports of suspected fraud must be handled under the strictest confidentiality. Only those directly involved in the investigation should be provided information regarding the allegation. Informants may remain anonymous but should be encouraged to cooperate with investigators and should provide as much detail and evidence of alleged fraudulent acts as possible.

**Procedures and Responsibilities:**

1. Anyone suspecting fraudulent activity should report their concerns to the Barrow County School System Superintendent or Assistant Superintendent for Business Services at 770-867-4527.
2. Any employee with the Barrow County Schools (temporary staff, full-time staff and contractors) who receives a report of suspected fraudulent activity must report this information within the next business day.
3. Employees have the responsibility to report suspected fraud. All reports can be made in confidence.
4. The Barrow County Schools Board of Education shall conduct investigations of employees, providers, contractors, or vendors.
5. If necessary, the person reporting will be contacted for additional information.
6. Periodic communication through meetings should emphasize the responsibilities and channels to report suspected fraud.

### **(BCSS BOE Policy DIE)**

The School System (“System”) shall not tolerate fraud of any kind and has an established system for the reporting of suspicious activities.

“Fraud” is defined as a false representation of a matter of fact, whether by words or by conduct, or by concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds from federal, state, or local grants and funds.

Employees and parties maintaining a business relationship with the System who suspect fraud, whether it pertains to federal, state, or local programs, should report their concerns to the Superintendent or his/her designee. If fraud is suspected by the Superintendent, such allegations should be reported to the Chair of the Board of Education.

All reports of suspected fraud shall be handled under the strictest confidentiality allowed under the law. Informants may remain anonymous as allowed by law but are encouraged to cooperate with investigators and to provide as much detail and evidence of the alleged fraudulent act as possible.

Any and all reports of suspicious activity and/or suspected fraud will be investigated. Results of an investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate need to know until the results become subject to public disclosure in accordance with state and/or federal law.

## Complaint Procedures

Any complaints issued as a result of federal programming, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title X, Part C (McKinney-Vento Education for Homeless), and the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act must be filed according to the system complaint procedures policy. The school system will use the Tracking Form for Resolution of Complaints (Appendix B) to ensure that complaints are resolved in a timely manner. This form is maintained at the reception desk at the Professional Development Center. See 'Appendix A: Complaint Procedures'.

## Elementary and Secondary Schools Emergency Relief (ESSER Funds)

The Elementary and Secondary Schools Emergency Relief (ESSER) Act authorized the establishment of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act to offset the challenges experienced by schools because of the COVID-19 pandemic. While ESSER complies with the EDGAR and UGG regulations, it is a separate act from the Elementary and Secondary Education Act (ESEA) which governs the rules for Title I, Part A, Title I, Part C, Title II, Part A, Title IV, Part A, Title IV, Part B, and Title IX, Part A that are all described below. ESSER is inclusive of the Barrow County School System's internal controls, expenditures, inventory, drawdown, and cost principles as previously described.

### Coronavirus Aid, Relief, and Economic Security (CARES Act)

#### **Description and Purpose**

The Coronavirus Aid, Relief, and Economic Security (CARES) Act was passed by Congress and signed into law on March 27, 2020. The funding provides flexibility for districts to respond to the COVID-19 emergency in K-12 schools. Funds may be used for coronavirus response activities, such as planning for and coordinating during long-term school closures, purchasing educational technology to support online learning for all students, and additional activities authorized by federal elementary and secondary education laws.

#### **Carryover**

The grant period for these funds will end on September 30, 2021. A completion report will be due on October 30, 2021. Funds will be uploaded in the FY22 Consolidated Application. The carryover period will end on September 30, 2022. The final completion report will be due on October 30, 2022.

#### **Equitable Services**

Districts must calculate the minimal proportional share for CARES Act equitable services according to the formula provided in Section 1117(a)(4)(A) of the ESEA of 1965. Section 1117 requires districts participate in meaningful consultation with private schools.

### Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

#### **Description and Purpose**

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act signed into law on December 27, 2020, provides for an ESSER II fund. Following the same distribution as the CARES Act, which is based on the share of ESEA Title I, Part A funds, these funds follow the same use for coronavirus-response activities, such as planning for and coordinating activities that address learning loss, preparing schools for reopening, testing, repairing, upgrading projects to improve air quality in school buildings, and additional activities authorized by federal elementary and secondary education laws.

### **Carryover**

The grant period for these funds will end on September 30, 2022. A completion report will be due on October 30, 2022. Funds will be uploaded in the FY23 Consolidated Application. The carryover period will end on September 30, 2023. The final completion report will be due on October 30, 2023.

### **American Rescue Plan (ARP) Act**

#### **Description and Purpose**

The American Rescue Plan was passed by Congress on March 10, 2021, and signed into law on March 11, 2021. The American Rescue Plan continues many of the programs started by the CARES Act (2020) and Consolidated Appropriations Act (2021) by adding new phases, new allocations, and new guidance to address issues related to the continuation of the COVID-19 pandemic. The American Rescue Plan also creates a variety of new programs to address continuing pandemic-related crises, and fund recovery efforts as the United States begins to emerge from the COVID-19 pandemic.

### **Carryover**

The grant period for these funds will end on September 30, 2023. A completion report will be due on October 30, 2023. Funds will be uploaded in the FY24 Consolidated Application. The carryover period will end on September 30, 2024. The completion report for carryover funds will be due on October 30, 2024.

### **Maintenance of Equity**

The maintenance of equity provisions outlined in the ARP Act ensures that schools and LEAs serving large proportions of historically underserved students receive an equitable share of state and local funds as the nation continues to respond to the COVID-19 pandemic's impact.

### **Required 20% to Address Learning Loss**

At least 20% of funds must be used to address learning loss and these items must be identified in the district's application.

### **In-Person Instruction Plan and Application**

The LEA must assure, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act, that it will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan. The plan must be submitted to the GaDOE for review and approval. Documentation must be provided as evidence that the above consultation has occurred, and the resulting information was used to review and update the district plan as appropriate twice yearly beginning October 22, 2021, and continuing through October 22, 2023.

## **Title I, Part A Improving the Academic Achievement of the Disadvantaged**

### **Within District Allocation Procedures**

#### **Targeted Assistance Programs and Schoolwide Programs Targeting Specific Students**

LEAs serving schools that are either ineligible for a schoolwide program or that choose not to operate a schoolwide program, as well as any participating private schools, may use Title I funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. All Barrow County schools receiving Title I funds as part of the consolidated funds initiative conduct Title I Schoolwide Programs. Any program targeting specific groups of students within a schoolwide program and any participating private schools must have acceptable criteria for selecting students to participate as jointly developed by school officials and the Title I Director.



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

After receiving notification of the Title I, Part A grant amounts from GADOE, reservations in each budget are set aside for required components such as Parent & Family Engagement, professional learning, neglected and delinquent, private school per pupil and equitable services, and homeless students. Administrative costs are also part of the reservations, which are not part of the schools' per pupil amounts. The remainder of Title I funds are allocated to schools based on per pupil allocation, as determined by the percentage of students qualifying for free and reduced-price meals as part of the consolidation of funds initiative.

### **Parent and Family Engagement**

Required 1% Set Aside for Parental Involvement: Principals have the option of expending their 95% portion of the required 1% set aside in Parent & Family Engagement funds or submitting them back to the system level. Title I parents are informed about the 1% set aside during the Fall Annual Meeting and participate in the discussion regarding this requirement each Spring during Title I planning meetings held at each school. If the total 1% is not expended, the difference must be carried over to the following fiscal year.

### **Homeless Children and Youth**

The BCSS receives direct funding from the McKinney Vento Homeless Program. The system Homeless Liaison trains school personnel to identify children in homeless situations. A home survey is also used to identify homeless students. The system Homeless Liaison is consulted if any staff member suspects that a student qualifies for homeless services. The Liaison then investigates the situation and makes the ultimate determination on whether or not students qualify. When a student does qualify, the appropriate information is sent to the Information Technology Department to be entered into the Student Information System. McKinney Vento funds are used to purchase needed supplies and for tutoring services for identified students on an as needed basis. Transportation is also provided to students on an as needed basis. Title I, Part A funds are also reserved to benefit the education of homeless students. Funds are allocated based on an annual analysis of student needs.

### **Neglected and Delinquent Children**

The Barrow County School System does not currently have any centers that serve neglected and/or delinquent children. Therefore, no funds are reserved for these purposes. If centers for neglected and/or delinquent children locate in Barrow County in the future, funds will be served as directed by the GaDOE in the Title I, Part A allocation letter and worksheet. Additionally, if centers do locate in Barrow County in the future, an Annual Survey of Local Institutions for Neglected and Delinquent will be completed based on the number of children residing at the home for 30 consecutive days with at least one day being in October.

### **Private Schools**

The Barrow County School System currently has no Private Schools that have chosen to participate in the Title I program. If the Barrow County School System ever has a Private School that chooses to participate, all Title I regulations for private school participation will be followed.

## **Calculating Parent and Family Engagement Carryover**

A worksheet is provided by the GaDOE to determine the amount of parent and family engagement carryover from the previous fiscal year. The Federal Programs Director will complete and upload this worksheet, along with detailed expenditure report for family engagement for the previous year to the Consolidated Application Attachments tab.

## **Family Engagement**

### **Parent & Family Engagement Policy Overview**

The Barrow County School System has an ongoing commitment to Title I parents. Parental involvement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Our goal is to ensure that 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.

## Technical Assistance to Schools

LEA Technical Assistance to Schools on Parent & Family Engagement Requirements and Best Practices

The LEA provides technical assistance to schools in the following ways:

- Professional learning sessions during administrative and curriculum meetings.
- Ongoing coaching and support of Parent and family engagement partnerships
- One-on-one meetings held at each school site between the Federal Programs Director and/or Family Engagement Specialist and school leaders.
- Ongoing support of schoolwide plans, compact and parent and family engagement plans
- The creation and sharing of the Federal Programs Handbook and District Parent and Family Engagement Policy
- Technical assistance with planning, organizing, and conducting parent meetings or family engagement events.
- Ongoing emails and phone calls.

## Parent Notifications

### Communication in an Understandable Format

Upon enrolling their child(ren) in the Barrow County School System, every parent indicates their household's preferred communication language as a standard part of the registration process. To the extent practical, efforts are made to provide either written support or support through an interpreter when a parent indicates a language other than English. A district coordinator supports these efforts, including recruiting and training staff and community members who are fluent in languages other than English. Language Line is also utilized for interpretation when a face-to-face interpreter is unavailable. The Title III Coordinator and/or Parent and Family Engagement Specialist oversees the implementation of the district's [Translation and Interpretation Services Plan, which can be accessed via this link](#). Furthermore, all parent communication is written in a format so that the content is easily understandable.

### School Designation Status

A school identified as needing Comprehensive or Targeted Support Interventions will receive the support of the LEA and/or School Improvement Division of the GaDOE as appropriate. Parents will be notified of each school's designation status using multiple means of communication.

### Parent Right to Know

In accordance with ESSA, all schools are required to notify parents at the beginning of each school year of their "Right to Know" the professional qualifications of their student's classroom teachers and paraprofessionals. In the spring of each year, the Superintendent or designee sends to the principal of every school/program a list of Required Notifications for Student Handbooks/Agendas. The first item on this list is the Parent's Right to Know Teacher's Training and Credentials. The notification uses the language of the law and occurs within 30 calendar days from the start of school or upon enrollment.

School principals are responsible for providing a copy of the student-parent handbook containing the Parent's Right to Know to the Director of Planning and Personnel as evidence of parental notification of their Right to Know. If a school omits the notification from their student handbook, the Director of Planning and Personnel will notify the principal that he/she is required to notify each parent of their Right to Know via 1st class mail before the end of the first week of school. In this case, a copy of the notification letter will be provided to the Director of Planning and Personnel. Responses to parent requests will be made within one week. The Parent Right to Know notification will also be posted on the district webpage.

### 20 Day Notification of Professional Qualifications

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

**Regular Education Teachers:**

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

**EIP Teachers:**

20 notifications must be disseminated if the teacher does not hold EIP certification as defined by the DOE PQ & in-field.

**Special Education Teachers:**

Special Education teachers who do not issue grades: 20-day notifications must be disseminated if the teacher does not hold special education certification in accordance with the student's IEP.

Special Education teachers who do issue grades: 20-day notifications must be disseminated if the teacher does not hold special education certification in accordance with the student's IEP and/or content certification. The teacher does not hold certification for the subject area and grade level band in which the teacher issues grades in accordance with the BCSS professional qualification requirements as outlined in the CLIP.

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

Upon placement, the principal will contact the Director of Planning and Personnel. The Director of Planning and Personnel will indicate the need to send a 20-day notification to parents and review the requirements. Prior to the 20-day mark, a draft letter will be sent to the Director of Planning and Personnel for review. The Director will approve the content and have the letter translated, if necessary. Within ten business days following the four consecutive weeks, the notification will be sent to parents. Evidence of dissemination will be kept on file in the Planning and Personnel office.

**Family Engagement Policies/Plans**

Title I, Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each school receiving Title I, Part A funds develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy.

Barrow County School System is committed to cultivating and sustaining partnerships with parents and community stakeholders, and encourages their participation in the development, implementation, review and evaluation of its parental involvement policy/plan. This written policy/plan focuses on improving academic achievement and school performance and outlines how the LEA will coordinate, provide technical assistance and other support to schools in planning and implementing effective parental involvement activities, trainings, and workshops.

The LEA, school, parents, and community stakeholders will jointly develop and agree on the Parental Involvement Policy/Plan which will describe the means for carrying out Title I, Part A requirements. The policy/plan will be made available to the local community and parents of students enrolled in the Barrow County School System using multiple means. The policy/plan will be available on the Title I page of the district's website

([www.barrow.k12.ga.us](http://www.barrow.k12.ga.us)), in the parent/student handbook, on individual schools' websites, in hard copy format in the main office of each school, and in various community locations.

District and school Parent & Family Engagement plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Schools hold individual meetings for review of the district and school Parent & Family Engagement Plans. All Title I parents, teachers, administrators, and other school personnel in the district are invited to the meetings to provide input via social media, website, and class communication tools. Parents and other stakeholders will be notified by invitation sent by each individual school. Parents who cannot attend the meetings have the opportunity to view a copy on the school website and submit input electronically before final revisions are approved. The school leaders will be responsible for collecting the required information for school level events (agendas, meeting notes, and sign in sheets). Meetings will be held in the Spring to revise plans for the next school year. The LEA Parent & Family Engagement Policy checklist will be applied to district and school plans. Revision dates will be clearly marked on each plan. The Family Engagement Specialist and/or the Director of Federal Programs will review plans before or during on-site monitoring visits. Plans include activities/workshops that have been identified and requested through the previous year's annual Parent & Family Engagement survey. School improvement and Parent & Family Engagement plans are posted on the website, available at the school, and hard copies are either in the student handbook or beginning of school packets at each school.

Each school in the Barrow County School System holds an annual open house or parent orientation. These meetings give parents the opportunity to meet the teacher, review grade level curriculum and obtain information regarding student data, parent activities, district and school Parent & Family Engagement Plans, Schoolwide Title I Plans, School Improvement Plans, etc. Parents are notified about this opportunity through advertisements through school-level flyers, social media, websites and by using the system automated phone calling system and the system website. The school district uses the comments provided by parents during the annual review/revision of documents at parent workshops and other advisory meetings. After the school system review/revision process, district and school Parent & Family Engagement Plans are made available to parents on the district website and on Title I schools' websites. Parent resources are available through the district and school websites. Parents are also given the opportunity to provide feedback about Title I programs by completing annual parent surveys. These comments are used by the district and Title I schools when planning parenting programs.

Plans are shared with faculty, staff, students, parents, and community members on school websites and the district Federal Programs website located at: [www.barrow.k12.ga.us](http://www.barrow.k12.ga.us). Plans include district and school improvement/schoolwide plans, Parent & Family Engagement policies, school compacts, comprehensive LEA improvement plan, parents' right to know, complaint procedures, and policy on ethics and fraud, waste and abuse. Many of these plans are included in student agendas. Information in first day packets or student handbooks inform parents about the availability of these plans. Parental input into the content of each plan is solicited during various meetings throughout the school year but especially at Title I planning meetings conducted each Spring.

### **School/Parent Compacts**

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

All Title I schools are required to have school-parent compacts. It is the responsibility of the principal, in coordination with the school system Family Engagement Specialist, to make sure that all compacts are reviewed and revised annually. The review and revision will occur in the Spring of the year at annual Title I Parent Planning Meetings, school governance meetings, and/or parent workshops. Revision dates will be clearly marked on each compact. An invitation will be made available to all parents in the school and meeting dates will be publicized in

school newsletters, social media, classroom communication and district/ school websites. The Family Engagement Specialist will support schools in coordinating and/or scheduling meetings and assisting with collecting the required information (agenda, meeting notes, and sign in sheets). Parent compacts will include responsibilities for the teachers, parents, and students. Compacts will be distributed to all parties involved for signatures each fall. Copies of the signed parent compacts are kept at the school level. The Barrow County School System Board of Education believes that the public schools belong to the people who create them and that student educational goals should reflect the goals of the community. We affirm and assure the rights of parents to participate in the development of the goals and objectives of the public schools and encourage involvement in all areas of their children's educational experiences.

### **Annual Title I Meeting**

All Title I schools are required to hold an annual meeting at the beginning of the school year. It is the responsibility of principals in coordination with the Family Engagement Specialist to arrange meeting times and invite all stakeholders to the meetings. The school leaders will be responsible for collecting and submitting documentation of the required Title I Annual Meeting, including copies of sign in sheets, agendas, and minutes to the Family Engagement Specialist or the Director of Federal Programs. Meetings are publicized via flyers, social media, websites, and marquee at each school.

### **Annual Evaluation of Parental Involvement**

**Process to Collect:** An annual survey is conducted each spring. The survey is conducted online. Advertisement of the survey and requests for completion occur through social media, newsletters, district and school websites, and automated phone calls. The survey is collected and compiled, and the following year's Parent & Family Engagement activities are built from the responses.

**Process to Review:** The results of the survey are shared among several groups of stakeholders, including, but not limited to, parents, school and central office employees, and community members. School Governance Teams and those attending Annual Title I Meetings. The results of the survey are used to review and revise schoolwide and Parent & Family Engagement plans and components.

**Actions Taken by LEA to Improve the Quality and Effectiveness of Parent & Family Engagement Policies and Practices:** The Director of Federal Programs and Family Engagement Specialist review the annual spring survey results, as well as all feedback received during the annual needs assessment process. Additions/deletions/ revisions are discussed and agreed upon during this meeting. Formatting and revisions are made after the meeting and then provided to stakeholders for review and suggestions.

Parent & Family Engagement workshops and activities are planned for the following year based on information gained during the annual needs assessment process. Materials are also purchased for parent resource centers based on expressed needs. Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective parental involvement and to support a partnership among schools, parents, and the community to improve student academic achievement, through the following activities: annual meetings; conferences; e-mail communications; phone calls; parent workshops and activities; family nights; Volunteering; Parent advisory meetings; Open Houses; Annual notification of school designation; newsletters/flyers/brochures; website information; School Governance Team meetings; and Board of Education meetings.



## **Capacity for Parent & Family Engagement**

Information is provided to school personnel and parents on how to build parent capacity through presentations made during meetings, through response to parent needs on surveys, through information received from the GADOE Family-School Partnership Program, and through student handbooks, newsletters, and flyers.

The Family Engagement Specialist considers, and plans based on the six requirements for building capacity by answering the following questions:

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

## **English Learners Participating in Title I or Title III Supplemental Language Programs**

No later than 30 calendar days after the beginning of the school year (or within the first two weeks of an EL being placed in a program), the English learner Department will notify parents of English Learners if their child is participating in a supplementary language program. The notification will be provided in a language parents can understand. Initial letters will be mailed home to the parents of students receiving supplemental services. Subsequent letters will be generated by the student's English learner teacher and sent home with the student. As letters are sent to parents, a copy is saved in ELLevation platform. The Title III Coordinator will monitor and ensure completion of the notification by inspecting ELLevation reports.

## **Schoolwide Program**

### **Overview**

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

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

Schoolwide Title I programs must:

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

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Schoolwide programs are not required to identify specific students as eligible. They must supplement (enhance) rather than supplant (take the place of) the services participating students would receive if they were not participating in the schoolwide program.



## Components of a Schoolwide Program

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

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Evaluation of the Schoolwide plan
4. ESSA Requirements for Schoolwide Plans
5. Schoolwide Plan Development

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

All Title I schools within the Barrow County School System conduct Schoolwide Programs. This allows all children in these schools and their parents equal access to all related Title I assistance. Schoolwide Plans are updated and verified using a checklist during a school leadership meeting or technical assistance session. Schools hold annual Title I meetings each Fall. Parents are also invited to a system level Parent Advisory Council meeting. All schools will notify stakeholders in multiple ways, notice of the meeting dates will be placed on each school's marquee, in each school newsletter and on the web site, parents and other stakeholders will be notified by invitation sent from each individual school and all stakeholders will be notified using each school phone messaging system. Parents who 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. Revision dates will be clearly marked on each plan. The system Family Engagement Specialist will be responsible for collecting required documentation for the District Parent Advisory meetings (agenda, meeting notes, and sign in sheets). At these meetings, parents and other stakeholders are given an opportunity to provide input on the Schoolwide Title I Plan/School Improvement Plan, Parent/Student/Teacher Compacts, Parent & Family Engagement Plans, and the Comprehensive LEA Improvement Plan.

## LEA Guidance

On-site meetings are held with principals to discuss the current status of their plans in regard to checklist components and feedback is provided through the SLDS SIP platform. Technical assistance is ongoing and monitored throughout the year during monthly budget meetings or progress checks. Revisions will be completed in the SLDS SIP platform and re-submitted for approval. As previously stated, system leaders support schools in developing, revising, implementing, and coordinating school improvement and schoolwide plans during regularly scheduled administrative and Instructional Coach meetings. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, Parent & Family Engagement, professional learning, and budgets. The district also conducts a technical assistance session each June to provide schools with support on finalizing and ensuring alignment of their plans. It is through this process that the LEA oversees the development of school improvement plans.

## Schoolwide Program Plan Development

School Improvement Plans are updated each spring for the following school year. Each school leadership team conducts a spring meeting at which representatives from each grade level, content area, and department, as well as system and school administration and parents meet to develop a plan. During school leadership meetings, instructional strategies, parental involvement initiatives, and professional development activities are planned after a careful analysis of various data. Assistance is also provided to schools in their use of school improvement funds to accomplish initiatives in their school improvement plans. School administrators and/or leadership team then present their school improvement plan during preplanning each year to faculty and staff for feedback or comment prior to finalizing.

### **Rank Order**

Schools are placed in rank order using the percentage of students that qualify for free and reduced priced meals according to grade span grouping.

### **Carryover**

Funds not expended during the previous year is reallocated to the system. Carryover funds will be expended in the current SY and an equal amount will be reallocated to each school in order to keep the existing rank order of schools according to grade span grouping.

## **Title I, School Improvement (1003a) Grant**

### **Monitoring and Oversight of School Improvement**

All Title I schools within the Barrow 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. The LEA will utilize district members of the school system Teaching and Learning Department to build capacity and support the school improvement process in schools identified as needing comprehensive or targeted support interventions. All schools identified as needing comprehensive or targeted support interventions within the LEA will be involved in school improvement efforts through the work of the LEA, RESA, and GaDOE. Members of the system Teaching & Learning Department will work with these schools to implement practices that have proven effective with improving schools. Members of the Teaching & Learning Department, along with the GaDOE, will establish clear expectations for personnel as they systematically support continuous improvement in all schools. However, more intensive support will be provided by LEA and GaDOE School Improvement Specialists in any schools within the Barrow County School System that are designated as needing comprehensive or targeted support interventions. The Title I Director will conduct a yearly evaluation of school improvement efforts for all Title I schools using the Barrow County School System Federal Programs School Monitoring Checklist. Members of the Teaching and Learning Department will conduct progress checks to determine the extent to which school improvement plans have been implemented. These checks will occur semiannually or as needed.

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

School Improvement Plans are updated each spring for the following school year. Each school leadership team updates the plans using representatives from each grade level, content area, and department, as well as district and school administration and parents. During school leadership meetings, instructional strategies, parental involvement initiatives, and professional development activities are planned after a careful analysis of various data. Assistance is provided to schools identified as needing comprehensive or targeted support interventions in the use of school improvement funds to accomplish initiatives in their school improvement and schoolwide plans. The district also conducts a technical assistance session each June to provide schools with support on finalizing and ensuring alignment of their plans. All school improvement plans must be signed off as completed by the system Federal Programs Director and/or Title I Director and the Superintendent in the SLDS SIP platform. The Professional Learning Plan for each school must have final approval by the Federal Programs Director and/ or by the Assistant Superintendent for Teaching & Learning. It is through this process that the LEA oversees the development of school improvement plans.

### **Budgeting Procedures**

The Title I Director or his/her designee will meet with school leaders at each school served under this grant to assist and ensure a budget is developed that directly aligns to the prioritized needs identified during a comprehensive needs assessment in their school improvement plan. The Title I Director or his/her designee will continually communicate with each school to review and provide recommendations for ongoing budgeting decisions. The Director of Federal Programs and his/her designee will meet with school leaders, instructional coaches and bookkeepers monthly to review and monitor expenditures.

## **Monitoring and Reviewing Schoolwide Plans**

System leaders in the Teaching & Learning Department support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans during regularly scheduled meetings of administrators and instructional coaches. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, Parent & Family Engagement, professional learning, and budgets. Each school, including those identified as needing comprehensive or targeted support interventions, must submit a school-based plan for professional development aligned to their school improvement plan to be reviewed and approved after recommendations by the Federal Programs Director and other members of the Teaching and Learning Department. Schools may modify the professional learning plan as a result of instructional round data identifying a problems of practice.

## **Title I, School Improvement 1003(g) Grant**

The Barrow County School System does not currently have any participating schools in this grant. If this grant is received in the future, all federal guidance will be adhered to as outlined by the GaDOE.

## **McKinney-Vento Program (MVP) Education of Homeless Children and Youth**

### **Introduction**

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

### **Definitions**

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

## **Identification**

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

## **School Selection**

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

## **Enrollment**

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

## **Transportation**

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

## **Services**

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

## **Disputes**

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student experiencing homelessness to all appropriate educational services. The school where the dispute arises shall provide the parent or unaccompanied youth with a written

explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute.

### **Credit for Full or Partial Coursework**

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

- After school credit recovery
- Awarding of half and full units of credit where appropriate through after school programs
- Online credit recovery programs
- Charter school

### **Free Meals**

Children and youth experiencing homelessness and unaccompanied youth are categorically eligible for free meals

### **Title I**

Children and youth experiencing homelessness and unaccompanied youth are categorically eligible for Title I services, regardless of what school they attend.

### **Training of Personnel**

The Homeless Liaison or designee annually facilitates training and sensitivity/awareness activities to heighten the awareness of the following personnel of the specific needs of unaccompanied and homeless youth: principals, assistant principals, federal program administrators, transportation employees, registrars, school secretaries, school counselors, school social workers, custodians, school nurses and teachers. The liaison obtains from every school the name and contact information of a building liaison. Building liaisons will lead and coordinate their school's compliance with this policy. Training is provided through SafeSchools McKinney Vento training modules and/ or GaDOE McKinney-Vento training modules.

### **Coordination**

The liaison shall coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community, housing and placement agencies, the pupil transportation department, liaisons in neighboring districts and other organizations and agencies.

### **Notification to Stakeholders of the Homeless Liaison Contact**

Posters related to the Homeless Program that include the name and contact information of the Homeless Liaison are posted at each school and at various community centers. This same information is also available on the [system website](#). Information related to all federal programs, including MVP and the Homeless Program is provided to all faculty and staff annually via email.

### **Preschool**

Preschool education is a very important element of later academic success. Children experiencing homelessness have experienced many difficulties accessing preschool opportunities. Our system will ensure that children experiencing homelessness receive assistance in locating preschool programs.

Children with disabilities who are experiencing homelessness will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children under age three with disabilities who are experiencing homelessness 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 liaison will collaborate with Head Start and Even Start programs and other preschool programs to ensure that children experiencing homelessness can access those programs.



## **Protocols**

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

1. Student is identified as potentially eligible for MVP services and is in one of the following circumstances.
  - a. Student is a new enrollee.
  - b. Student is currently enrolled in a Barrow County School.
  - c. Student is residing in Barrow County but has a school of origin in another school system.
2. School system staff (school MVP liaison, school counselor, school social worker, Title I Family Engagement Specialist, registration staff or other school system personnel) gather information related to potential MVP eligibility and submit to district homeless liaison (DHL) for MVP status determination.
3. DHL determines MVP eligibility.
4. If the student is residing within the boundaries of Barrow County and seeks to attend a Barrow County public school, the DHL identifies the school placement of the student (school of origin for currently enrolled students or attendance zone school for new enrollees) and notifies applicable school staff including school nutrition director, school-based liaison, school administrator, ITS, school social worker.
5. If the student does not reside within the boundaries of Barrow County but seeks to remain in the school of origin in Barrow County the DHL will determine the feasibility of the school the student will attend.
6. If the determination of the school is to be the school of origin the DHL will notify the appropriate school personnel.
7. If the DHL determines the best placement of the student to be in the attendance zone school, then the committee will notify the school of origin and DHL of the placement decision. The school of origin will notify the parent guardian of the enrollment decision and appeal rights using the designated paperwork.
8. If the school that is selected denies the enrollment decision, they must provide the parent with the written enrollment decision and appeal process paperwork.
  - a. A copy of this enrollment decision is forwarded to the DHL.
  - b. If parent disputes this decision, then students stay in selected school.
9. If parent or guardian disputes the written enrollment decision, then the first appeal will be made to the District Homeless Liaison.
10. The decision of the DHL will be presented to the parent/guardian in writing along with instructions on how to appeal this decision.
11. If the parent disputes the decision of the DHL, then an appeal may be made to the Superintendent of Barrow County Schools. The Superintendent will inform the parent/guardian of his/her decision in writing along with a copy of the Georgia Appeals process.
12. As long as the parent appeals then the student may remain in the school originally selected.

## **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. The purpose is also to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment and to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

The Barrow County School System currently has no centers or agencies in its geographical boundaries that serve neglected or delinquent students.



## Foster Care Transportation Plan

### Planning

Real time coordination will occur between Case Managers, Education Support Monitor, Homeless Liaison, Foster Parents, and Court Appointed Special Advocates, regarding foster children entering and exiting care; changing placements; enrollment and withdrawal; and making best interest determinations. When transportation is an issue, those parties will collaborate to develop a transportation plan that meets the needs of the individual child. “No cost plans” will be explored first and may include the following:

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

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

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

The LEA Homeless Liaison will serve as the point of contact that coordinates with local DFCS. This individual will assume responsibility for streamlined communication and collaboration with DFCS Case Managers and Education Support Monitor (DFCS POC). Such collaboration will ensure the smooth implementation of provisions outlined in ESSA to include thoughtful Best Interest Determinations; appropriate and timely transportation plans for those children placed out of the zone of their school of origin; and immediate enrollment and records transfer. In addition, the LEA POC will facilitate training for LEA staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in LEA; and, ensure effective and confidential data collection and sharing.

### Transportation Plan

If transportation costs are unavoidable, LEA and DFCS will share costs. DFCS will assume responsibility for costs such as contracting with transportation companies or paying foster parents to transport farther than 25 miles. The LEA will assume responsibility for costs associated with re-routing LEA transportation within the boundaries of Barrow County. Options:

1. LEA will re-route transportation to pick child up at nearest bus stop or at foster home (as determined by Transportation Department) within Barrow County and transport directly to school of origin or to “Transportation Hub”;
2. LEA will re-route transportation to pick child up at agreed-upon point at county line in the event that child is placed in a neighboring county;
3. DFCS will arrange for payment to foster parent for transportation farther than 25 miles round trip; or

DFCS will utilize existing contracts with companies to provide transportation to school of origin or to agreed point at county line.

## **Title I, Part C – Education of Migratory Children**

### **Identification and Recruitment**

The Barrow County School System Education of Migratory Children Program Specialist receives an email notification from the District's online Registration Gateway whenever a parent or guardian indicates a positive response to questions related to moves into the district for occupational reasons and the nature of such employment. The EMC Specialist utilizes this information to help identify and recruit migrant students. The EMC Specialist also conducts in-District Identification and Recruitment activities to further identify potentially eligible families. The EMC Region 1 Recruiter visits the District EMC Specialist routinely and pulls data from the District's Student Information System as an additional identification and recruitment tool. Contact is then made with each potentially eligible family to determine case-by-case eligibility and needs. Students who meet certain critical criteria are also identified with the assistance of the Ga DOE EMC as Priority for Services.

### **Services for MEP Students**

Services to those students determined to be PFS are regularly tracked and submitted to the GaDOE EMC using the PFS Student Report. Migrant students are evaluated academically the same as other students in the system to determine academic needs. The EMC Specialist coordinates and tracks services to all EMC students utilizing the Supplemental Services Tracking Form. All migrant students are eligible for Title I services and receive appropriate Title I services. In addition, a referral is made to student services to indicate that additional services may be needed from that department. Additionally, specific activities to address the needs of migratory families are provided. Such activities shall include informing children and families of, or helping such children and families gain access to other education, health, nutrition and social services.

### **Parental Involvement**

A Migrant Education Parent Advisory Council (PAC) program is provided in conjunction with other District Parent & Family Engagement Programs. Parent outreach is always provided in a language that is understood by the family. Parents are presented information on English language learner, Special Education, Gifted, and other educational programs. Information on health, nutrition and social services is presented using materials from the Education of Migratory Children Department of the US and GaDOE.

### **Funding**

The annual BCSS Comprehensive Needs Assessment Committee reviews academic and nonacademic data to determine the most appropriate use of Title I-Part C funds and this information leads directly to the development and submission for approval of the District EMC Implementation Plan(s) by the GaDOE EMC.

### **Evaluation**

The EMC Specialist observes the actual delivery of the IPs and reports the results of that evaluation to the GaDOE EMC. Each Implementation Plan is evaluated in terms of effectiveness at its completion, and this evaluation is also submitted to the GaDOE MEP.

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

### **Purpose**

Purpose: The purpose of Title II, Part A is to increase academic achievement by improving teacher and leader quality.

## **Equity Belief Statement**

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

## **Needs Assessment**

Each Spring, the Barrow County School System begins the needs assessment process by surveying all leaders, teachers and paraprofessionals. Once survey results are tallied and summarized by school and system leaders, the results are shared with each school. Each school also receives a detailed presentation with agenda and minutes template to ensure consistency in the needs assessment/ feedback process across the system. Each school then conducts a needs assessment as part of the Spring planning meeting in which representatives from all stakeholder groups are invited (parents, teachers, paraprofessionals, administrators, community members, and other support staff). The needs assessment process at each school includes examining student achievement data, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, highly effective teacher and paraprofessional data, class size data, peer walkthrough data, TKES data, and verbal input from stakeholders. School leaders use these data sources to develop the professional learning needs aligned to the school improvement plan under the schoolwide program. Title II A is transferred 100% into Title I, Part A under consolidation of funds.

Once the input is collected from the schools, meetings are held at the district level to consider all the prior stakeholder input and data and to make decisions regarding prioritized needs and equity concerns for district level professional learning. Stakeholders participating in the needs assessment process at the district level include the administrators, teachers, paraprofessionals, instructional coaches, counselors, parents, community members, District Directors, and higher education representatives. The results of this needs assessment determine any areas of inequity and guide the development of plans and expenditure of funds.

## **Equity Plan**

The previously described process is used to guide the development of the Equity Plan which is completed and posted by June of each year. Each equity indicator is rated, and summary information provided. At least one equity indicator is selected for focus and an action plan is developed to address the area of focus. The Director of Federal Programs monitors the implementation of the Equity Plan and area of focus, while collecting the documentation required to provide evidence of effective implementation through the schoolwide plan. All source documentation is maintained in files, both hard copy and electronically, in the Federal Programs office.

## **Effectiveness Plan**

The Title II-A funded activities in each major program component are analyzed and a plan is developed to assess the effectiveness of each activity. The plan is submitted in the ConAPP as a part of the budget requirements. For each activity, the following are addressed: The Title II-A component the activity addresses; a description of the activity; the data to be collected to determine effectiveness; the position of the person responsible for collecting the data and coordination the review and analysis of the data; and the timeline for collecting data and completing the review and analysis of the data. Careful attention is given to distinguishing between data/documentation that shows implementation versus data/documentation that shows effectiveness. The Effectiveness Plan is used throughout the year in monitoring program implementation and effectiveness and guides the needs assessment process for the following year. The Effectiveness Plan should be revised and uploaded if a budget amendment is submitted due to a change in needs and/or a significant change in budgeted strategies. All source documentation is maintained in files, both hard copy and electronically, in the Federal Programs office.

## **Professional Learning**

Professional Learning in Barrow County is standards based, results-driven, and job-embedded. It is designed to improve student achievement by enhancing teacher content expertise and developing appropriate pedagogical skills. Professional Learning needs are assessed during the Comprehensive Needs Assessment process. Student achievement data, graduation data, and performance data are analyzed, and desired outcomes are stated. The Director of Federal Programs and Assistant Superintendent of Teaching and Learning reviews plans for professional learning that are both school and system based determined by various data sources. Once plans are designed and approved by the Principals, School Governances Teams and Director of Federal Programs, the focus becomes the implementation of quality professional learning. Evaluations of professional learning training sessions and the analysis of the evaluations are ongoing. Adjustments in content and skills to be addressed are continuous and could modify the plan during the school year. Assessing, applying, and sustaining content knowledge and skills that educators need to improve student learning are priorities.

Professional learning will focus on increasing the ability of the teaching staff and administration to help all students achieve high academic standards and eliminate the achievement gap that separates low-income and minority students from other students. The Barrow County School System will provide training to enable teachers, paraprofessionals and administrators to address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; improve student behavior in the classroom and identify early and appropriate interventions to help students; involve parents in their child's education; and understand and use data and assessments to improve classroom practice and student learning.

## **Professional Qualifications of Teachers and Paraprofessionals**

The Barrow County School System seeks to hire qualified teachers, paraprofessionals and administrators. Vacancies are posted on the webpage for Barrow County Schools. A job description is included as well as job requirements. This ensures that the applicants have met the minimum qualifications to meet the required professional qualifications. Qualified applicants are then eligible to interview with principals. Principals make recommendations to the Planning and Personnel Department, and recommended candidates are fingerprinted and complete other paperwork.

Parents are informed of their rights to know the qualifications of their children's teacher. In the spring of each year, the Superintendent or designee sends to the principals of every school a list of Required Notifications for Student Handbooks/Agendas. Within this list is the Parent's Right to Know Teacher's Training and Credentials. School principals are responsible for providing a copy of the student-parent handbook containing the Parent's Right to Know to the Director of Planning and Personnel as evidence of parental notification of their Right to Know. If a school omits the notification from their student handbook, the Director of Planning and Personnel will notify the principal that he/she is required to notify each parent of their Right to Know via 1<sup>st</sup> class mail before the end of the first week of school. In this case, a copy of the notification letter will be provided to the Director of Planning and Personnel.

If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher who does not meet professional qualifications, parents will be provided a timely notice. All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand. Parents may request and receive information regarding:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches.

- Whether the teacher is teaching under emergency or other provisional status through which the state qualifications or licensing criteria have been waived.
- Whether the student is provided services by paraprofessionals and if so, their qualifications.
- Is teaching in the field of discipline of the certification of the teacher.

Any Barrow County School System teacher or paraprofessional who does not meet the district's professional qualifications or who holds a non-renewable certificate will have an individualized remediation plan to meet the professional qualifications or gain a clear renewable certificate. The remediation plan will be developed collaboratively with the teacher, principal, and the Director of Planning and Personnel at the time of hire or when non-PQ status or non-renewable certificate is determined. All remediation plans are monitored quarterly.

In order to maintain qualified teachers and paraprofessionals, a Principal training is held each spring. All principals and district staff are trained on the requirements to meet professional qualifications and the placement of teachers and paraprofessionals.

### **Parents' Right to Know**

At the start of school, every school principal must notify parents of their right to request the professional qualifications of their child's teachers and paraprofessionals using the district's template. This should be sent home in the student handbook and posted to the district webpage. A sample of the handbook acknowledgement form should be forwarded to the Director of Planning and Personnel. Students enrolling after the beginning of school receive a letter of their rights upon enrollment. Receipt of the letter is recorded by a parent/ guardian signature.

## **English Learner Programs: English to Speakers of Other Languages and Title III**

### **Purpose**

The purpose of the state funded English Learner program is to assist students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The purpose of the federally funded Title III supplemental program is to ensure that English Learner (EL) and immigrant students develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. An overview of the program is below but more detailed information can be found in the [Barrow County Schools ESOL and Title III Program Handbook](#).

### **Student Assessment, Identification, and Enrollment Procedures**

The enrolling parent/guardian of each student registering to attend a Barrow County school completes a Home Language Survey (HLS), which BCSS staff utilize to determine the student's first-learned, primary, and home language(s). The BCSS utilizes the three state-mandated Universal HLS questions, verbatim, in the registration process. For students with a language other than or in addition to English on the HLS, eligibility for English language learner services is determined by obtaining transfer records which adequately document current eligibility or ineligibility for language assistance services or, for students lacking such records, by administering the WIDA Kindergarten Screener or the WIDA Screener for grades 1-12. The English language proficiency level of every EL student is assessed annually via the appropriate state-adopted English proficiency measure (ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS) to monitor progress toward English proficiency and to determine continued eligibility or readiness to exit English language assistance services.

The district notifies parents/guardians annually of their child's eligibility for services as a English Learner. Such notification is made within the first thirty days of school for students continuing in the English Learner program and



within two weeks of the date of eligibility determination for newly identified students. Parents/guardians have the right to decline English Learner services, as outlined in the annual notification. Upon their request, the teacher of English Learners teacher will contact the parents/guardians to ensure a clear understanding of the services offered and the educational implications of declining participation in the English Learner program. If the parents/guardians affirm their desire for their child not receive direct English Learner services, the school will provide a waiver form. Upon receipt of a signed parent waiver, the student's direct English Learner services will end. In addition, the student remains identified in the SIS as an "EL" in compliance with federal law and will continue to be assessed in language proficiency annually (refer to the ACCESS standardized assessments above). The school must provide language assistance services through alternate means as outlined in the district procedures for indirect language assistance services. The student remains eligible for classroom and testing accommodations and must participate in the state-mandated annual English proficiency assessment until meeting exit criteria. Parents/guardians continue to be notified annually of their child's eligibility until such time that the student meets exit criteria. A signed waiver must be collected annually. At any time, the parents/guardians may request reinstatement of English Learner program services for the child.

Supplemental language assistance is offered to students who are eligible for English Learner services and are identified as needing additional, supplemental English language assistance and supports. The district notifies parents/guardians annually of their child's eligibility for supplemental language supports. Such notification is made within thirty days of the beginning of the school year, or within thirty days of the date services begin for newly identified students. Parents/guardians have the right to decline supplemental language assistance services. In such instances, the student remains eligible for the English Learner program. At any time, the parents/guardians may request reinstatement of supplemental language assistance services for the child.

### **Exit Guidelines**

According to GaDOE guidelines, kindergarten students who score a Composite Proficiency Level (CPL) of 5.0 or higher, a Writing sub score of 4.5 or higher, and domain sub scores of 5.0 or higher in Speaking, Listening, and Reading are considered English proficient and are exited from the English Learner program. Any kindergarten student who does not meet the State's criteria for exit remains eligible for English Learner services. Students in grades 1-12 who score a CPL of 5.0 or higher are considered English proficient and are exited from English Learner services. As allowable under State English language learner program flexibility guidelines, BCSS also will conduct Reclassification Review meetings to consider readiness to exit for each EL student in grades 1-12 with an Overall CPL of 4.5 to 4.9 on the 2023 ACCESS for ELLs 2.0. Parents are notified in writing when their child meets criteria to exit from the English Learner program.

The teacher of English Learner teacher monitors each exited student's academic performance (at least three times per academic school year) for two calendar years following exit from English language assistance services. If an exited student transfers to the district during the two-year period following attainment of English proficiency criteria, or if a student's monitoring period was interrupted or is otherwise incomplete, the student is monitored for the remainder of the two-year period upon enrollment in a Barrow County school. Teachers of ELs further collaborate with regular education teachers when the data indicates students may be struggling in one or more areas. If needed, additional supports may be implemented through the district's Multi-Tiered Systems of Support (MTSS). If a reasonable period of intervention and monitoring is unsuccessful and the student's difficulties are determined to be related to English proficiency rather than academic deficits or disability, the team may recommend redesignation to EL status with direct English Learner program services. Following completion of the two-year monitoring period, a student may not return to direct EL status.



The district reviews and responds to the disaggregated data of Formerly EL students through the Comprehensive Needs Assessment (CNA) process.

### **Funding**

The Barrow County School System receives state Quality Basic Education (QBE) funding for English Learner programs, including personnel and supply funds. The English Learner program, as required, is fully funded through State and Local funding sources. English Learner staffing and primary learning resources necessary to implement an effective English Learner program are included in the general fund budget.

Title III funds are consolidated into Fund 150 at the elementary and middle school levels. The amount of Title III funds contributed to each school's Fund 150 is determined based on the needs of the EL students enrolled in the school. Consolidated funds are utilized at these levels to address unmet needs identified through the annual Comprehensive Needs Assessment (CNA). At the high school level, unmet needs identified through the annual CNA are directed to the Title III & English Learner Support Coordinator. Title III funds are utilized to meet these needs, when necessary, allocable, and allowable.

### **Professional Learning**

Every teacher of EL students, counselors, and administrators participate annually in job-embedded, ongoing professional learning relevant to ELs. The results of the annual Comprehensive Needs Assessment (CNA) guide school and district professional learning plans. English language learner teachers communicate students' current English Language Proficiency (ELP) levels to staff members and assist colleagues with identifying appropriate scaffolding techniques and instructional strategies based on these scores.

### **Parent Outreach**

The district communicates frequently, using a variety of methods and modes, and plans events for families of EL students to inform parents of ways to assist their students academically, including understanding English Language Proficiency (ELP) scores as well as other assessments in which their children participate and their implications. School programs, resources, and activities are also shared with parents in these meetings, and parents are provided an opportunity to provide feedback and input. Each school also plans and carries out additional family outreach events throughout the school year to further assist parents and the district's Translation and Interpretation Services Plan supports schools' efforts to ensure that the activities are accessible to parents of English Learners who need assistance in another language. Community resources such as Adult Literacy Barrow and the Wimberly Center are made available to parents of ELs who have a need and desire to improve their English proficiency to increase their capacity to help their children succeed in school. Outreach activities tied to Title III-funded supplemental language assistance programs are conducted as well.

The aforementioned BCSS Translation and Interpretation Services Plan guides district staff in supporting parents in need of language assistance. Upon registration, the district asks parents to indicate their preferred language for oral and written communications. To the extent practicable, communications are provided in the parent's preferred language. Resources available to assist with translations and interpretation include Language Line, a phone-based interpretation service with over 180 language options; district translators/interpreters (Spanish and other more commonly spoken languages here in the District); a district-maintained list of approved interpreters and translators (trained and vetted according to procedures established in the BCSS Translation and Interpretation Services Plan); and wireless interpretation equipment for use in large meetings (includes interpreter transmitters and parent headsets).

### **Supporting the Unique, Non-linguistic Needs of Immigrant Students**

Immigrant students are identified based on birthplace outside of the United States and Puerto Rico and less than three years of accumulated time enrolled in U.S. schools (beginning with kindergarten). Immigrant students who qualify for English language assistance services are supported through the English language learner program and are eligible for Title III supplemental language assistance services. Regardless of English proficiency, immigrant students often arrive with myriad non-linguistic needs. Supplemental instructional materials and/or tutoring are provided to address academic gaps. Assistance with foreign transcript evaluation is provided to students entering with high school credits from another country. Counselors and social workers connect families with district- and community-based services to support non-academic needs such as health, counseling, food, housing, etc. Selected staff members participate in professional learning on meeting the unique needs of immigrant students and their families. When able to be funded, group social and emotional therapy will be provided by a licensed, multi-lingual psychologist to Immigrant Students as deemed appropriate.

### **Program Evaluation and Accountability**

The success of the English Learner program and Title III supplemental programs and initiatives are measured by analyzing the results of English Language Proficiency (ELP) assessments, individual, school and district ACCESS Student Growth Percentiles and Student Growth Levels, data from Title III funded supplemental academic programs, academic assessments, and other available measures for EL subgroups, including ELs, monitored students, former ELs, and ELs with disabilities. As a result of this analysis, programmatic and instructional adjustments are implemented as indicated.

## **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 to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

### **Use of Funds**

About 60% of Title IV funds are transferred to into Title I, Part A as part of consolidation of funds. The school system decides how funds will be spent following a needs assessment at the district and school level through a process in which a variety of stakeholders participate. Needs are then prioritized and funded at each school through consolidation of funds or through district set asides.

## **Individuals with Disabilities Act**

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

## Appendix A: Complaint Procedures

### A. Grounds for a Complaint

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

### B. Federal Programs for Which Complaints Can Be Filed

- Title I, Part A: Disadvantaged Children, Academic Achievement Awards, Schoolwide Programs
- Title I, Part C: Migrant Education Program
- Title II, Part A: Teacher and Leader Effectiveness
- Title III, Part A: English Learners
- Title X, Part C: The McKinney-Vento Homeless Act
- Elementary and Secondary Schools Emergency Relief Act, including American Rescue Plan Act funds.

### C. Complaints Originating at the Local Level

As part of its Assurances within the ESEA program grant applications and pursuant to Section 9306 within the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve through local written complaint procedures. If the complainant has tried to file a complaint with the Barrow County School System to no avail, the complainant must provide the Georgia Department of Education written proof of their attempt to migrant the issue with the Barrow County School System.

### D. Filing a Complaint

A complaint must be made in writing and signed by the complainant. The complaint must include the following:

- A statement that the Barrow County School System has violated a requirement of a federal statute or regulation that applies to an applicable program.
- The date on which the violation occurred.
- The facts on which the statement is based, and the specific requirement allegedly violated (include citation to the Federal statute or regulation).
- A list of the names and telephone numbers of individuals who can provide additional information.
- Whether a complaint has been filed with any other government agency, and if so, which agency.
- Copies of all applicable documents supporting the complainant’s position.
- The address of the complainant.

The complaint must be addressed to: Amy Wright, Federal Programs Director, Barrow County School System, 179 W. Athens Street, Winder, GA 30680.

### E. Investigation of Complaint

Within ten (10) days of receipt of the complaint, the Barrow County School System will issue a Letter of Acknowledgement to the complainant that contains the following information:

- The date the Barrow County School System received the complaint.
- How the complainant may provide additional information.
- A statement of the ways in which the Barrow County School System may investigate or address the complaint.
- Any other pertinent information.

If additional information or an investigation is necessary, BCSS will have sixty (60) days from receipt of the information to complete the investigation and issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, a timeline for corrective action will be included. The sixty (60) day timeline may be extended if exceptional circumstances occur. The Letter of Findings will be sent directly to the complainant, as well as the other parties involved.

### F. Right of Appeal

If an individual, organization, or agency is aggrieved by the final decision of the Barrow County School System, that individual, organization, or agency has the right to request review of the decision by the Georgia Department of Education. For complaints filed pursuant to Section 9503 (20 U.S.C. 7883, complaint process for participation of private school children), a complainant may appeal to the Georgia Department of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the Barrow County School System’s decision and include a complete statement of the reasons supporting the appeal.





## Appendix C: Travel Advance Request Form & Expense Forms & Statements

### Travel Advance Request Form

**Employee Name:** \_\_\_\_\_ **School/ Department:** \_\_\_\_\_

**Departure Date:** \_\_\_\_\_ **Return Date:** \_\_\_\_\_

**Destination:** \_\_\_\_\_

**Purpose of Trip:** \_\_\_\_\_

**Advance Amount Requested:** \_\_\_\_\_

I understand that failure to adhere to the scheduled travel plans or failure to obtain receipt of payment from the hotel will result in the advance amount being owed to Barrow County Schools. In the event that travel does not take place as planned or receipt of payment is not documented from the hotel, I understand that I will be responsible for remitting the advance payment back to the district within 30 days. I understand that payments not remitted by the deadline will be subject to payroll deductions.

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_







**EMPLOYEE Travel EXPENSE STATEMENT- Non local travel**

Name \_\_\_\_\_ Employee # \_\_\_\_\_

Address \_\_\_\_\_ Street \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip Code \_\_\_\_\_ Auto License # \_\_\_\_\_

<b>TRANSPORTATION</b>	<b>SUBSISTENCE</b>	<b>OTHER</b>
-----------------------	--------------------	--------------

Date Year	Time Departed Arrived	From To	Odometer Beginning Ending	Amt. Comm. Carr. Receipts	Taxi Limo Bus	Total Trans.	Breakfast	Lunch	Dinner	Total	Lodging (Attach Receipts)	Total Subst.	Memo Identify Other Expenses	Other Expenses (Amount)				
				0		0.00				0.00		0.00						
						0.00				0.00		0.00						
						0.00				0.00		0.00						
						0.00				0.00		0.00						
						0.00				0.00		0.00						
						0.00				0.00		0.00						
						0.00				0.00		0.00						
						0.00				0.00		0.00						
						0.00				0.00		0.00						
				<b>TOTAL MILES</b>	<b>0.0</b>			<b>TOTAL TRANS.</b>	<b>1</b>	<b>\$ -</b>			<b>TOTAL SUBSISTENCES</b>	<b>(2) \$ -</b>			<b>TOTAL OTHER</b>	<b>(3) \$ -</b>

I do solemnly swear, under penalty provided by law, that the above statements are true and I have incurred the described expenses and the local use mileage in the discharge of my official duties for the local school system.

\_\_\_\_\_  
Employee Signature \_\_\_\_\_ Date \_\_\_\_\_

\_\_\_\_\_  
Supervisor's Signature & Title \_\_\_\_\_ Date \_\_\_\_\_

Purpose Of Trip: \_\_\_\_\_

<b>Total Amount Of 1, 2 and 3</b>	<b>\$ -</b>
<b>Less Non-Refundable Expenses</b>	
<b>Less Advance Reimbursement</b>	
<b>Less District Credit Card Charges</b>	
<b>Total Amount To Be Reimbursed</b>	<b>\$ -</b>
<b>Account Number</b>	

## July

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>School Improvement and Parent &amp; Family Engagement Plans shared with staff during pre-planning</li> <li>Update system and school websites with Federal Program information</li> </ul>	<ul style="list-style-type: none"> <li>School Improvement Plan completed in SLDS School SIP platform</li> <li>Review budget sheet; ensure alignment to SIP</li> </ul>	<ul style="list-style-type: none"> <li>Conduct SIP Consultation Meetings with school leaders</li> <li>Review school improvement plans &amp; intent and purpose to provide feedback</li> </ul>
Special Education	Title I, Part A Parent & Family Engagement	Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>Extended School Year Service Provision</li> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>GOIEP/ Speech/LEA/ Mindset /policies/FBA/BIP/ /VB-MAPP/PPP PL for new special education teachers</li> <li>Refresher training: Hearing &amp; Vision Screener, Mindset, etc.</li> <li>Special Education Executive Leadership Meeting-ongoing</li> <li>Post-Secondary Report Due</li> <li>Preschool Outcome Data Report Due</li> <li>Child Find and BCW for the previous academic year summary report</li> <li>Develop and distribute 120-day compliance timeline calendar for initial referrals &amp;reevaluations</li> <li>Psychologists hold referral packet and WJ trainings for schools</li> <li>Psychologists meet monthly for consultation, planning, sharing of district information, and case load distribution, RDR recommendations, etc.</li> <li>Self-Contained AU Collaborative Consult</li> </ul>	<ul style="list-style-type: none"> <li>Finalize and submit Implementation Plans for Title I part C</li> <li>Final version of Parent &amp; Family Engagement Plan and School/Parent Compact uploaded on Microsoft TEAMS</li> <li>Translations of Compact &amp; PFE plans complete</li> <li>Upload/ share PFE documents on school websites</li> </ul>	<ul style="list-style-type: none"> <li>Plan PL aligned to staff needs and to support SIP.</li> </ul>
	Title III, Part A & Immigrant	Title IX Part A, Homeless
	<ul style="list-style-type: none"> <li>Code all Title III Served students and Immigrant Served Students in IC</li> <li>Conduct Professional Development with teachers of ELs about Title III</li> </ul>	<ul style="list-style-type: none"> <li>Identify, contact and provide support to students/families as needed.</li> <li>Monitor student needs and academic progress</li> <li>Engage in Community Awareness Activities</li> <li>Train all staff for MVP identification and awareness.</li> <li>Coordinate with Transportation Services</li> <li>Coordinate with Nutrition Services</li> </ul>

## Federal Programs Calendar

<b>August</b>		
<b>All/Multiple Programs</b>	<b>Consolidation of Funds</b>	<b>Title I, Part A School Improvement</b>
<ul style="list-style-type: none"> <li>Develop and submit budgets to GaDOE</li> <li>Meet with building administrators to review updated/revised rules and regulations</li> <li>Update system and school websites with Federal Program information</li> </ul>	<ul style="list-style-type: none"> <li>Estimated School Consolidated budgets due in TEAMS on August 1st</li> <li>Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> </ul>	<ul style="list-style-type: none"> <li>At SGT meeting, review and approve school improvement plans, Parent &amp; Family Engagement plan</li> <li>Preplanning- share finalized SIP with faculty and staff- implement &amp; monitor action steps</li> </ul>
<b>Special Education</b>	<b>Title I, Part A Parent &amp; Family Engagement</b>	<b>Title II, Part A/Professional Learning</b>
<ul style="list-style-type: none"> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>District Speech-Language Pathologist Meeting (Provide professional learning, collaboration of ideas, and information regarding policies and procedures)</li> <li>Program Specialists Meeting/Collaborative Council</li> <li>Program Specialist led Special Education Team Meetings</li> <li>Initial Hearing and Vision Coordinator Training</li> <li>PaddyNet Training (Medicaid Billing Platform)</li> <li>Special Education Executive Leadership Meeting</li> <li>Local Special Education Administrative Council (LSEAC) at RESA</li> <li>Special Education Leader Development Academy</li> <li>Psychologist support general education through trainings for RTI coordinators on the special education referral process.</li> <li>Psychologists meet monthly for consultation, planning, sharing of district information, and case load distribution.</li> <li>Monthly Transition Council (NEGATT)</li> <li>School-level Behavior Team Check-Ins</li> </ul>	<ul style="list-style-type: none"> <li>Support Parent and Family Engagement Meetings/ Events</li> <li>Share/ distribute Compact at Open House</li> <li>Train all staff on topics related to Family Engagement- build staff capacity</li> <li>Share Family Involvement Plan and send Compact home with ALL students. Provide evidence of distribution.</li> <li>Advertise/ Host Annual Title I meeting with parents; upload sign-in sheets and detailed agenda to Microsoft TEAMS</li> </ul>	<ul style="list-style-type: none"> <li>Verification Parent Right to Know provided to parents by Director of Planning and Personnel.</li> </ul>
	<b>Title IX Part A, Homeless</b>	<b>Title III, Part A &amp; Immigrant</b>
	<ul style="list-style-type: none"> <li>Continue to identify English learners for participation in supplemental English language assistance programs.</li> <li>Send parents/guardians of selected students the Title I Parent Notification of Student Eligibility for Supplemental Language Support Services within the first thirty (30) days of the school year or enrollment and document in ELLevation.</li> <li>Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>	<ul style="list-style-type: none"> <li>Identify, contact and provide support to students/families as needed.</li> <li>Monitor student needs and academic progress</li> <li>Engage in Community Awareness Activities</li> </ul>
		<ul style="list-style-type: none"> <li>Submit Title I, Part C annual re-sign forms to the Regional Migrant Education Offices</li> <li>Begin Implementation Plan services to students and families</li> <li>Participate in GaDOE Migrant ID&amp;R Training Workshops</li> <li>Complete and Update Migrant Participant Report</li> </ul>

## September

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>Continue communication and support of ES4PS participating schools- current SY</li> <li>Update system and school websites with Federal Program information</li> <li>On-site inventory monitoring for Title I, Title IV (ongoing through May)</li> <li>On-site inventory monitoring for Title IV purchases</li> <li>FTE count – review schedule and segments in preparation of FTE count</li> </ul>	<ul style="list-style-type: none"> <li>System School Improvement Team (SSIT) on-site Instructional Rounds-Progress Checks</li> <li>Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> </ul>	<ul style="list-style-type: none"> <li>SIP review and approval by Executive Cabinet</li> <li>Monitoring SIP goals through action steps &amp; instructional rounds</li> </ul>
		Title II, Part A/Professional Learning
Special Education	Title I, Part A Parent & Family Engagement	Title I, Part C Migrant
<ul style="list-style-type: none"> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>District Speech-Language Pathologist Meeting</li> <li>Program Specialists Meeting/Collaborative Council</li> <li>FTE Training with schools and registrars</li> <li>IEP Facilitator Meeting</li> <li>Proportionate Share Collaboration with Home School families and Private Schools</li> <li>Special Education Executive Leadership Meeting</li> <li>Local Special Education Administrative Council (LSEAC) at RESA</li> <li>Special Education Leader Development Academy</li> <li>Psychologists' monthly meetings</li> <li>Monthly Transition Council (NEGATT)</li> <li>School-level Behavior Team Check-Ins</li> <li>Parent Mentor Partnership Conference</li> </ul>	<ul style="list-style-type: none"> <li>Conduct website audit for required plans &amp; update information as needed</li> <li>Host Fall Parent Advisory Council (PAC) meeting</li> <li>Host Parent &amp; Family Engagement events- collect documentation- upload to Title1Crate</li> <li>Continue to train all staff on topics related to Family Engagement- building staff capacity</li> </ul>	<ul style="list-style-type: none"> <li>Deadline for LEAs to submit Title I, Part C annual re-sign forms to the Regional Migrant Education Offices</li> <li>Conduct District-wide Migrant Parent Advisory Committee (PAC) Meeting</li> </ul>
	Title III, Part A & Immigrant	Title IX Part A, Homeless
	<ul style="list-style-type: none"> <li>Conduct Parent meeting for Title III</li> <li>Verify that all parents of ELs who are also getting Title III services are notified of these supplemental services</li> <li>Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>	<ul style="list-style-type: none"> <li>Complete Education for Homeless Children and Youth (EHCY) Annual Homeless Education Survey</li> <li>Submit MVP Budget</li> <li>Identify, contact, and provide support to students/families as needed.</li> <li>Monitor student needs and academic progress</li> <li>Engage in Community Awareness Activities</li> </ul>

## October

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement	
<ul style="list-style-type: none"> <li>On-site inventory monitoring</li> <li>Update system and school websites with Federal Program information</li> </ul>	<ul style="list-style-type: none"> <li>Submit carryover budgets</li> <li>Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> </ul>	<ul style="list-style-type: none"> <li>System School Improvement Team (SSIT) on-site Progress Checks to monitor SIP goals and action steps</li> </ul>	
Special Education	Title I, Part A Parent & Family Engagement	Title II, Part A/Professional Learning	
<ul style="list-style-type: none"> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>Child Find Professional Learning for community centers</li> <li>District Speech-Language Pathologist Meeting</li> <li>Program Specialists Meeting/Collaborative Council/ program specialists, executive leadership</li> <li>Local Special Education Administrative Council (LSEAC) at RESA</li> <li>Special Education Leader Development Academy</li> <li>Compile, analyze, and distribute initial referral data from the previous academic year for all schools</li> <li>Distribute initial referral data for the first quarter of the current school year for all schools</li> <li>Psychologists monthly meeting</li> <li>Monthly Transition Council (NEGATT)</li> <li>CBI/ mindset/ new IEP facilitator PL Training</li> <li>Self-Contained AU Quarterly Consult</li> <li>School-level Behavior Team Check-Ins</li> <li>Parent Mentor led groups</li> <li>Quarterly parent mentor contact report due</li> </ul>	<ul style="list-style-type: none"> <li>Review Parent &amp; Family Engagement documentation</li> <li>Host Parent &amp; Family Engagement events- collect documentation- upload to Title1Crate</li> <li>Continue to train all staff on topics related to Family Engagement- building staff capacity</li> <li>Upload documentation for Annual Title I meeting to Title1Crate</li> </ul>	<ul style="list-style-type: none"> <li>Conduct PL to support staff as a result of instructional rounds-problem of practice-SIP; revise as needed</li> </ul>	
		Title III, Part A & Immigrant	<ul style="list-style-type: none"> <li>Continue to identify English learners for participation in supplemental English language assistance programs.</li> <li>Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>
	Title IX Part A, Homeless	Title I, Part C Migrant	<ul style="list-style-type: none"> <li>Identify, contact and provide support to students/families as needed.</li> <li>Monitor student needs and academic progress</li> <li>Engage in Community Awareness Activities</li> </ul>

## November

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>Send private school Invite for Initial Consultation using SLDS ES4PS for upcoming SY</li> <li>Update system and school websites with Federal Program information</li> <li>Submit carryover budgets to GaDOE</li> <li>On-site inventory monitoring for Title IV</li> </ul>	<ul style="list-style-type: none"> <li>Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> </ul>	<ul style="list-style-type: none"> <li>System School Improvement Team (SSIT) on-site Progress Checks to monitor SIP goals and action steps</li> <li>Monitoring SIP goals through action steps &amp; instructional rounds</li> </ul>
Special Education	Title I, Part A Parent & Family Engagement	Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>District Speech-Language Pathologist Meeting</li> <li>Program Specialists Meeting/Collaborative Council/ program specialists, executive leadership</li> <li>School Level GoalBook Work Session</li> <li>Special Education Executive Leadership Meeting</li> <li>Local Special Education Administrative Council (LSEAC ) at RESA</li> <li>Special Education Leader Development Academy</li> <li>Psychologists meet monthly for consultation, planning, sharing of district information, and case load distribution.</li> <li>Monthly Transition Council (NEGATT)</li> <li>Transition Plan Training</li> <li>Math Rubric Training</li> <li>Transition Programs training</li> <li>School-level Behavior Team Check-Ins</li> <li>Behavior Skills Professional Learning for Staff</li> </ul>	<ul style="list-style-type: none"> <li>Host Parent &amp; Family Engagement events- collect documentation- upload to Title1Crate</li> <li>Continue to train all staff on topics related to Family Engagement- building staff capacity</li> </ul>	
	Title I, Part C Migrant	Title III, Part A & Immigrant
	<ul style="list-style-type: none"> <li>Observation of IPs and Submission of Reports</li> </ul>	<ul style="list-style-type: none"> <li>Host EL family outreach &amp; engagement event</li> <li>Continue to identify English learners for participation in supplemental English language assistance programs.</li> <li>Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>



## December

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>Communicate and support ES4PS schools for current SY</li> <li>Update system and school websites with Federal Program information</li> </ul>	<ul style="list-style-type: none"> <li>Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> </ul>	<ul style="list-style-type: none"> <li>System School Improvement Team (SSIT) on-site Progress Checks</li> <li>Monitoring SIP goals through action steps &amp; instructional rounds</li> </ul>
Special Education	Title I, Part A Parent & Family Engagement	Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>District Speech-Language Pathologist Meeting</li> <li>Program Specialists Meeting/Collaborative Council/ program specialists, executive leadership</li> <li>Local Special Education Administrative Council (LSEAC) at RESA</li> <li>Special Education Leader Development Academy</li> <li>Psychologists meet monthly for consultation, planning, sharing of district information, and case load distribution.</li> <li>Monthly Transition Council (NEGATT)</li> <li>Transition Programs training</li> <li>School-level Behavior Team Check-Ins</li> </ul>	<ul style="list-style-type: none"> <li>Attend Winter Parent Advisory Council (PAC) meeting</li> <li>Continue to train all staff on topics related to Family Engagement- building staff capacity</li> <li>Host Parent &amp; Family Engagement events- collect documentation- upload to Title1Crate</li> </ul>	<ul style="list-style-type: none"> <li>Conduct PL to support staff as a result of instructional rounds-problem of practice-SIP; revise as needed</li> </ul>
Title IX Part A, Homeless	Title III, Part A & Immigrant	Title I, Part C Migrant
<ul style="list-style-type: none"> <li>Identify, contact and provide support to students/families as needed.</li> <li>Monitor student needs and academic progress</li> </ul>	<ul style="list-style-type: none"> <li>Continue to identify English learners for participation in supplemental English language assistance programs.</li> <li>Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>	

# January

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>Principals' meeting/communication - Overview of stakeholder planning process</li> <li>Update system and school websites with Federal Program information</li> <li>Conduct Private School Initial Consultation for following SY</li> </ul>	<ul style="list-style-type: none"> <li>Monitor that 50% of Consolidated budget is spent- on track to meet at least 85%</li> <li>Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> <li>Complete group periodic certification forms for fully funded, federally funded certified staff</li> </ul>	<ul style="list-style-type: none"> <li>Develop stakeholder surveys</li> <li>System School Improvement Team (SSIT) on-site Progress Checks to monitor SIP goals and action steps</li> <li>Monitoring SIP goals through action steps &amp; instructional rounds</li> <li>Receive stakeholder survey links from the district</li> </ul>
Special Education	<p>Title I, Part A Parent &amp; Family Engagement</p>	Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>District Speech-Language Pathologist Meeting</li> <li>Program Specialists Meeting/Collaborative Council/ program specialists, executive leadership</li> <li>Local Special Education Administrative Council (LSEAC) at RESA</li> <li>Special Education Leader Development Academy</li> <li>Psychological Evaluation and Protocol Inventory Assessment</li> <li>Speech and Language Evaluation and Protocol Inventory Assessment</li> <li>Distribute initial referral data for the second quarter of the current school year for all schools</li> <li>Monthly Transition Council (NEGATT)</li> <li>Refresher Mindset Training</li> <li>PPP Renewals/Initial Trainings</li> <li>School-level Behavior Team Check-Ins</li> <li>Quarterly Self-Contained AU Consult</li> <li>VB-MAPP Refresh</li> <li>Quarterly Parent Mentor Contact report due</li> <li>Parent Mentor Pre-Family surveys due</li> </ul>	<ul style="list-style-type: none"> <li>Advertise schedule of school level stakeholder Spring planning meetings</li> <li>Host Parent &amp; Family Engagement events- collect documentation- upload to Title1Crate</li> <li>Continue to train all staff on topics related to Family Engagement- building staff capacity</li> </ul>	<ul style="list-style-type: none"> <li>Conduct PL to support staff as a result of instructional rounds-problem of practice-SIP; revise as needed</li> </ul>
	Title IX Part A, Homeless	Title III, Part A & Immigrant
	<ul style="list-style-type: none"> <li>Education of Homeless Children and Youth Grant Program Monitoring begins and continues through April</li> <li>Identify, contact and provide support to students/families as needed.</li> <li>Monitor student needs and academic progress</li> </ul>	<ul style="list-style-type: none"> <li>Continue to identify English learners for participation in supplemental English language assistance programs.</li> <li>Inventory reconciliation</li> <li>Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>
		Title I, Part C Migrant

## February

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>• Submit Form B for prior ES4PS services</li> <li>• Update system and school websites with Federal Program information</li> <li>• Administer professional learning survey to all stakeholders, included in CNA (principals, teachers, paraprofessionals, and parents)</li> </ul>	<ul style="list-style-type: none"> <li>• Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> </ul>	<ul style="list-style-type: none"> <li>• System School Improvement Team (SSIT) on-site Progress Checks to monitor SIP goals and action steps</li> <li>• Close CNA surveys and distribute results to schools</li> <li>• Invite school staff, parents, SGT, and community to the school-level stakeholder planning meeting</li> </ul>
Special Education	Title I, Part A Parent & Family Engagement	Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>• Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>• Preschool Team Meeting (PL and procedures)</li> <li>• District Speech-Language Pathologist Meeting</li> <li>• Program Specialists Meeting/Collaborative Council/program specialists, executive leadership</li> <li>• Local Special Education Administrative Council (LSEAC) at RESA</li> <li>• Special Education Leader Development Academy</li> <li>• Extended School Year Planning Committee</li> <li>• Psychologists meet monthly for consultation, planning, sharing of district information, and case load distribution.</li> <li>• Monthly Transition Council (NEGATT)</li> <li>• Manifestation Training</li> <li>• Initial Mindset Training</li> <li>• Refresher Mindset Training</li> <li>• School-level Behavior Team Check-Ins</li> <li>• Behavior Professional Learning for Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Send PowerPoint and templates for the agenda, sign-in sheet, and minutes from district for use in school-level stakeholder Spring planning meeting</li> <li>• Host Parent &amp; Family Engagement events-collect documentation- upload to Title1Crate</li> <li>• Continue to train all staff on topics related to Family Engagement- building staff capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct PL to support staff as a result of instructional rounds-problem of practice-SIP; revise as needed</li> </ul>
	Title IX Part A, Homeless	Title III, Part A & Immigrant
	<ul style="list-style-type: none"> <li>• Identify, contact and provide support to students/families as needed.</li> <li>• Monitor student needs and academic progress</li> <li>• Ensure Seniors have received FASFA coaching</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to identify English learners for participation in supplemental English language assistance programs.</li> <li>• Provide technical assistance in the procedures and monitoring of Title III to schools</li> <li>• Conduct Title III Parent Engagement Meeting</li> </ul>
		Title I, Part C Migrant
		<ul style="list-style-type: none"> <li>• Observation of IPs and Submission of Report</li> </ul>

## March

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>• Complete Form A for ES4PS for following SY</li> <li>• Consult with other districts- ES4PS Pooling MOU for following SY</li> <li>• Update system and school websites with Federal Program information</li> </ul>	<ul style="list-style-type: none"> <li>• Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> </ul>	<ul style="list-style-type: none"> <li>• System School Improvement Team (SSIT) on-site Progress Checks</li> <li>• Monitoring SIP goals through action steps &amp; instructional rounds</li> <li>• At the March SGT meeting, share how the SGT participates in the planning process</li> <li>• School leaders &amp; SIP team begin data digs- root cause analysis for SIP</li> </ul>
Special Education		Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>• Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>• Preschool Team Meeting (PL and procedures)</li> <li>• District Speech-Language Pathologist Meeting</li> <li>• Program Specialists Meeting/Collaborative Council/program specialists, executive leadership</li> <li>• New IEP Facilitator Meeting</li> <li>• Special Education Executive Leadership Meeting</li> <li>• Local Special Education Administrative Council (LSEAC) at RESA</li> <li>• Special Education Leader Development Academy</li> <li>• Extended School Year Planning Committee</li> <li>• Inventory materials for psychoeducational evaluations and place orders for upcoming school year.</li> <li>• Distribute initial referral data for the third quarter of the current school year for all schools</li> <li>• Psychologists meet monthly for consultation, planning, sharing of district information, and case load distribution.</li> <li>• Monthly Transition Council (NEGATT)</li> <li>• School-level Behavior Team Check-ins</li> <li>• Parent Mentor led groups</li> </ul>	Title I, Part A Parent & Family Engagement	
	<ul style="list-style-type: none"> <li>• Hold school-level stakeholder Spring planning meeting -collect documentation &amp; upload to Title1Crate</li> <li>• Continue to train all staff on topics related to Family Engagement- building staff capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct PL to support staff as a result of instructional rounds-problem of practice-SIP; revise as needed</li> <li>• Begin planning for PL needs based on Staff CNA, SIP data, etc.</li> <li>• SLDS SIP platform open for SIP planning</li> </ul>
	Title IX Part A, Homeless	Title III, Part A & Immigrant
<ul style="list-style-type: none"> <li>• Identify, contact and provide support to students/families as needed.</li> <li>• Monitor student needs and academic progress</li> <li>• Prepare Outcomes Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to identify English learners for participation in supplemental English language assistance programs.</li> <li>• Inventory reconciliation</li> <li>• Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>	
	Title I, Part C Migrant	
		<ul style="list-style-type: none"> <li>• Conduct PAC Meeting</li> <li>• Plan Migrant Summer Camp services</li> </ul>

## April

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>Update system and school websites with Federal Program information</li> </ul>	<ul style="list-style-type: none"> <li>Share Estimated School Consolidated budgets in TEAMS</li> <li>Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> </ul>	<ul style="list-style-type: none"> <li>Begin work on Root Cause Analysis and School Improvement Plans for next SY</li> <li>Continue developing next SY SIP in SLDS SIP platform</li> </ul>
Special Education	Title I, Part A Parent & Family Engagement	Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>District Speech-Language Pathologist Meeting</li> <li>Program Specialists Meeting/Collaborative Council/ program specialists, executive leadership</li> <li>Local Special Education Administrative Council (LSEAC) at RESA</li> <li>Special Education Leader Development Academy</li> <li>Preschool Outcome Data Collection</li> <li>Extended School Year Planning Committee</li> <li>Psychologists meet monthly for consultation, planning, sharing of district information, and case load distribution.</li> <li>Monthly Transition Council (NEGATT)</li> <li>School-level Behavior Team Check-ins</li> <li>Quarterly Parent Mentor Contact report due</li> <li>Parent Mentor Post family surveys due</li> </ul>	<ul style="list-style-type: none"> <li>Host Parent &amp; Family Engagement events</li> <li>Train all staff on topics related to Family Engagement- building staff capacity</li> <li>Upload scanned copies of Spring Planning meeting documentation to Title I Crate</li> </ul>	<ul style="list-style-type: none"> <li>Conduct PL to support staff as a result of instructional rounds-problem of practice-SIP; revise as needed.</li> <li>Continue planning for PL needs based on Staff CNA, SIP data, etc.</li> </ul>
	Title IX Part A, Homeless	Title III, Part A & Immigrant
	<ul style="list-style-type: none"> <li>Identify, contact and provide support to students/families as needed.</li> <li>Monitor student needs and academic progress</li> <li>Continuing Application Due</li> </ul>	<ul style="list-style-type: none"> <li>Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>
		Title I, Part C Migrant

## May

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>Collect Annual Periodic Certifications</li> <li>Submit all budget expenditures for the current SY</li> <li>Update system and school websites with Federal Program information</li> </ul>	<ul style="list-style-type: none"> <li>Review monthly expenses and monitor spending at monthly SIP consultation meetings</li> <li>Ensure schools are on track to meet 85% spent of Consolidated Funds</li> </ul>	<ul style="list-style-type: none"> <li>Continue developing next SY SIP in SLDS SIP platform</li> </ul>
Special Education	Title I, Part A Parent & Family Engagement	Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>Child Find Activities-Developmental Screenings conducted for children aged 3-5.</li> <li>Preschool Team Meeting (PL and procedures)</li> <li>District Speech-Language Pathologist Meeting</li> <li>Program Specialists Meeting/Collaborative Council/program specialists, executive leadership</li> <li>IEP Facilitator Meeting</li> <li>Special Education Executive Leadership Meeting</li> <li>Local Special Education Administrative Council (LSEAC) at RESA</li> <li>Special Education Leader Development Academy</li> <li>Post-Secondary Report Data Collection</li> <li>Preschool Outcome Data Collection</li> <li>IEP Facilitator Needs Assessment</li> <li>SLP Needs Assessment</li> <li>Extended School Year Staff Meeting</li> <li>Report any delay explanations for any timelines that were out of compliance.</li> <li>Psychologists meet monthly for consultation, planning, sharing of district information, and case load distribution.</li> <li>Monthly Transition Council (NEGATT)</li> <li>School-level Behavior Team Check-Ins</li> <li>Self-Contained AU Needs Assessment/Review</li> <li>Quarterly Parent Mentor Contact report due</li> </ul>	<ul style="list-style-type: none"> <li>Update District Parent &amp; Family Engagement Plan</li> <li>Host spring Parent Advisory Council (PAC) and Comprehensive Needs Assessment meetings</li> </ul>	<ul style="list-style-type: none"> <li>Conduct PL to support staff as a result of instructional rounds-problem of practice-SIP; revise as needed.</li> <li>Continue planning for PL needs based on Staff CNA, SIP data, etc.</li> </ul>
	Title IX Part A, Homeless	Title III, Part A & Immigrant
	<ul style="list-style-type: none"> <li>Identify, contact and provide support to students/families as needed.</li> <li>Monitor student needs and academic progress</li> <li>Conduct program evaluation</li> <li>Determine continued eligibility for students</li> <li>Inform families (and registration) of end of eligibility as applicable</li> <li>Complete MOA(s) with contracted provider(s)</li> </ul>	<ul style="list-style-type: none"> <li>Upload documentation of school-level EL parent outreach activities uploaded into Title I Crate</li> <li>Upload documentation of school-level EL professional learning activities</li> <li>Provide technical assistance in the procedures and monitoring of Title III to schools</li> </ul>
		Title I, Part C Migrant
		<ul style="list-style-type: none"> <li>Complete all Services by May 1</li> <li>Submit Evaluation of IPs to State DOE</li> <li>Complete Supplemental Services Tracking Form Update</li> </ul>



## June

All/Multiple Programs	Consolidation of Funds	Title I, Part A School Improvement
<ul style="list-style-type: none"> <li>• Submit system S-CLIP to GaDOE</li> <li>• Submit Schoolwide waiver- FRL</li> <li>• Title Programs Planning Day - Complete detailed evaluation of previous year's School Improvement Plan and the extent to which intent and purpose statements were met. Update compacts and PFE plans</li> <li>• Update system and school websites with Federal Program information</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize monthly expenses school spending; ready for close out current FY</li> <li>• Orders CANCELLED if not arriving by June 16th</li> <li>• Ensure all purchases have been received, verified, paid and closed out by June 23rd.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan Leadership Summit – provide professional learning and support with school improvement planning</li> <li>• Provide Technical assistance to schools for school improvement plans &amp; intent and purpose</li> <li>• Needs Assessment Root Cause Analysis Completed in SLDS SIP</li> </ul>
Special Education	Title I, Part A Parent & Family Engagement	Title II, Part A/Professional Learning
<ul style="list-style-type: none"> <li>• Adapted Transportation Meeting</li> <li>• Student Records Clean Up</li> <li>• Professional Development Scheduling for upcoming year</li> <li>• Post-Secondary Report</li> <li>• Preschool Outcome Data Collection</li> <li>• Revision of Special Education Forms</li> <li>• Extended School Year Service Provision</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize plans for Parent &amp; Family Engagement events for next SY</li> <li>• Provide training to all staff on topics related to Family Engagement- building staff capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct PL to support staff in preparation for next SY; revise as needed.</li> <li>• Continue planning &amp; ensure alignment of PL needs to SIP.</li> </ul>
Title IX Part A, Homeless	Title III, Part A & Immigrant	Title I, Part C Migrant
<ul style="list-style-type: none"> <li>• Conduct program evaluation and needs assessment</li> <li>• Complete annual report</li> <li>• Conduct inventory reconciliation</li> </ul>		<ul style="list-style-type: none"> <li>• Review Implementation Plans</li> <li>• Conduct and Evaluate Migrant Summer Camp</li> </ul>