

# **Meriwether School District**

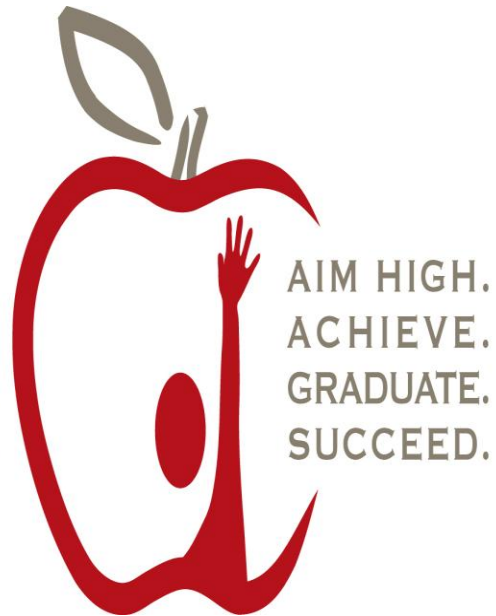
## **Federal Programs**

### **Title I Policies and Procedures**

Created July 2012

Updated January 2014

MERIWETHER  
COUNTY SCHOOLS



Mrs. Carol Lane, Superintendent

Mr. William Edgar, Asst. Supt. for School Improvement

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### **Purpose of This Handbook**

Title I, Part A is a multi-faceted federal entitlement program designed to level the playing field for disadvantaged students. The intention of Title I, Part A is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

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

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

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

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### **Title I Monitoring Procedural Process**

#### **Meriwether School District Federal Monitoring Process**

In 1965, the Congress of the United States passed the Elementary and Secondary Education Act (ESEA) to provide supplemental instructional services to schools where the resident population has a higher than average concentration of low income students. The goal of Title I ESEA is to provide supplemental instruction in the basic skill areas of reading, language arts, and math to educationally disadvantaged students attending schools that qualify for funding. Educationally disadvantaged students are those who are falling behind their age mates in reading, language arts, and/or math. It ensures the same high standards for all children and provides funds to supplement the educational standards of the state and local school district.

Title I mandates that the content and performance standards for Title I students reflect the same expectations generally held for all children. School reform is encouraged to support school wide projects. Title I programs are monitored by the state to determine the effectiveness of the entire program as well as individual student progress. It is mandated that instruction be individualized, therefore, diagnostic information must be obtained to plan each student's program.

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

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

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

Title I Director will provide technical assistance to local schools.

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

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

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

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

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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 Title programs. If a Corrective Action Plan is required, the LEA/Program Director will respond in a timely manner with a Corrective Action Plan which must be approved by GaDOE. Implementation of the Corrective Action Plan will be monitored by the appropriate Title Program Education Program Specialist.

Monitoring is an essential component of ensuring that all facets of the Title I program are being implemented as prescribed by the Elementary and Secondary Education Act. It is a process of systematically providing technical assistance and collecting data in order to provide information that can guide program implementation.

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

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

The No Child Left Behind Act of 2001 (NCLB) requires the State educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds. Georgia's monitoring process consists of four major components:

1. Monitoring of Expenditures – Local educational agencies (LEAs) must submit for approval an annual budget through the Consolidated Application process. Title I Education Program Specialists review each application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. Once budgets are approved, Title I Education Program Specialists track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for Title I funds.
2. Single Audit – LEAs with single audit findings are flagged for technical assistance (see procedures on audit resolution).
3. On-site Monitoring – An SEA on-site Cross-Functional Monitoring Team visits a LEA to apply the criteria included in the LEA *Monitoring Form*.

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4. Self-Monitoring Checklist – LEAs not receiving an on-site visit complete the Self-Assessment Checklist and submit it to the Georgia Department of Education (GaDOE).

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

- Selection of LEAs to be Monitored
- LEAs are monitored on a three-year cycle. Approximately one-third of the LEAs are monitored each year.
- LEAs were initially randomly selected from each of Georgia's ten service areas.
- LEAs with audit or monitoring findings requiring a return of monies, or receiving a high number of complaints from parents and other stakeholders are monitored within the year of the LEA audit or monitoring report and the written complaint. For example, if an LEA is audited in FY04 and the Division receives the report of findings in FY05 before the end of the monitoring cycle, the LEA would be included in the LEAs to receive an on-site monitoring visit. In addition, on-site monitoring outside of the scheduled cycle may be arranged as needed if an LEA evidences serious or chronic compliance problems.

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

### **Communication and Monitoring**

Monitoring of Title I schools is a critical component of ensuring that compliance is taking place at each school. During the summer prior to the beginning of the new school year and after the Annual Title I Conference in June, the district Title I Director convenes a meeting of all Title I principals during a summer orientation. Principals receive training on policies and procedures and guidance for operating a Title I program.

Principals are given detailed information of expectations and copies of program guidance. Specific training is provided in all facets of Title I. A principal's notebook is provided for each principal and discussed in detail by the Title I coordinator. This notebook includes timelines, budget forms, inventory information, schoolwide/ targeted assistance implementation, Flexible Learning Plans (FLPs), Intradistrict Transfers, parental involvement, fraud policy and other areas of Title I as needed.

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

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

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

### Onsite Monitoring Procedures

All Title I schools are subjected to on-going monitoring by the Title I Director throughout the school year. The Title I and Assistant Supt. for School Improvement conduct on-site monitoring of all schools a minimum of three times per year for compliance. The first visit takes place in the fall, the second in winter, and the third in spring. Feedback is provided to the principals via checklists and descriptive information. In addition, emails, staff meetings, and phone conversations take place throughout the year as a means of providing on-going monitoring and communication with each Title I school.

### Timeline for Monitoring of Title I Schools

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

**Workshops will include but not limited to the following topics:**

- Budgets
- Ordering
- Compliance Issues
- Parental Involvement
- Schoolwide/Targeted Assistance
- Monitoring
- Multiple Criteria Selection/ Models
- Academic Achievement

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- Teacher/ Instructional Lead Teachers Scheduling
  - Ethics/ Fraud/ Compliance
  - McKinney-Vento
  - Inventory
  - Programmatic and Financial
- July-August- Using CCRPI information determine the schools that will need to offer FLP services and work with principals to create the required letters and get those mailed in a timely manner. Two-day annual planning/compliance orientation is held.
  - August-September- Work with principals on annual revision of plans .The Title I Director and Assistant Supt. for School Improvement will review the plans and the budgets to ensure that funds are being spent according to the plan and the plan has all the necessary components.
  - August – June – Monthly meeting with Principals. Additional technical assistance/training provided as needed.
  - August – June - Inventory all items purchased by Title I.
  - August – June – Homeless and N&D programs are monitored by the Homeless Coordinator and the Neglected and Delinquent Coordinator.
  - On-going review of school improvement data and plans.
  - February- Title I Director attends GCEL conference.
  - On-going -Budgets and purchase orders are reviewed monthly by the Title I Director to assist schools in spending the funds as planned.
  - March-April- Send the Annual Survey of Parent Involvement to parents to provide information as a means of gauging the effectiveness of parental involvement activities . Schools compile data at their site to determine needs for the following year. The Parental Involvement Coordinator(s) compile data to determine needs for the following year.
  - On-going – The Title I Director provides technical assistance and meets regularly with principals.

School Improvement Plans (SIP) includes data which drives student achievement and are monitored by Title I Director and Assistant Supt. for School Improvement at least three times per year. Based on continuous data analysis, principals and leadership teams make changes to the school improvement

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plans. Meriwether School District follows the plan-do-check cycle. Meriwether School District is proud to be a SACS accredited district.

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

### **Monitoring of Neglected & Delinquent Facilities**

There is one facility for neglected students in Meriwether School District: Good Shepherd Therapeutic Center located at 390 Bar Best Ranch Rd., Warm Springs, GA which is a residential facility. Good Shepherd Therapeutic Center is monitored on the same timeline as other schools in Meriwether School District.

### **Monitoring of Private Schools**

Private schools are monitored by the Title I Director. Invitations for private schools to consult in participation in federal programs the following calendar year are sent in the winter, usually January, via receipt delivery. A meeting is held to present information about the programs available to students in private schools. Currently Meriwether School District is not serving any private schools.

### **Data Analysis**

Data review for all schools are compiled and discussed during administrative meetings and at the Board of Education meetings. Schools meet and analyze data with the intent of improving instruction. Principals are required to discuss this information with all staff to ensure that they fully understand the data presented. Principals are required to demonstrate to the Title I Director and Assistant Supt. for School Improvement that they fully understand the needs of their school by identifying the root cause of the problems that keep the school from achieving academically. This information is discussed in detail in the updated schoolwide plans each year.

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## **Reporting and Corrective Action Process**

### **(Audit and Monitoring Findings)**

Any corrective action(s) from previous monitoring is discussed with principals in order to assist them in understanding the critical need for compliance with Title I. In addition GaDOE monitoring findings from all districts is shared with Title I principals as a means of understanding the impact of non compliance. Professional learning is provided based on the needs but, in addition, professional learning is used as a preventive measure to ensure that all Title staff has a clear understanding of all expectations of every facet of the Title I program. The Title I Director, along with district level staff, and outside consultants, provide on-going training as a means of ensuring that all Title I staff are in compliance at all times. Anticipatory training is conducted throughout the year that ties in directly with all facets of Title I compliance.

### **Results of Technical Assistance**

The Title I Director maintains a file of all training conducted throughout the year. This detailed notebook contains all staff training, handouts, meeting agendas, meeting notes, etc. Ongoing monitoring of the training is conducted by the Title I Director to ensure compliance.

### **Equipment Inventory**

All Title I schools are required to maintain an active inventory of all items purchased with Title I funds. All regular Title I items are marked with a label which has the fiscal year and funding stream. The label is placed on the equipment in a location easy to see.

The Title I Director conducts inventory three times per year for all Title I schools. A detailed report on inventory is contained later in this document.

## **Section 2: Comprehensive LEA Improvement Plan (CLIP)**

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

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Individuals with Disabilities ACT (IDEA) – Programs for Exceptional Students; Carl D. Perkins Vocational and Applied Technology Act – Vocational Education Programs; Title X, Part C McKinney-Vento Education of Homeless Children and Youth (EHCY) and State Professional Learning.

### **Meriwether School District CLIP Review Process**

The LEA Comprehensive Improvement Plan is updated annually.

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

The district conducts an annual survey each year that allows parents to provide input on district program policies and procedures. Documentation includes sign-in sheets, agendas, meeting minutes, emails, and returned plans with comments. Copies of comments are kept on file.

Several subsequent meetings are arranged to garner input from all stakeholders.

The Assistant Supt. for School Improvement/Title I Director gathers all input and updates the Consolidated Plan.

### **Section Three: Parental Involvement**

#### **Plan Review Procedure**

The Meriwether School District Board of Education affirm and assure the rights of parents to participate in the development of the goals and objectives of the public schools and encourage involvement in all areas of their children's educational experiences.

Each school will establish a Parental Involvement Committee. The Parental Involvement Committee will include an administrator, and at least three parents.

#### **Annual Title I Meeting**

All Title I schools are required to hold an annual meeting within the first four weeks of school. It is the responsibility of the principal in coordination with the Parent Involvement Coordinator (PIC) to arrange meeting times and invite all stakeholders to the meeting. The (PIC) will be responsible for collecting and submitting documentation of the required Title I annual meeting, including a copy of the sign in sheet, agenda, handouts, and any minutes to the Title I Director. Meetings are also announced via paper copies to parents, websites, call system, radio announcements, and marquees at each school.

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### CCRPI Brochures and Notifications

**Update! Performance Information in the form of brochures are distributed to parents and documentation of when and how the brochures are sent to parents is required to be sent to the Title I Director. Each school's performance status can be located on the website.**

### Correspondence in Other Languages

When parents mark on the enrollment form that they need correspondence in another language, to the extent practical, efforts are made to provide either written support or support through an interpreter. The Title III Director supports these efforts as well as school staff who are fluent in multiple languages. TransAct is available and can be used to translate documents. We have two translators in the county to provide translation assistance.

### Parent Advisors

*Schools are required to have parent advisor committees. At the beginning of each year, the parent advisor names, addresses, phone numbers and e-mail addresses are submitted to the Title I Director, who utilizes them as the system's Title I advisors for the purpose of reviewing required components of the Title I program (CLIP, CCRPI/implementation plans, budgets, parent involvement). Invitations to the meetings are via written invitations and e-mails. In many schools school councils also serve as parent advisors. The school council meetings are open to the public and are announced via the newsletter, hardy copy, and/or website. Parents are instrumental in the revision of the school improvement/parent involvement plans and compact. Parent advisor committees review the results of the annual spring survey and help make decisions for yearly parental involvement activities. Parent committees and other personnel making decisions about the program are required to sign in. An agenda for these meetings are also required by the Principal.*

### Parental Involvement Coordination and Implementation Procedures

Schools are required to maintain the following documentation that ensures the six requirements of parental involvement are offered:

- Meeting agendas and sign-in sheets
- Newsletter articles
- Letters to parents
- Parenting classes/workshop documentation

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The Parental Involvement Committee begins work in May of each year by reviewing the evaluations of each event. Based on the evaluations and the end of year survey, the committee will plan events and activities designed to remove barriers for parents.

Parents are notified via email, One Call Now (calling system), regular mail, phone calls, schools/district website, and flyers. Information is also given out during the Annual Meeting and parent workshops.

### **Parents' Involvement in Planning, Revision, and Implementation**

Parents are informed by written notification that they have the right to participate and become involved in the decision making process at Title I schools. Although parent committee's opportunities are established, all parents are invited to participate and to provide input into deciding on activities, School Improvement Planning, Schoolwide Plan revisions, and the Comprehensive Improvement Plan. These processes are in place to ensure parents play an active role in improving student academic achievement.

#### **Parental Involvement Activities - Planning, Revision, and Implementation Steps:**

**Provide Annual Notification to Parents:** Each school conducts a meeting at the beginning of each year inviting them to participate in the planning process. Distribute to parents via mail, email, telephone, flyers, website, and newsletters.

**Select Parents for Involvement in Committees.** Parents are invited to participate in planning the parental involvement activities. Distribute to parents via mail, email, telephone, flyers, and newsletters.

**Conduct Annual Survey at Each School:** The annual surveys serve as the means for parents to become involved in planning parental involvement activities. Surveys are conducted in April and May and again during the first of the year to assist in making the determination of the activities for the year. Distribute to parents via mail, email, telephone, flyers, website, and newsletters.

**Evaluate Results of the Survey:** Use this information to determine specific needs of the parents. Distribute to parents via mail, email, telephone, flyers, website, and newsletters.

**Conduct District Annual Survey:** At the end of each year, the district conducts an annual survey that allows for parent input. This information is analyzed by school and allows for district input for parents.

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

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### **School Improvement Plan Planning, Revision, and Implementation -Steps:**

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

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

### **Schoolwide Plans Planning, Revision, and Implementation - Steps**

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

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

### **LEA Comprehensive Improvement Plan**

The LEA Comprehensive Improvement Plan is updated annually. Parents are a required component in planning, revision, and implementation process. Parents are sent information inviting them to participate via mail, email, telephone, flyers, website, and newsletters.

Parents are selected to participate during the process of revising the plan. Parent input is requested via meetings, via mail, email, telephone, flyers, website, and newsletters.

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

## **District Level Title I Parent Involvement Policy Overview**

Meriwether School District has an on-going commitment to our 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 our Title I parents and their children receive extraordinary services and assistance that will lead to improved academic achievement. The district recognizes that parents are an integral part of a child's success in school, starting with the concept of being the child's first teacher. As a conduit for their children's success, the

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district will assist parents of all socioeconomic levels in the solidifying their ongoing commitment to their child's success. It has become evident that a parent can be the foremost factor in ensuring that their children accomplish and excel in the goals they set. Studies (A New Wave of Evidence: The impact of School, Family and Community connections on Student Achievement, 2002) have shown that students with involved parents, no matter what their income or background, are more likely to:

- Earn high grades and test scores and enroll in higher level programs;
- Pass their classes, earn credits and be promoted;
- Attend school regularly; and
- Graduate and go on to postsecondary education

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

### **Parent Capacity**

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

Parent Involvement Coordinator(s) are required to consider and plan for capacity by reflecting on the following questions regarding the six types of parent involvement:

1. What strategies/materials have been offered to parents on parenting?
2. What tips/advice has been offered to parents about communicating with the school?
3. How have parents been encouraged to volunteer at the school?
4. What information has been distributed to parents about helping their children learn at home?
5. How have parents been involved in the decision-making:
  - a. For their child?
  - b. For the school?
6. Describe your school's collaboration with the community as a type of involvement.

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### **Parent Compact**

All Title I schools are required to have parent compacts. It is the responsibility of the principal in coordination with the Parent Involvement Coordinator to make sure that all compacts are reviewed and revised annually. The review and revision will occur in the fall of the year at the annual Title I meeting. The revision date will be clearly marked on each compact. An invitation will be sent home to all parents in the school and meeting dates will be given in school newsletters and through the school's web site. The Parent Involvement Coordinator (PIC) or designated staff in each school will be responsible for setting up the meetings and collecting the required Information (agenda, meeting notes, and sign in sheets). Parent compacts will include responsibilities for the teacher, parent, students and administrators. Each participant must have a separate signature and date line. Compacts will be distributed to all parties involved for signatures in the fall of the year. Copies of the signed parent compacts are kept on file at the school and a copy is filed with the Title I Director.

### **Parent Information and Resource Center (PIRC)**

Information regarding Georgia's PIRC is distributed to parents through a flyer that contains the website address to the PIRC. Parents are also informed of their school's resource center, which is located in the school's media center or other appropriate designated area through signs/flyers/newsletters. Websites are also used to distribute information regarding the materials and resources available to parents. PIRC and other parent involvement information provided by GADOE, through Illuminate sessions, is shared with school parent coordinator(s) or designated staff, whom are responsible for sharing and planning parent involvement initiatives and information in their schools.

### **Parent Involvement Plans**

District and School parent involvement plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). The district will hold a meeting for review of the District Parent Involvement Plan at the Central office. All Title I parents, teachers, administrators, and other school personnel in the district will be invited to the meeting to provide input. A notice will be put in the paper of the meeting dates. Parents and other stakeholders will be notified by invitation sent to each individual school. Parent notices will be sent home from the school. District parents that cannot attend the meeting will be given the opportunity to obtain a copy from Central office and submit input before the final revisions are approved. The Title I Director will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). The district will hold its meeting within the first month of school. The LEA Parent Involvement Policy checklist will be applied at the district level. The school plans are typically reviewed at the annual Title I meeting in the fall. It is the responsibility of the principal in coordination with the Parent Involvement Coordinator (PIC) to make sure that all compacts are reviewed and revised annually. The revision date

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will be clearly marked on each plan. An invitation will be given to all stakeholders in the school and meeting dates will be given in school newsletters and through the school's web site. Invitations will be sent home to all parents. The Parent Involvement Coordinator (PIC) in each school or appropriate designated staff will be responsible for setting up the meetings and collecting the required Information (agenda, meeting notes, and sign in sheets). Plans will include the required components of the parent involvement checklist. Parents that are unable to attend the meeting will be given the opportunity to provide input regarding the plan before the final plan is approved. Copies of the plan will be made available in the schools office for those that wish to provide input and were unable to attend. Plans are reviewed by the Title I Director during on-site monitoring. Plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. School improvement and parent involvement plans are posted on the website, available at the school or hard copies may be sent home upon request.

### **Parent Involvement Procedures/Expectations**

#### **SCHOOL LEVEL PARENTAL INVOLVEMENT**

Title I, ESEA  
Section 1118, NCLB

Each Title I school will develop a parent involvement plan that gives additional attention to the area indicated below:

1. Develop jointly with, and distribute to, parents of participating children a written policy describing implementation of the requirements in a language that is simple, concise and jargon-free and updated periodically to meet the changing needs of parents and the school, and such policy is made available to the local community.
2. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved.
3. Offer meetings using a flexible schedule, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits as such services relate to parental involvement to eliminate parent involvement barriers.
4. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of its

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programs, the school may use that process, if such process includes an adequate representation of parents of participating children.

5. Provide parents of participating students timely information concerning:
  - a. Title I programs in the school.
  - b. Results of the annual school review including school performance profiles.
  - c. Individual student assessment results and interpretation of those results.
  - d. A description and explanation of the school curriculum.
  - e. The assessments used to measure student progress and the proficiency levels the students are expected to meet.
  - f. Opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate as appropriate in decisions relating to the education of their children.
  - g. Provide timely responses to parent suggestions.
  - h. Collect all unsatisfactory parent comments regarding the Schoolwide Plan and attach those comments to the School wide Plan when submitted to the LEA.
6. Provide assistance to participating parents in such areas as understanding the:
  - a. National Education Goals.
  - b. State's content standards and student performance standards.
  - c. School improvement and corrective action process if applicable.
  - d. Components of a schoolwide program if applicable
  - e. Components of a targeted assistance school program if applicable.
  - f. State and local assessments.
  - g. Requirements of Title I, Part A
  - h. Ways parents can monitor their children's progress and work with educators to improve the performance of their children.
  - i. Ways parents can participate in decisions relating to the education of their children.
7. Provide materials and training such as:
  - a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement.
  - b. Training to help parents work with their children to improve their children's achievement.
8. Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school.
9. Coordinate and integrate parent involvement programs, activities and strategies with Head Start, Even Start, Reading First, Early Reading First, Title I-B, Migrant, Title I-C, Homeless,

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Vocational Education, and Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, Public Preschool Programs and other programs, to the extent feasible and appropriate.

10. Develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.
11. Conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children.
12. Involve parents in an ongoing end of year assessment to evaluate the effectiveness of the parent involvement initiatives as a measure of performance evaluations of the school.
13. To the extent practicable, provide full opportunities for the participation of LEP parents, parents of migratory children, and parents with disabilities including providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format such parents understand.
14. Provide other reasonable support for parental involvement activities as parents may request.
15. Involve parents in the joint development of the school-parent compact that outlines how parents will be responsible for supporting student learning.
16. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to serve under Title I to meet the State's student performance standards.
17. Explain the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

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18. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum-
  - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
  - b. Frequent reports to parents on their children's progress.
  - c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.
19. Distribute a copy of parent-school compact to parent.

### **Parent Involvement Surveys**

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

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

*Actions Taken by LEA to Improve the Quality and Effectiveness of Parent Involvement Policies and Practices:* Title I Parent Involvement Coordinator(s) are invited to review the annual spring survey as well as the results from the previous spring surveys. Additions/deletions/revisions are discussed and agreed upon during this meeting. The formatting or revisions are made after the meeting and then sent back to advisors for comment. If no further suggestions are made, the surveys are sent to schools to print and send to parents without being embedded in other materials.

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

- Annual meetings
- Conferences

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

### **Parent Resource Centers**

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

Schools are required to notify parents of the availability of the resources in the parent resource center, which is located in each school's media center or other appropriate location within the school. This is typically achieved through a flyer and/or websites and includes information on the types of resources available in or through the resource center.

### **Parents Right to Know Teacher Qualifications**

Parents are informed of their rights to know the qualifications of their children's teacher. This information will be sent home to every parent in the beginning of the year. The Title I Director will provide a sample letter to all principals. All letters will include the specific contact person and telephone number and email address. Letters will be translated into appropriate languages. It is the responsibility of each principal to make their letter school and language specific. The Parent Involvement Coordinators(s) will be responsible for copying and distributing the letter to all parents. This information is also made available through the NCLB Flexibility Waiver brochure, student handbook, website, and other newsletters sent home with students. If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified, parents are 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:

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- 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.
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher and the field or discipline of the certification or degree.
- Whether the student is provided services by paraprofessionals.

Parent notification is not required for the following:

- For teachers who do not teach core academic subjects in the Title I schoolwide or targeted assistance programs.
- For paraprofessionals who are not highly qualified.

Principals are required to send a letter to the parents of those students who are taught four or more weeks by a teacher who does not meet Hi Q status. Additionally, the Director suggests this letter for any person who fills a teacher's position for an extended period. This is to support effective parent communication. Retired, highly qualified teachers are most often used to fill long-term substitute situations.

#### **Section Four: School Improvement (1003a) Interventions for LEAs with Priority Schools**

All Georgia schools have The School Keys, Georgia School Standards, as a guide to the body of research of effective schools. These standards are the framework in which Meriwether School District schools base their improvement initiatives. The School Keys serve as a tool for all schools in the State.

Interventions are defined as the support systems that address the needs of all learners (e.g., after school instruction, before school tutoring, etc) Interventions:

- Are aligned to the curriculum
- Address the students' prioritized needs that have been identified through data.
- Are supported by research
- Are innovative and differ from regular classroom instruction
- Are attainable and sustainable with the resources that are available (e.g. human, financial, time, etc.)

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- Support performance standards-based teaching and learning.
- Occur outside of the regular instructional school day.
- Are facilitated by qualified educators
- Are monitored regularly to determine impact on student learning.

### **Priority Schools Interventions by School Improvement 1003(a)**

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

A school identified as a Priority School will receive the support of the School Improvement Division of the GaDOE. This support will be through the assignment of a School Improvement Specialist who will work with the school on a regular basis and will bring in other staff to support identified areas for growth. Support for schools needing comprehensive services will be provided by the GaDOE School Improvement Specialists and will be coordinated with other initiatives such as School Improvement Grants 1003(g). All supports and initiatives will be implemented in the 2014-2015 school year. The LEA would sign a three year Memorandum of Agreement with the GaDOE on behalf of Priority Schools. The Memorandum of Agreement will outline a set of non-negotiable actions and interventions required of each Priority School aligned with the turnaround principles. The MOA will be developed during the spring of the year before it is to be signed in the fall.

### **How LEA schools may exit Priority Status**

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

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

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### **Focus Schools Interventions by School Improvement 1003(a)**

Meriwether School District does not have any schools designated as a Focus School at this time. In the future, if a school does have this designation, the following procedures will be followed.

The GaDOE will work in collaboration with the LEA to analyze student achievement data to identify the largest gaps between groups of students. Based on the analysis of data, the LEA and the GaDOE will determine the interventions required of each Focus School. LEAs will sign a Memorandum of Agreement with the GaDOE on behalf of Focus Schools. The MOA will outline a set of non-negotiable actions and interventions required of each Focus School. The MOA will be developed in the Spring of 2014 and finalized by August 2014.

### **How LEA schools may exit Focus Status**

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

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

### **Alert Schools Interventions by School Improvement 1003(a)**

Currently, Meriwether School District does not have any schools with an Alert Status designation. In the future, if the district does have a school with this designation, the following procedures will be utilized.

The analysis of subgroup data will trigger the identification of Graduation Alert, Subgroup Alert, and Subject Alert schools. The data for these Alert Schools indicate that subgroups are not performing to expectations, not progressing at the desired rate, and/or there are achievement concerns for multiple subgroups. The Alert Schools will have a thorough analysis of the subgroup performance data by a RESA School Improvement Specialist or a GaDOE School Improvement Specialist. The specific intervention implemented in each school will reflect the needs of the identified subgroup and content area.

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### **Title I Reward Schools Programs**

Currently, Meriwether School District has one Reward School designation, Manchester High School. Procedures for Reward schools will be discussed in more detail later in the handbook.

The GaDOE will provide District Effectiveness Specialists to build capacity at the LEA level to support the school improvement process in all schools. All schools within an LEA will be involved in the school improvement efforts through the work of the LEA, the RESA, and the state. The District Effectiveness Specialist will refine Georgia's LEA standards to reflect LEA practices that have been proven effective with improving schools. These standards will establish clear expectations for LEA level personnel as they systematically support continuous improvement in all schools.

### **School Improvement Plan Levels of Evidence of Key Elements:**

**Element is NOT EVIDENT in the Plan.**

**Element is PARTIALLY EVIDENT in the Plan.**

**Element is FULLY EVIDENT in the Plan.**

Each principal will review the feedback form with the school's leadership team to revise the plan, if necessary. Along with the uploading of the School Improvement Plan, the updated School Profile, each principal will complete, along with the school's administrative team, a second checklist after receiving feedback and revising the plan as necessary. The goal is to submit a plan that has all of the elements as outlined this summer. Example is below:

**School Improvement Plan**

**School Profile**

**The form below is used to ensure that the school improvement/continuous improvement plan meets the requirements set forth by the District.**

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## SCHOOL IMPROVEMENT PLAN REVIEW

School Name: \_\_\_\_\_ Principal: \_\_\_\_\_

CONTINUOUS IMPROVEMENT PLAN	PERFORMANCE LEVEL		
	NOT EVIDENT	EVIDENT	
<b>COVER SHEET</b>			
The school has used the revised CIP cover sheet.			
Names of school improvement team members are listed.			
Names of parents who reviewed the plan are listed.			
Names of students who reviewed the plan are listed.			
GOALS	NOT EVIDENT	PARTIALLY EVIDENT	FULLY EVIDENT
<b>All goals are written as SMART goals:</b> <b>S-Strategic and Specific</b> Goals clearly describe <u>what</u> will be measured.			
<b>M-Measurable</b> Goals clearly describe <u>how</u> progress will be measured			
<b>A- Attainable</b> Goals can be reached in a reasonable and specific timeframe.			
<b>R-Results-Oriented, Relevant, Rigorous</b> Goals are aligned with district goals and are focused on student achievement.			
<b>T-Time Bound</b> Each goal has a defined timeframe including a target date.			
The principal indicated that the school's leadership team determined goals based on greatest areas of need.			
All goals will directly impact student achievement.			
Rigor is evident in goals, and the focus is to raise achievement for students at <u>all</u> levels of performance.			
The principal indicated that the number of goals identified is manageable and progress on these goals is sustainable.			
The plan includes a goal that focuses on a			

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safe and orderly environment.			
The goals identify and address achievement gaps.			
The plan includes a goal for all subgroups that did not meet the AMO in Reading/Language Arts in 2012			
The plan includes goal for all subgroups that did not meet the AMO in Mathematics in 2012.			
The plan includes goal for all subgroups that did not meet the AMO in Science in 2012.			
The plan includes an AYP goal for all subgroups that came within 5 percentage points of not achieving the AMO in any content area in 2012.			
<b>ACTIONS, STRATEGIES, INTERVENTIONS</b>	<b>NOT EVIDENT</b>	<b>PARTIALLY EVIDENT</b>	<b>FULLY EVIDENT</b>
School Keys Strands are indicated for all Action Steps, Strategies, and Interventions.			
Action steps, strategies, and interventions are research-based and data driven.			
Estimated costs and funding sources are identified.			
The plan identifies specific person(s) who are primarily responsible for each action step.			
The <i>Evaluation of Implementation of Strategies</i> column clearly indicates the specific artifacts/evidence that will be used to show evidence of progress due to implementation of that strategy.			
The <i>Evaluation of Implementation of Strategies</i> column clearly indicates how the implementation of this strategy will impact student learning.			
The plan includes appropriate job-embedded professional learning to support each goal.			
<b>MONITORING</b>	<b>NOT EVIDENT</b>	<b>PARTIALLY EVIDENT</b>	<b>FULLY EVIDENT</b>
The plan outlines how every teacher will be involved implementation of the SIP.			

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The plan outlines the process that will be used to monitor implementation.			
The plan outlines the frequency of monitoring for effectiveness.			
The plan outlines the artifacts and evidence teachers will present to ensure full implementation.			
The plan describes the evidence and artifacts that will show the impact on student learning.			
The plan describes the steps teachers and administrators will take when there is evidence that students are not learning.			
The principal has confirmed that the plan has been or is scheduled to be presented to the faculty and staff at the school.			
The principal has confirmed that the plan has been or is scheduled to be presented to parents and other stakeholders.			

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### **Section 5: Intradistrict Transfers**

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

Parent notification should be dated no later than July of the upcoming school year.

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

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

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

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

- |         |  |
|---------|--|
| May     | Inform parents of no longer transporting students to out-of-zone schools; schools will send home Intradistrict Transfer forms. |
| July 1  | Mail letters to parents of students at Priority/Focus schools.   |
| July 7  | Meet w/ Principals to discuss class space availability.  |
| July 15 | Send parent notification of acceptance or denial of Intradistrict transfer request.  |

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## **Section 6: Flexible Learning Programs**

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

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

LEAs are required to evaluate outcomes of their FLP interventions. Describe your evaluation plan, including program goals, measurement instruments, administration, and analysis, for each FLP program implemented in your district below:

- List the effectiveness target(s) or overall quantifiable goal(s) of your programs (What are the measurable outcomes that your intervention is designed to improve: Must include at least one academic achievement indicator)
- List the assessment instrument(s) that will be used to measure each listed effectiveness target/goal.
- Include a plan for administering assessment instruments and how you will collect and maintain data. (When will you administer pre- and post-assessments? How will you maintain student assessment information to ensure confidentiality?)
- Include your data analysis plan. (How will you determine program effectiveness based on program goals and measurement instruments listed above?)

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LEAs are reminded that all expenditures and activities funded with Title I, Part A must be addressed in the LEA's approved FLP plan. Additionally, all FLP activities must be addressed in the LEA's CLIP and each school's schoolwide or targeted assistance plan.

### **Flexible Learning Program (FLP) Budgets**

Title I Part A is a federally funded program under the Elementary and Secondary Education Act of 1965 (ESEA). This Act provides federal funds through the Georgia Department of Education (GaDOE) to local educational agencies (LEAs) and public schools with high percentages of poor children to help ensure that all children meet challenging State academic content and student academic achievement standards.

- LEA's must submit, through the Consolidated Application, the Title I, Part A Flexible Learning Program (FLP) budget as a part of the LEA's Title I, Part A budget. The descriptions of all budgeted items must be specific and clearly describe the intent of the expenditure.
- All items budgeted must meet the allocable, allowable, reasonable, and necessary tests described in the OMB Circulars.
- Are the expenditures allowable Title I expenditures:
  - Do the expenditures appear to be necessary in light of the LEAs goals and objectives?
  - Are the costs of the expenditures reasonable:
  - Are the expenditures for core subject areas?
- LEAs will utilize general guidelines for the use of Title I funds and equipment when submitting a budget for the FLP program. The law provides many flexibilities and opportunities for local educational agencies (LEAs) and schools to meet the purposes of Title I. In schoolwide programs, and LEA may use Title I funds for any activities that are part of the schoolwide program plan. Remember that Priority and Focus Schools may become schoolwide programs with less than a 40 percent poverty level. However, all schoolwide programs must have an approvable schoolwide plan. In targeted assistance schools, however, Title I funds may only be used to meet the needs of participating children, their teachers, and their parents.
- The Elementary and Secondary Education Act of 1965 (ESEA) provides several fiscal requirements that are applicable to Title I, Part A funds. Local educational agencies (LEAs) must maintain the financial effort previously provided with State and local funds to Title I schools. LEAs must provide services to Title I schools that are comparable to those of non-Title I school.
- A local educational agency (LEA) may use Title I funds only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating

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in Title I programs. In no case may Title I funds be used to supplant (i.e. take the place of) state or local funds. It is a violation of the supplement, not supplant requirement if an LEA distributes regular state and local funds in a way that discriminates against students in a Title I school. LEAs found to be in violation of the supplement not supplant requirements in the Elementary and Secondary Education Act of 1965 (ESEA) will be required to return all Title I funds used to supplant the LEA's Title I budget. It is important to remember, however, that any determination about supplanting is very case specific; this makes it difficult to provide general guidelines without examining the details of the situation. Because Title I funds are available, the Georgia Department of Education (GaDOE) uses a set of presumptions of what the LEA would have provided in the absence of the Title I funds based on its behavior in other situations. These presumptions are outlined in Office of Management and Budget (OMB) Circular A-133 Compliance.

OMB Circular A-133 Compliance supplement presumes supplanting has occurred if federal funds are used to provide services that:

- Were required to be made available under other federal, state, or local laws.
- Were provided with non-federal funds in prior years.
- Were provided to Title I participating children, if those same services are provided with non-federal funds to non-Title I children.

An LEA may rebut a supplanting determination if it can demonstrate it would not have provided services had the federal funds not been available. An LEA should maintain documentation including (but not limited to):

- Fiscal or programmatic documentation to confirm that, in the absence of Title I, Part A funds, the LEA would have eliminated services in question.
- State or local legislative action.
- Budget histories.

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

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

- Flexible Learning Programs (FLP) would initially be funded through a minimum of five (5) percent set-aside requirement of Title I for all Priority and Focus School status before the 2012-2013 school year. This minimum five (5) percent set-aside must be a LEA set-aside. LEAs have the option of setting aside monies to provide additional interventions for the LEA's Title I Alert schools or Alert Schools have the option of using a portion of their Title I allocation in order to implement interventions based on their Alert School status; however, Alert Schools are not required to do so.
- LEAs may set-aside additional funds above the required minimum 5 percent to implement interventions (i.e., FLP) in its Priority, Focus, and Alert Schools. This set-aside would be a custom set-aside in a LEA's Consolidated Application that would clearly explain the intervention and list the Priority, Focus, and Alert schools to which applies. This set-aside would not be subject to the requirement to provide equitable services to eligible private school children, their teachers, and their families because public Title I school students, as a whole, do not benefit from those services either.

### **Budget Detail Considerations of Set-asides:**

When completing the consolidated application it is critical that LEAs ensure that all set-asides are included and budgeted correctly in the budget details. The amount broken down in the budget should match the amount of each set-aside. The description, within the budget detail, should describe exactly what the expenditure is and include a statement, at the beginning or at the end, that this is a set-aside line item; for example (Private School Equitable Services). Each function and object code must be checked for accuracy. Below are specific details that are unique to the certain set-asides:

- **Private School Parental involvement:** All parental involvement expenditures are coded with function code 2900. The object code will depend on the specific area.  
**Flexible Learning Program (FLP) and NCLB Public School Choice (Choice):** FLP expenditures are budgeted in function code 1000 and object code 300. Transportation for Choice is budgeted with function code 2700. The object code will depend on specific expenditure. NCLB Choice transportation, if decided by LEA to provide to students under the NCLB Choice requirement, and other transportation expenditures must be budgeted in separate line items. If continuing the NCLB Choice transportation, this must be a set-aside in the LEA's Title I, Part A budget.
- **Professional Learning:** All professional learning expenditures are budgeted in function code 2210. Delineation should be made in the description between the professional learning that is required (Priority, Focus, or Memorandum of Agreement LEA Professional Learning set-aside) and other district wide professional learning (PL set-aside).

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**PRIVATE SCHOOLS:** The budget detail description must distinguish the appropriate set-aside and the name of the private school where the funds are to be expended.

- **Administrative:** All administrative set-asides are budgeted in function code 2230. Indirect costs and audit costs are budgeted with a function code of 2300 and object code 300.

### FLP Budget Template

A projection of how much the LEA is intending to budget on the FLP for the following areas:

1. Administrative Personnel Costs
2. Supplemental Materials / Supplies – LEA office and / or School
3. Evaluation Costs
4. Transportation Costs of FLP Program
5. Instructor Costs – Current Teachers or Contract Instructors
6. Professional Learning Costs
7. Equitable Services for Eligible Private School Students, where applicable
8. Total Cost of the NCLB Public School Choice transportation (parent reimbursement and / or school buses), if applicable
9. Required set-asides
10. Other (as approved by the LEA's GaDOE Flexible Learning Program Specialist)

At a minimum, and LEA's FLP plan must include the following:

- School Name
- Personnel Costs
- Supplemental Materials
- Evaluation Costs
- FLP Transportation Costs

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- Professional Learning Costs
- Equitable Services
- NCLB Choice
- Required Set-Asides

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## **Section 6: Required Title I, Part A Interventions for Identified Priority Focus and Alert School**

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

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

### **Required Interventions for Priority and Focus Schools:**

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

### **Required Interventions for Alert School:**

- All Title I Alert Schools are required to send notices to parents describing the school's status, sharing data and information used to support programming decisions, and explaining how parents may become involved in improving the school.
- Title I Alert Schools **must** include interventions that address the specific alert categories of need (graduation alert, subgroup alert, and subject alert) in the school's targeted assistance or schoolwide plan.

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### **School and District Consequences:**

Georgia's LEAs are required to offer a Flexible Learning Program (FLP) as a consequence for all Priority Schools and Focus Schools. LEAs implementing an FLP are required to submit a plan outlining these consequences and a budget for approval by the GaDOE Title Programs Division.

While students in Priority Schools and Focus Schools are eligible to receive FLP services based on low-income status and their individual student scores on state assessments, LEAs must prioritize Title I FLP funding and services to the students in Priority Schools and Focus Schools base on the following federal rank order:

- First- Students who are eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow
- Second- Students who are eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow
- Third – Students who are not eligible for free or reduced priced meals and not meeting standards as identified by state assessment results; and if funding levels allow
- Fourth – Students who are not eligible for free or reduced priced meals and meeting standards as identified by state assessment results; and if funding levels allow

### **Submission of the FLP Plan:**

As part of the LEA's submitted 2013-2014 Comprehensive LEA Improvement Plan (CLIP), LEAs will need to submit:

- A list of Title I schools that are required to offer a Flexible Learning Program (FLP), their classification as to Priority or Focus by school and LEA, and the school's Title I status. An example would be –
  - LEA's School Status (Priority School, Focus School, Alert School) – School A – Targeted Assistance – Title I / Non-Title I Status
  - LEA's School Status (Priority School, Focus School, Alert School) - School B – Schoolwide – Title I / Non-Title I Status
  - LEA's School Status (Priority School, Focus School, Alert School) – School C – Targeted Assistance – Title I / Non-Title I Status

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- An LEA will project how much the LEA is intending to budget on their Flexible Learning Program (FLP) in the following area:
  - Administrative Personnel Costs
  - Supplemental Materials / Supplies - LEA office and / or School
  - Evaluation Costs
  - Transportation Costs of FLP Program
  - Instructor Costs – Current Teachers or Contract Instructors
  - Professional Learning Costs
  - Equitable Services for Eligible Private School Students, where applicable
  - Total Cost of the NCLB Public School Choice transportation (parent reimbursement and / or school buses), if applicable
  - Required set-asides
  - Other (as approved by the LEAs GaDOE Flexible Learning Program Specialist)
- Professional learning provided to staff delivering the FLP to ensure that appropriate instructional strategies are being implemented to ensure the success of the students being served
  - Documents to be maintained: sign-in sheets, agendas, description of professional learning

### **Required Program Data to be Maintained by the LEA:**

- Criteria used to determine how students were selected for the program and how the subject in which the student receives intervention was determined
- Rank order list of all eligible students designated whether student is enrolled in the FLP program or not. The list should include students, grade level, and subject of academic intervention
- Hours of academic intervention attended for each student
- Staff hours of service
- Group size of academic intervention

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- Pre-assessment information for each student
- Post-assessment information for each student
- Goal or plan of tutoring for each student
- Progress toward goal by student
- Strategies to be used if goals not met by student
- When does FLP occur (before/after/during school, summer, intercession, weekends)
- The days of the week the FLP occurs
- How is transportation provided and for whom

### **Flexible Learning Program (FLP) Evaluation**

#### **Evaluation of FLP Programs by SEA**

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

Each FLP will be evaluated on the following dimensions:

- **Participant Feedback**
  - Evaluation Question: What was the overall experience of stakeholders with program?
  - Data Source: Stakeholder surveys
- **Service Delivery**
  - Evaluation Question: Is the LEA and its FLP program in compliance with laws and regulations?
  - Data Sources: Annual monitoring data, Program documentation, Federal reporting, Public reporting, Technical Assistance, etc.

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- **Effectiveness**

- Evaluation Question: Are programs contributing to increased student academic achievement and performance on state education standards?
- Data Sources: Student performance on state tests, Pre-Post assessment measures of state standards and academic skills targeting by programs, Performance Flag data, and student growth in schools offering FLP.
- Evaluation results will be shared with stakeholders and the public and used to inform ongoing program improvement.

### **Evaluation of FLP Programs by LEA**

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

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

### **Required Program Data for the LEA to be Maintained by School**

- Criteria used to determine how students were selected for the program and how the subject in which the student received intervention was determined
- Rank ordered list of all eligible students designating where student is enrolled in the program or not. List should include students, grade level, and subject of tutoring
- Hours of tutoring attended for each student
- Staff hours of service
- Group size for tutoring
- Pre-assessment information for each student
- Post-assessment information for each student
- Goal or plan of tutoring for each student

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- Progress toward goal by student
- Strategies to be used if goals not met by student
- When does FLP occur (before/after/during school, summer, intercession, weekends)
- The days of the week the FLP occurs
- How is transportation provided and for whom

### **District Effectiveness (School Improvement 1003a):**

The GaDOE will provide District Effectiveness Specialists to build capacity at the LEA level to support the school improvement process in all schools. All schools within an LEA will be involved in school improvement efforts through the work of the LEA, the RESA, and the state. The District Effectiveness Specialist will refine Georgia's LEA standards to reflect LEA practices that have been proven effective with improving schools. These standards will establish clear expectations for LEA level personnel as they systemically support continuous improvement in all schools.

Senior GaDOE staff will meet with the superintendent, school board chair, designated central office staff, and GaDOE staff to review data, progress made to date, and next steps. This may result in a Memorandum of Agreement.

- The Memorandum of Agreement will include:
  - Expectations regarding the implementation of a plan to address issues identified in the District Review,
  - GaDOE staff to assist in talent management decisions, and
  - Assignment of a LEA effectiveness specialist.

Other options to be considered based on the LEA needs to be selected from the following:

- Set-aside requirements – Title I, Part A (10 percent of the LEA's Title I, Part A allocation to be set-aside for Districtwide Professional Learning and / or up to 15 percent of the LEAs Priority Schools' Title I, Part A allocation for schools with specific subgroup needs)
- Quarterly Short-Term Action Plans – short-term actions that are monitored at least once a quarter by the Office of School Improvement staff,
- Scheduled meetings GaDOE staff, the superintendent and the school board,

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- Required monitoring reports,
- Withholding of funds, or
- Other identified actions that have potential to improve student achievement in the LEA.

### **Section 7: Schoolwide Plan Development Procedure**

Currently, all Meriwether School District Title I schools are schoolwide schools. The process to become a schoolwide school is listed below.

#### **Process followed to become a Schoolwide Program**

##### **School Responsibility**

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

##### **District Responsibility**

- Submit Letter of Intent for each school
- Write the Schoolwide Plan (must include the 18 components)
- Package the Schoolwide Plan
  - Describe how the school will use resources from other sources to implement the 10 required components.
  - Describe how the school will provide individual student academic assessment in a language the parents can understand
- Get Local Board of Education Approval

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- When written, the schoolwide plan must be officially approved by local board of Education prior to implementation
  - By statute, only the local board of education has the authority to approve schoolwide plans
- Fulfill program requirements
- Maintain the intent and purpose of each federal program that is consolidated under Schoolwide Plan.
- Uphold requirements relating to health, safety, civil rights, student and parental participation and involvement, services to private school children, maintenance of effort, and comparability of services.

#### **Continuation Requirements**

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

All schools are required to have school improvement plans. It is the responsibility of the principal to make sure that all plans reviewed and revised annually. Plans must include all the components in the following Schoolwide and Targeted Assistance program checklist. Schools plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other

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school personnel). Each school will hold an annual meeting where all stakeholders are given the opportunity to review the school plan and make comments. All parents, teachers, administrators, and other school personnel will be invited to the meeting to provide input. All schools will notify stakeholders in multiple ways, notice of the meeting dates will be placed on each schools marquee, in each school newspaper and on the web site, parents and other stakeholders will be notified by invitation sent from each individual school and all stakeholders will be notified using each school phone messaging system. Parents that cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. The Parent Involvement Coordinator (PIC) in each school will be responsible for collecting the required Information (agenda, meeting notes, and sign in sheets). Each school will hold its meeting within the first month of school. The School plans are typically reviewed at the annual Title I meeting in the fall. The revision date will be clearly marked on each plan.

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

### **Scheduling Models for Schoolwide Plans**

A Title I school may use one or a combination of several instructional delivery models. Meriwether School District uses the pull-in and push out models widely based on the needs of each individual student.

#### **Augmented Model (In-Class/Push-in)**

An “in-class” delivery model is a Title I project in which the instructional services are provided to participating students in the same classroom setting and at the same time they would receive instructional services if they were not participating in the Title I project. The classroom teacher who is responsible for providing instruction to participating students in the absence of Title I continues to provide instruction under Title I. This includes planning the instructional program, providing instructional services and evaluating progress. Title I staff work closely with the classroom teacher to provide services which are supplemental and particularly designed to meet participants’ special educational needs.

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### **Pull-out Model**

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

### **Replacement/Excess Cost/Extended Pull-out Model**

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

### **Elective Model**

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

### **Add-on Model**

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

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## **Section 8: Targeted Assistance**

Meriwether School District has one Targeted Assistance Schools at this time. In the future if the district has a school which would require Target Assistance, this is the procedure we would follow.

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

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

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

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

- a. 1st -2nd grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed "at risk", based upon their ranking in the following: classroom performance, CRCT test scores, STAR math, and Teacher recommendation. Note that preschool through second grade students must be chosen solely on the basis of the judgment of the teacher, interviews with parents and other developmentally appropriate measures examined by the teacher.
- b. 3rd-5th grade students will be selected through multiple selection criteria. The Title I teachers will create a list of students deemed "at risk", based upon their ranking in the following: classroom performance, CRCT test scores, STAR math, and Teacher recommendation.

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

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

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

### **Procedure for Enrolling New Targeted Assistance Students**

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

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

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- If ranking instrument determines there is no need for immediate placement for Title I services, the student will be monitored by the homeroom teacher and assessment data will be periodically re-evaluated.

### **Targeted Assistance Schools Equipment Usage**

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

## **Section 9: Audits**

### **Resolution of Audit and Cross Functional Monitoring Findings**

Meriwether School District makes an on-going effort to comply with all federal programs requirements. The federal programs office makes a continuous effort to cooperate with state and federal auditors and state monitors.

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

#### **Steps to Audit/ Monitoring Resolutions:**

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

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

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

The report is submitted to the superintendent.

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

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

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

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### **Section 10: Maintenance of Effort Procedures**

GADOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked “met” or “unmet” on the consolidated application.

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

Districts’ MOE is completed by the GaDOE.

Title I Director will pull the MOE information from the Consolidated Application.

### **Section 11: Attendance Area Determination**

#### **Rank Order Procedures**

#### **Procedure for Determining Title I Schools Comparability**

##### **Eligible Attendance Area Worksheet**

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

1. Pull Free and Reduced (F&R) information from GaDOE website. You must use the previous years 1<sup>st</sup> October Free and Reduced Lunch Count and the previous year’s 1<sup>st</sup> October FTE. The FTE

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count is for enrollment. The Free and Reduced Lunch Count is used for determining the number of free and reduced meals.

2. This process should take place starting in April.
3. If applicable: Determine new schools or schools that are being redistricted/ rezoned. You will also need to request the names of the students being moved from one school to another in this rezoning/redistricting process in order to obtain a count. This information may be obtained from Curriculum and/or Transportation Director.
4. Request the free and reduced information for students affected by moving to a different school due to a new school opening or redistricting/ rezoning. This information is obtained from the Nutrition Department.
5. For each school, list the schools receiving students and indicate the number free and reduced lunch students.

Example:

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

6. Place all information for all schools in the district on the large spreadsheet
7. The Meriwether School District – Title I worksheet may be found under the Title I Consolidated Application file.
8. Complete Worksheet for Determining the Number of Students Moved.
9. Complete the Worksheet for Eligible Attendance.
10. Use this information to complete the Eligible Attendance Worksheet which will be a required attachment to the Title I Consolidated Applications process.
11. Beginning FY14, GaDOE will utilize an internal program to determine comparability.

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## **Section 12: Allocations and Carryover**

### **Procedures for Determining Carryover:**

Title I Director tracks the spending of each program/ school through the year via budget sheets.

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

Funds are redistributed based on GaDOE criteria.

Copy of GaDOE enrollment report is placed in file.

### **Procedures for Determining Allocations:**

After receiving notification of the Title I, Part A grant amounts from GADOE, reservations in each budget are set aside for required components such as parent involvement, professional learning, neglected and delinquent, private school per pupil and equitable services, and homeless students. Administrative costs are also part of the reservations, which are not part of the schools' per pupil amounts. Typically, requests for lesser amounts are submitted for professional learning for high quality teachers.

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

One of Meriwether County Schools qualify for school improvement (1003g) funds in FY14.

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

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Monthly budget sheets are monitored regularly throughout the year and calculations are made from these near the end of the school year to determine that no more than 15% will be carried into the following year. Should carryover occur in private school set asides, those amounts will be added to the following year's private school set aside funds.

Title I, Part A funds are used to fund all schools in Meriwether School District as Schoolwide Schools using the consolidated funds spreadsheet. Rank order by highest to lowest ranked poverty Schools. Meriwether School District uses Grade Span Grouping and serves these schools in rank order according to their grade span.

### Section 13: Reservation of Funds

**Flexible Learning Programs (FLP):** Meriwether School District has no focus schools. In the event Meriwether School District has Focus Schools 5% would be reserved for FLP.

**Professional Development:** The Georgia's Flexibility Waiver no longer requires 10% set aside for professional learning. In order to promote continuous school improvement, Meriwether School District will continue to pursue professional development to strength best practices in all classrooms.

**Parental Involvement:** A minimum of ninety-five percent of one percent of the entire Title I allocation is given to schools. Principals have the option of expending the funds or submitting them back to the system level. Should a principal decide to direct those funds to a district level parent involvement activity/project, he/she must sign a District-wide Parent Activity Assurance form. Title I parent advisors participated in the discussion regarding this requirement during the system Title I meeting.

The one percent of the 95% is allocated to schools in the regular Title I budget and is budgeted in the detail budget.

### Title I, Part A

#### Districtwide Parent Activity-Project Assurance

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

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

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

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

Title I School	Title I Principal	Signature of Title I Principal	Amount Toward Districtwide Activity/Project

Title I Director's Signature \_\_\_\_\_ Date \_\_\_\_\_

Superintendent's Signature \_\_\_\_\_ Date \_\_\_\_\_

**Homeless Children and Youth:** Title I schools are required to set aside funds within their budgets to meet the needs of homeless children and youth. Meriwether School District has the Competitive Homeless Grant. All Meriwether School District Schools are Title I schools. The Title I Director, who is also the Homeless Liaison, consults and train school personnel including: counselors, Parent Involvement Coordinator(s), as well as clerks, teachers, principals, and bus drivers to identify children in homeless situations. A home survey is also used to identify homeless students. The Title I Director/Homeless Liaison is consulted if a student is found to need transportation to a school of origin and one of them will make arrangements through the transportation department. Needs assessments are conducted by the school counselors when a child is identified as homeless. The Homeless Coordinator is contacted and will provide the needed supplies.

**Neglected and Delinquent Children:** The reservation amount provided by GADOE in the Title I, Part A allocation letter and worksheet is the amount set aside for neglected and delinquent children. Currently, there is one residential facility for neglected children, which is Good Shepherd Institute. The

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Annual Survey of Local Institutions for Neglected and Delinquent Children is completed each year and is based on the number of children residing at the home for 30 consecutive days with at least one day being in October.

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

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

### HiQ Request for Lesser Amount

Under the Georgia ESEA Flexibility Waiver, Meriwether School District is not required to develop an improvement plan or restrict the use of Federal education funds pursuant to such a plan, and the state is not required to provide Meriwether School District the technical assistance that would be required to develop such a plan. Additionally, the state is not required to enter into the agreement required by ESEA section 2141(c) with an LEA. In addition, Meriwether School District is not restricted in its use of Title I, Part A funds for paraprofessionals, but still must comply with the requirements with respect to paraprofessionals in ESEA section 1119(c) through (g)

#### Requirements of Section ESEA 1119 – Paraprofessionals

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

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## **Section 14: Expenditure of Funds**

### **Financial and Program Policies and Procedures**

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

All federal grant budgets and the CLIP must be adopted by the local Board after GaDOE approves the final submitted budget application. Additionally, any significant amendments must be adopted by the BOE. Each federal program must be identified and budget details must be listed.

#### **The approval process for federal budgets is as follows:**

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

### **Accounting Protocols for Title I ----Internal Control**

#### **Purchases and Requisition Process:**

1. Each budget, after prepared at the school level, is reviewed by TI Director, revised by school personnel, if necessary, and approved by the TI Director. Once the necessary compilation is made by school and the budget is submitted and approved by the state, each school or department fills out a purchase order requisition.

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2. Principal/Teacher/Bookkeeper initiates the Requisition Form, complete with:
  - Complete vendor information including phone number ( and fax number if applicable)
  - Ship to information including the address for the school
  - Department must say Title I
  - Principal or designee assigns the appropriate account number based on the budget sheets
  - Principal must sign after he/she verifies the materials being requested are part of the SWP.
3. The requisition is then sent to the Title I Director for review.
4. The TI Director reviews the requisition to assure that the purchase is included in the School Improvement Plan.
5. The TI Director then signs off on the requisition and forwards the requisition to the Finance Director for review.
6. The Finance Director then reviews the requisition and signs off on the requisition.
7. The Finance Director forwards the requisition to the Accounts Payables Clerk.
8. The Accounts Payables Clerk assigns a P.O. number, logs the P.O. in and orders the merchandise.
9. The Purchase Order Clerk returns the P.O. to the school or department that made the requisition.
10. When the merchandise arrives, the school or department then signs that the merchandise is accounted for and returns the P.O. to Accounts Payable for payment.

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## **PURCHASING EXPENSE STATEMENTS for Federal Title I Funds**

***How to fill out an Employee Expense Statement. This form must be completed and submitted to the Title I Director for review and approval.***

- Fill out the employee information at the top of the expense statement. You must complete all parts.
- The date, departure time and arrival time must be completed for each day you are claiming travel. Identify the location of departure and arrival for each date.
- One month per expense statement.

**Mileage-** Mileage allowance is as determined by GaDOE from work location to workshop/conference and return. This rate is subject to change. **Odometer readings are required.** Parking fees at conference sites are reimbursable, but require a receipt.

**Meals-** Meals are reimbursed per the effective State travel policies.

**Breakfast -** Reimbursement will not be allowed unless employee departs prior to 6:30 am.

**Lunch-** Generally, lunch is not reimbursable except when:

- The meal is an integral part of the conference/meeting.

**Dinner-** Generally, employees will not be reimbursed for the evening meal unless they return to their headquarters after 7:30 pm.

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

The fund code that the reimbursement is being paid from **must** be included in the appropriate area.

**Check with the administrator authorizing the travel to ensure funds are available.**

### ***Secure Approval***

Your supervisor must sign the employee expense statement before it is submitted to the Title I Director.

**Agenda must be attached to expense statement**

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### ***Time Line for Approval and Payment***

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

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

### **Professional Learning Stipends for Title I Funds**

1. The principal is required to complete the Professional Learning Packet from the Assistant Supt. for School Improvement.
2. The principal sends the completed sign in sheets and a copy of the approved packet to the Title I Director's office at the completion of the professional learning. (Update)The principal includes the requisition for payment of stipends.
3. Title I Director reviews the requisition to verify the professional learning is part of the schoolwide plan. Once approved the Title I Director writes a memo to accounting requesting payments for the stipends for the professional learning with Time Sheets attached as applicable, and with the appropriate account number. The stipends for staff members will be included in the end of month paycheck.

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### **Accounting Protocols Specific for Priority or Focus Schools (SIG 1003 G)**

#### **Purchases and Requisition Process:**

1. Each budget, after prepared at the school level, is reviewed by SIG Coordinator, revised by school personnel, if necessary, and approved by the SIG Coordinator. Once the necessary compilation is made by school and the budget is submitted and approved by the state, each school or department fills out a purchase order requisition.
2. Principal/Teacher/Staff initiates the Requisition Form, complete with:
  - Complete vendor information including phone number ( and fax number if applicable)
  - Ship to information including the address for the school
  - Principal or designee assigns the appropriate account number based on the budget sheets
  - Appropriate authorizing signature affixed after he/she verifies the materials being requested are part of the SWP.
  - Send to SIG Coordinator
3. The requisition is then sent to the SIG Coordinator for review.
4. The SIG Coordinator reviews the requisition to assure that the purchase is included in the School Improvement Plan.
5. The SIG Coordinator then signs off on the requisition as entered in the accounting system.
6. The AP Clerk then reviews the requisition and signs off in the accounting system.
7. The Finance Director reviews the requisition and signs off in the accounting system .
8. The AP Clerk returns the P.O. to the school or department that made the requisition.

When the merchandise arrives, the school or department then signs that the merchandise is accounted for and returns the P.O. to Accounts Payable for payment.

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### **Split-Funded Personnel**

Split-funded personnel are required to maintain a time log delineating the specific Title I and non-Title I duties. The format used is the time log form found on the GaDOE website.

Forms are signed monthly by the immediate supervisor of the staff member. The split time log is filled out after the end of each month and submitted to the immediate supervisor for review and signature. Supporting documentation (source documentation) is kept by the person owning the time log. This source documentation includes calendar entries, etc. Signed forms are maintained in the Title I office.

### **Consultants, Contracts, Purchased Services for Title I Funds**

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

- Contracts are generated by Title I Director
- Specific duties are specifically spelled out for each contract.
- The person must also submit to be fingerprinted if they are working with students.
- The contract includes the number of hours to work and the rate of pay.
- Principals must submit the tutoring time logs based on the payroll deadlines from the Payroll Department.

Each contract is signed by the following:

- Contractor
- Principal
- Title I Director

### **Verification of Work**

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

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

These contracts must be maintained and kept in the Title I files.

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### **Periodic Certification**

Periodic certifications for all Title I paid staff takes place after-the-fact. The process takes place twice yearly. The first one for the year takes place January 10th and the second periodic certification takes place at the end of the school year on the last day of school dated for May 31<sup>st</sup>.

### **Section 15: Supplement Not Supplant**

#### **Procedures**

Title I expenditures are supplemental to schools' budgets. Personnel are in addition to the number required to meet maximum class size as determined by GADOE. Title I funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs. Title I funds are not used to take the place (supplant) of local, state, or other federal funding and are not provided to participating Title I children when the same services are provided to non-Title I children with non-federal funds. Conversations regarding supplement vs. supplant are held quite often throughout the year. The programs/activities provide supplemental services to programs that are required by federal, state, and local law. Title I funds do not support programs that were paid with state or local funds unless there has been evidence of precipitous decline. Title I is not supporting any programs that are being supported in non-Title schools with state or local funds. All Title I principals are made aware of the supplement not supplant issue during the training that takes place during the summer month before school starts and throughout the year during technical assistance opportunities. Principals are expected to review all requests from Title I staff for all budgetary requests. The Title I Director reviews budget requests to ensure that supplanting is not taking place.

Title I uses the follow questions to ensure that programs are supplementing, not supplanting:

Respond "NO" to the following questions:

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

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### Section 16: Comparability of Services

#### Comparability Report Procedures

1. Request CPI Report 12 and 13 (certified staff and non-certified staff) from Human Resources after the report has been submitted to GaDOE (usually in October). This is source documentation and must be used for this report. This report is found on the Con App. Export the names of all staff and set-up spread-sheet to count all staff members at each individual school.
2. Pull Oct FTE count from GaDOE website.
3. Pull nutrition Oct count from GaDOE website
4. Once the report is received, strike out or highlight everyone that is not 00.
5. Count all staff not highlighted (51 – Title I Regular, 52 Title I ARRA, etc.)
6. Count these numbers up. Make sure to have an additional person double check these numbers.
7. Be careful to examine the staff that are split-funded
8. Go to GaDOE and pull up the latest forms for comparing Title I and Non-Title I schools.
9. Pull the Oct FTE report to fill out the signature page for the report.
10. Do not count pre-K
11. Submit for superintendent's signature
12. Submit to GaDOE area specialist electronically and put hard copy in mail to GaDOE as well.

#### Compliance Timeline

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

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**Who to Include in Staff Count:**

Teachers

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

**Who Not to Include:**

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

**Section 17: Equipment and Real Property**

Title I inventory is maintained on a spreadsheet by school that identifies the item, serial number, vendor, date of purchase, cost, location, and condition. Equipment purchased with Title funds is permanently marked with "Title I" and the fiscal year in which the equipment was purchased. Physical inventories are conducted annually.

**INVENTORY**

Inventory is maintained at the school level by the designee selected by the principal. Inventory is documented in a database that is updated each time equipment is purchased. All Title I property is identified by permanent markings on the equipment that signify Title I and the fiscal year the equipment was purchased. The database includes a description of the item, serial number, and vendor name, date of purchase, funding (Title I), cost, school, equipment location, and current condition. School personnel must annually verify the location and condition of the equipment. Each item must be checked/noted on the inventory record specifically for condition and location. Principals attest that the equipment is as identified on the inventory record submitted to the Title I Director. Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed of, disposal forms are completed and kept on file. Disposal occurs according to the Meriwether School District disposal procedures. Hard and electronic copies of the inventories are filed with the Title I Director.

**USE OF EQUIPMENT**

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

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### **No Title I Equipment is permitted to leave the school campus.**

#### **Guidelines for Care and Use of Meriwether [School](#) District Computers**

All Meriwether School District computers are the property of Meriwether School District and are intended for the educational mission of the MCSS Board of Education. Meriwether School District computers should NOT be considered "Personal Computers". Meriwether School District computers and network resources should NOT be used for personal gain or entertainment. The use of Meriwether School District computers and networks are governed by the policies of Meriwether School District Board of Education.

- Computers will be assigned utilizing inventory control as determined by the Principal or building supervisor in accordance with District inventory controls.
- Meriwether School District computers and [laptops](#) are for the use of Meriwether School District employees while under contract. Laptops are NOT to be taken home during the summer.
- Meriwether School District employees are responsible for the care of the computer(s) he/she has been assigned and are a part of the employee's duties and responsibilities.
- Portable devices (laptops, digital cameras, camcorders) should be secured by lock and key when not in use.
- Software beyond the pre-installed software necessary for the educational mission of Meriwether School District, should NOT be installed downloaded or transferred to a MCSS computer without the approval of the technology director.

Additional responsibilities for laptops:

Laptop computers by their very nature require a higher standard of care and responsibility on the part of the employee that it is entrusted.

- Meriwether School District employees will be responsible for the cost of repair or replacement of a laptop in the event of damage or loss while it is in their assignment.
- Laptops should be transported in padded carrying bags designed for the protection of laptops. Laptops should be securely strapped in the bags and fully closed to avoid accidentally dropping the laptop.
- Never place anything on top of the laptop, even in the bags. The screens are very fragile and very expensive to replace.
- Avoid extreme temperatures (left in a car).
- The utmost care must be taken to assure that MCSS laptops can function properly for their intended educational use.
- The laptop is placed on a flat secure surface.
- No wires are hooked to the laptop that could be accidentally tripped over which could pull the laptop and cause it to fall.
- Nothing is on the keyboard or screen when closing the laptop.
- Nothing is dropped or spilled onto the laptop.

Additional responsibilities for Networks

The health of Meriwether School District networks and servers is an essential aspect of the educational mission of Meriwether School District.

- NO peer to peer file sharing software
- NO streaming media without an educational purpose
- NO frivolous or large e-mails (ie. e-mailing personal pictures)

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Example of misuse: Mrs. Doe takes a laptop home and installs America Online which in turn changes the network configurations of the laptop. She then installs webshots, and weatherbug which make the computer vulnerable to spyware. Mrs. Doe then downloads pictures of her son's birthday party and e-mails them via her personal AOL mail account to her mother, Then she Instant Messages her mother to talk about the pictures. The next day Mrs. Doe returns to school plugs up her laptop the next morning and can't take attendance in PowerGrade.

Georgia Professional Standards Commission Code of Ethics:

Standard 5: Public Funds and Property - An educator entrusted with public funds and property should 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 for reimbursement of expenses or for pay;
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.

### START HERE

### Inventory Questions and Answers from GaDOE

**From:** Evelyn Maddox [mailto:EMaddox@doe.k12.ga.us]

**Sent:** Thursday, September 30, 2010 8:55 AM

**To:** Moore, Sandra

**Subject:** Re: Inventory Question

1. Would a Board Game costing less than \$100.00 be considered a consumable? [I would say it is a consumable and does not have to be recorded on the official Title I Inventory. You may want to keep track of all Title I purchases as an internal control just not on the Title I Inventory.](#)
2. A Treasury of Books from a vendor costs \$300.00. How should it be listed on the inventory? [Books are not listed on the official Title I Inventory. Again, you may want to keep a record of all Title I purchased materials as an internal control just not on the Title I Inventory.](#) Each book in the box costs \$3.00 to \$5.00 dollars.
3. Professional books were purchased by the principal at \$15.00 each. Do we need to list these books on our inventory? [No, but again you may want to keep a record of all Title I purchased materials as an internal control just not on the Title I Inventory.](#)
4. We purchased Parenting Kits from a vendor. Each item was listed separately. Most items were (books, manipulatives) were priced less than \$25.00. Do we have to inventory each individual item? [Kits are normally put on the Title I Inventory. You be the judge on how you want](#)

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them inventoried.

### **Section 17: TA Schools Use of Title I Equipment - Procedures**

Meriwether School District currently does not have any Target Assistance schools. In the future, if need arises, the following procedures will be followed.

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

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

#### **Method for Documenting Use in Building**

All Title I schools are required to label all Title I equipment. When feasible, all Title I equipment is to remain in the Title I teacher/ Lead Teachers classrooms. All Title I equipment placed in the media center must be kept in a separate area, labeled, and a check-out ledger must be maintained.

All equipment purchased with Title I funds are inventoried annually. A report is filed in the Title I office. Inventory includes the dates of the inventory, person conducting the inventory, serial numbers when appropriate, location of inventory, status of the inventory and additional information as needed.

#### **Use of Title I Equipment in Targeted Assistance Schools**

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

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

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

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

### **Meriwether School District Equipment Disposition Procedure**

#### **Technology Equipment Disposal:**

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

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

- The appropriate Technology Disposal Form should be completed and a copy sent to the Title I Director.
- The inventory spreadsheet will need to be corrected, printed, signed, and dated by the principal.
- A copy will be sent to the Title I office.

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

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

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

In the event Title I equipment or technology is stolen the following procedure will be followed:

1. File an incident report with the SRO
2. Attach the incident report to the Technology Disposal Form and send to the Title I Director's office.
3. Make corrections to the Title I inventory.
4. Send the updated inventory to the Title I office. The principal must sign and date the inventory spreadsheet.

### **Use of Title I Equipment with Compensation**

School systems have some options to increase flexibility in the use of Title I equipment in Targeted Assistance Program schools in non-Title I activities. The LEA may either assess a user fee or share costs through joint purchases. When a LEA purchases equipment with Part A funds, for example, it may share the cost with other Federal, State, or local programs that will also make use of the equipment on a

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proportional basis. When the LEA use of Title I equipment exceeds the time permitted for non-Title I use without compensation, a fee should be assessed. Care must be taken when determining a reasonable and fair assessment. The supplement not supplant provision of the regulations must be considered. This affects programmatic use of the equipment in that whatever is provided with state and local funds for children who do not participate in Title I must also be available to children who do participate in the Title I program. Then Title I can provide as much supplemental effort as is needed. Additionally, a LEA may take into consideration, when it decides its equipment needs under Part A, whether other equipment--i.e., LEA-funded adult education equipment used at night--would be available for Part A use during the day.

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### **Equipment Usage: Questions and Answers**

The following guidance is intended to assist LEAs as they determine appropriate, fair and reasonable fees for use of Title I equipment for non-Title I purposes.

#### **Question 1. May equipment be purchased with Title I, Part A funds?**

Yes. A LEA, however, must determine that (1) the equipment is reasonable and necessary to effectively operate its Part A programs; (2) existing equipment will not be sufficient; and (3) the costs are reasonable.

#### **Question 2. May Part A funds be used to pay the interest on lease purchase agreements for the purchase of Title I equipment?**

Financing costs (including interest) for Title I A associated with otherwise allowable costs of equipment is allowable subject to the following conditions:

- (1) The financing is provided (from other than tax or user fee sources) by a bona fide third party external to the governmental unit (SEA or LEA).
- (2) The assets are used in support of Federal awards.
- (3) Earnings on debt service reserve funds or interest earned on borrowed funds pending payment of the construction or acquisition costs are used to offset the current period's cost or the capitalized interest, as appropriate.

#### **Question 3. How do we calculate a fair user fee?**

The user fee is based on the percentage of non-Title I use and on the anticipated life expectancy of the equipment.

#### **Question 4. How is prorated purchased cost calculated?**

Prorated cost for purchase of equipment is calculated in the same manner as above except the total purchase price is used rather than a fraction based on life expectancy.

#### **Question 5. What about additions and improvements to existing equipment during subsequent years?**

Any updates would use the same procedures to determine user fees or prorated costs.

#### **Question 6. What happens to the funds when a user fee is assessed?**

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The funds are deposited in the local Title I project account (Fund 402) to be used for expanding and enhancing the Title I services for identified children.

**Question 7. If a user fee is to be applied or if a joint purchase is desired, can in-kind contributions by the LEA be considered to offset the LEA fee?**

Yes. Local expenses for in-kind contributions must be documented, capable of withstanding an audit, and meet the requirements of 34 CFR 80.24--*Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments*.

**Question 8. Who owns the equipment purchased with Title I funds?**

Title to equipment acquired under a grant will vest, upon acquisition, in the grantee.

**Question 9. When can equipment be removed from a Title I program?**

Equipment purchased with Title I funds must be reasonable and necessary to effectively operate the program. When the equipment is not needed in the program for the reason for which it was purchased, not needed elsewhere in the program, or for other similar, federally funded programs, then removal of the equipment from a Title I program should follow procedures outlined in the *Financial Management for Georgia Local Units of Administration* handbook and 34 CFR 80.32.

**Question 10. What records must be kept?**

When Title I equipment is used, adequate records must be maintained to justify and document the use by all programs. The records should stand the test of any audits.

**Question 11. How do we dispose of Title I equipment?**

Federal regulations and the *Financial Management for Georgia Local Units of Administration* handbook provide clear guidance. The equipment must not be needed in any Title I activity, must not be needed in any other federal program and must not be needed for the purpose for which it was purchased. If these conditions are met, the accounting handbook gives direction. Of course, it would not be appropriate to purchase similar equipment in subsequent years. (See Depreciation of Title I Equipment form on page 7.)

**Question 12. When a LEA recovers funds from the sale of equipment purchased with Part A funds, may these funds be retained by the LEA or school?**

A State's procedures govern the disposition of Part A equipment. A LEA may retain, sell, or otherwise dispose of equipment with a current per unit fair-market value of less than \$1,000 with no further

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obligation to the Federal government. If the equipment has a per unit value of more than \$1,000, the LEA must compensate the Georgia Department of Education.

**Question 13. What happens to equipment purchased with Part A funds when it is no longer needed for Part A activities?**

A LEA must dispose of unneeded Part A equipment in accordance with State law and procedures. When equipment is no longer needed for its original purpose, it may be used for activities currently or previously funded by other Federal programs. A LEA could also use the equipment for activities funded from non-Federal sources.

**Question 14. Is it allowable for non-LEA controlled organizations (e.g. Boys Clubs, Housing Authority, etc.) to use Title I purchased equipment?**

Care must be exercised that the equipment is properly supervised, not compromised, and that the groups assume responsibility for any damage.

**Question 15. May a LEA use Title I software for non-Title I activities?**

If usage is subject to a user fee, then the user fee must be applied. One must remember that Title I expenditures for software must be reasonable and necessary to implement the Title I program and, unless in a schoolwide program, not intended to benefit the system or school as a whole.

**Question 16. Can we purchase a local license from local funds and use the Title I software?**

This is an allowable expense provided appropriate user fees are established based on the cost of the equipment and all annual updates.

**Question 17. May staff development be provided for non-Title I teachers in the use of Title I equipment?**

Staff development should be provided to protect the integrity of the equipment. It is an allowable expense if the non-Title I teachers are working with Title I students. However, if these teachers do not work with Title I students, the staff development must be done at local expense.

**Question 18. Can the ten percent use of Title I equipment (in Targeted Assistance Programs) apply to the total number of non-Title I students being served? For example, if there are 28 students being served each period for five or six periods a day, could there be two or three non-Title I students in each class provided that is no more than ten percent of the total class load?**

No. The ten percent applies to time only. If Title I purchased more equipment than could be used by the number of students being served per period in Title I program, this would be a case of excessive

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expenditure for equipment above what is needed and could result in an audit exception of appropriate expenditures.

**Question 19. What happens to the equipment in a schoolwide project if the school ceases to be schoolwide?**

If the equipment is still needed for the purpose for which it was purchased, then it would remain in the school.

**Question 20. What happens to equipment purchased for a home for neglected or delinquent children?**

The title to all equipment rests with the LEA. If a home closed, then the equipment is returned to the LEA that purchased the equipment

## **Section 18: Cash Management**

### **Draw Down Procedures**

The Finance Director administers the drawdowns.

All grants are divided by 12 months.

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

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

The system bookkeeper reconciles the bank statements.

The director of Financial Services performs periodic review of the general ledger.

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

All reporting documentation is kept in Finance Services. It can be reviewed at any time.



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### **Section 19: Reporting**

#### **Procedures**

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

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

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

Title I Director will run budget summary and detailed expenditure reports for all 400,402, 403, and 430 funds.

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

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## **Section 20: Services for Homeless Children and Youth**

Meriwether School District Homeless Liaison meets, at minimum, yearly with school personnel to discuss the requirements of the McKinney-Vento Homeless Education Act. Among the topics discussed are the transportation requirement for schools of origin and the definition of and services for students identified as homeless. The homeless liaison supervises and works very closely with the school guidance counselors and transportation director to assure students receive the services they need. The Homeless Liaison provides new or additional posters and assures these are placed where parents can readily see them.

### **Program Procedures**

- The district is responsible for identifying a homeless liaison and ensuring that the position is listed on the district's organization chart. This position is housed in the Title I Department. The position of homeless liaison will be funded through the McKinney-Vento Grant.
- Homeless students will be identified based on the definition prescribed by McKinney-Vento Homeless Assistance Act and via a numeric code in the district's student information system. All staff in the district to include bus drivers, principals, central staff, etc. will be trained in the identification and recruitment of homeless students.
- Homeless liaison will provide annual training for all district level and school staff having contact with homeless students.
- All principals will receive annual training on the identification and needs of homeless students.
- All schools will display flyers, brochures, and posters that identify the Homeless Liaison contact information
- Services for homeless students (tutoring, etc.) will be evaluated based on student academic achievement.

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### **Section 21: Services for Neglected and Delinquent Children**

There is one facility for neglected students in Meriwether School District: Good Shepherd a 618 residential facility. Meriwether School District serves these students with Neglected and Delinquent funds as well as Title I funds at Good Shepherd. These funds provide technology software.

The Title I Director and Special Education Director will work directly with Good Shepherd to ensure that students are receiving the services needed.

Meeting minutes, agendas, collaborative planning, emails, phone logs will be maintained by the principal and Title I Director.

Equipment must be inventoried annually, as applicable.

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

Principal at Good Shepherd will annually submit the source data for the *“Annual Survey of Institutions for Neglected and Delinquent Children”*

The principal for Harpst Academy follows all parental notifications and involvement procedures.

The principal for Harpst Academy annually submits a Schoolwide Improvement Plan.



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### **Section 22: Prevention and Intervention Programs for Children Who Are Neglected, Delinquent, or At-Risk**

The district does have one state N&D facilities at this time. Please refer to previous Section 20 for more information.



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### **Section 23: Title VI, Part B – Rural and Low Income**

Procedures and information regarding Title VI are kept by the Special Education Director.



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### **Section 24: Pre-Kindergarten Programs**

The district does not reserve funds for pre-kindergarten programs at this time.

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

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

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## **Section 25: Title II, Part A, Teacher Quality**

### **Procedures for HiQ**

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

### **Procedures for Principal's Attestations/Certifications**

- Title I office will prepare a memorandum requesting principals sign the attestation forms for all Title I paid staff.
- The form will be taken from [http://www.gadoe.org/tss\\_title\\_lea.aspx](http://www.gadoe.org/tss_title_lea.aspx)?
- Forms will be signed at the end of December and at the end May and submitted directly to the Title I office.
- Split-funded personnel should not sign this form.
- This information will be maintained in the Title I office.
- A copy will be given to the Personnel Department

### **Procedures for Hiring Instructional Paraprofessionals**

Paraprofessional vacancies are posted on the webpage for Meriwether School District. A job description is included. Paraprofessional Education Requirements are listed, including:

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

This ensures that the applicants have met the minimum qualifications to be Highly Qualified. Highly qualified applicants are then eligible to interview with principals. Principals make recommendations to Human Resources, and recommended candidates are fingerprinted and complete other employment paperwork.



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### **Procedures for Parent Notification of Non-HiQ**

Principals will adhere to parent notification requirements for non-HiQ staff. Copies of the parent letters will be given to the Parent Involvement Coordinator at the school. A copy will also be sent to the Title I office.

### **Instructional Paraprofessionals**

1. Principals will annually train Title I Instructional Paraprofessionals on best practices.
2. A signed schedule documenting the paraprofessional is under the direct supervision of a certified teacher must be submitted to the Title I office by the second week of school.



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### **Section 26: Title III, Part A**

All procedures and documentation for Title III, Part A are kept by the Assistant Supt. for School Improvement.

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## **Section 27: Private Schools**

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

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

When a private school determines that the school would like to participate in Title I or Title II, the district will determine the per pupil allocation for qualified students. The following guidelines will ensure appropriate and equitable participation.

The federal government has issued the following guidelines in determining the eligibility requirements for private schools desiring to participate in Title I services:

### **E-1. Which private school students are eligible to receive benefits?**

Private school students who are enrolled in nonprofit private elementary and secondary schools, including those in religiously affiliated schools, located in the LEA generally are eligible to receive services. Some ESEA programs restrict eligibility or participation to a particular group of students, such as LEP students, in which case the eligibility or participation of private school students likewise is restricted. See the Department's guidance on individual programs for specific eligibility requirements. See also J-1: *Federal Resources and Guidance*.

### **E-2. Does the law require an LEA to provide equitable services to students and teachers in private for-profit schools?**



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No. Section 9501(a) of *ESEA* requires an LEA to provide equitable services to teachers and students in “private elementary and secondary schools.” Section 9101(18) and (38) of *ESEA* defines “elementary schools” and “secondary schools” to mean “nonprofit institutional day or residential school[s]” that provide elementary and secondary education, respectively.

### **Documentation for Participation**

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

### **Identification of Participants**

LEA works closely with the private school to verify attendance area of possible students.

It is the responsibility of the private school to provide potential students names, addresses, and verification of free and reduced participation for qualification of the student.

### **Finance**

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

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

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

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

### **Complaints**

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

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

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### Evaluation

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

### Equipment

The private schools will follow the same procedure as Meriwether School District schools.

## Timeline for Private Schools

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



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### AFFIRMATION OF CONSULTATION WITH PRIVATE SCHOOL OFFICIALS

Section 1120(b) of the No Child Left Behind Act and §200.63 of the Title I regulations require that timely and meaningful consultation occur between the local education agency (LEA) and private school officials prior to any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs under this Act, and shall continue throughout the implementation and assessment of activities under this section.

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

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

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

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Public School Official

Date

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Private School Representative

Date

\_\_\_\_\_  
School District

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

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## Section 28: Academic Achievement Awards Program

### Reward Schools

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

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

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

### **Highest Poverty Schools – 75 Percent Funds:**

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

### **Lower Poverty Schools – 25 Percent Funds:**

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

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



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### **Rewards School Plan**

#### **Meriwether School District**

#### **For Use of Title I, Part A Reward Schools and Reward Districts Budgets for 2012-2013**

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

Please provide a narrative response to the questions below:

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

**\*Please Note:** If this is a Reward School Award provide the principal's signature and date of signature, as well. If this is a Reward District Award only the Title I Director / Coordinator and Superintendent's signatures are required.

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### **Reward Schools Budget**

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

- In order to effectively manage Title I, Part A budgets for Reward Schools via the Consolidated Application (ConApp) the following procedures are provided as a guide.
- Select the Title Programs Tab within the ConApp
- Select Add the Program Tab (Reward Schools, Reward Districts, or National Title I Distinguished Schools) from the drop down menu
- Click on the Budget Tab and perform the steps to allocate funds to each function and object codes
- Select the Function Code: for example function code 1000 for
- Select an Object Code: for example objects code 110 for teachers
- Enter the Unit Value: 1
- Enter the Price: for example the cost per unit = \$1.99 each
- Enter a clear detailed description of how the funds will be used.
- Click the Add Button
- The budget is now ready to sign off when all line items has been entered in the same fashion
- Sign off will be completed by the Title I Director / Coordinator and Superintendent

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

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

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### Reward Schools Quick Reference Guide for Use of Funds

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

Schools choosing to make monetary awards to staff must include all staff in the categories of staff receiving the monetary rewards. If **making awards to more than one personnel classification, schools** may award different amounts for different personnel classifications. For example, teachers in the school would be awarded the same amount; non-instructional personnel would receive the same amount, and so forth. Schoolwide programs' staff would all be potentially eligible to receive monetary rewards. Targeted Assistance programs staff would need to be a Title I staff in order to be eligible to receive a monetary reward. In both cases, staff receiving monetary rewards would need to be current staff at the Title I school.

- The current principal when the award is received will make the final decision as to how the funds are spent. Only current Title I employees of the awarded school are eligible for any awards.
- All monetary awards to individuals are considered to be personal income and are subject to appropriate state and federal tax guidelines.
- Schools may not use funds for capital outlay projects. This would include construction, carpet, renovations of school facilities, classrooms, auditorium, multipurpose rooms, etc.
- Expenditure of funds must be allowable and reasonable in accordance with OMB Circular A-87 and EDGAR 74.36.

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### **Section 29: Migrant Education Program (MEP) Services**

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

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

The Title I Director, along with the Migrant Education Coordinator follow these procedures.

- Records maintenance and transfer
- Identification and recruitment
- Educational support/priority of service
- Consultation with private schools
- Conducts a needs assessment
- Coordination of Migrant services
- Establishes a parental advisory council ( PAC)
- Participates in professional learning
- Provides services for the educational needs of migrant preschool children
- Evaluates the program
- Maintains an allowable budget



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### **Section 30: Charter Schools**

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

### **Section 31: Special State Charter and/or Commissioned Schools**

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

### **Section 32: Race to the Top (RT3)**

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

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### **Section 33: Complaint Procedures**

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

#### **Complaint Procedures under the ESEA No Child Left Behind Act**

##### **A. Grounds for a Complaint**

Any individual, organization or agency ("complainant") may file a complaint with the Meriwether School District Board of Education if that individual, organization or agency believes and alleges that a violation of a Federal statute or regulation that applies to a program under the No Child Left Behind Act has occurred. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

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

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
3. Title II, Part A: Teacher and Principal Training and Recruiting Fund
4. Title II, Part D: Enhancing Education Through Technology
5. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
6. Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
7. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children

##### **C. Filing a Complaint**



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A formal complaint must be filed in writing to the Meriwether School District superintendent or his/her designee.

The complaint must include the following:

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

### D. Investigation of Complaint

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

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

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

### D. Right of Appeal

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

The complaint must be addressed to: Georgia Department of Education, Office of Legal Services

205 Jesse Hill Jr. Drive SE  
2052 Twin Tower East  
Atlanta, GA 30334



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### **MERIWETHER SCHOOL DISTRICT**

#### **Complaint Form for Federal Programs under the No Child Left Behind Act of 2001**

Please Print

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

Please attach/enclose copies of all applicable documents supporting your position.	
Signature of Complainant:	Date:
Mail or deliver this form to:  Meriwether School District Superintendent  Meriwether School District  612 S. College Street Cedartown, Georgia 30125	
Date Received:	
Date of Response to Claimant:	

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### **SECTION 34: Ethics and Fraud, Waste and Abuse**

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

#### **WASTE and FRAUD**

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

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**Descriptor Code: DJE-A**

**Reporting Suspicion of Fraudulent Activities**

**Purpose:** To ensure the reporting of suspicion of fraudulent activity, the Meriwether School District 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 Meriwether School District 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 Meriwether School District, School Superintendent, or Finance Director at 770-748-3821.
2. Any employee with the Meriwether School District (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 Meriwether School District 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.

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#### Grant Fraud Indicators

A significant amount of federal dollars is lost each year to grant fraud. As a result of the recently enacted American Recovery and Reinvestment Act of 2009 (ARRA), grant spending will increase significantly. This guide is designed to help those GaDOE employees who administer and monitor grants aware of possible grant fraud indicators.

#### What is a Grant?

Grants are an important tool used by government agencies to achieve goals. They are legal instruments through which funds are transferred to support a public purpose.

According to [www.usaspending.gov](http://www.usaspending.gov) :

"A federal grant is an authorized expenditure to a non-federal entity for a defined public or private purpose in which services are not rendered to the federal government." Grants are categorized as either formula or project grants. Formula grants are awarded to state or local governments, in accordance with distribution formulas prescribed by law or administrative regulation for activities of a continuing nature not confined to a specific project. Project grants are funded for specific projects to be completed within a fixed or known period of time. Projects can include fellowships, scholarships, research, training, experiments, evaluations, planning, technical assistance, surveys, and construction.

#### General Grant Fraud Indicators

These indicators may indicate fraud, waste, or abuse related to grant funded programs. The existence of such indicators does not necessarily mean that problems are present, but that the program may require additional scrutiny, follow-up, or analysis.

1. An underperforming or failing grant program. Grantee is dishonest about performance or completion of the grant.
2. A program that by its design or purpose is difficult to objectively assess or track. For instance, a grant to buy equipment is easier to monitor than a program to increase awareness about a particular issue.
3. A grantee that is unresponsive to reporting requirements or requests from GaDOE, or others to provide documentation or other information about the status of their program. Grantee has lengthy unexplained delays in producing requested documentation.
4. "Ghost" or non-existent employees. This is difficult to ascertain but excessively high administrative costs or high employee counts may be indicators.

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## **Section 35: Assessment Security**

### **Meriwether School District Testing Plan School Year**

Testing Coordinator: Dr. Summer Doucet

Meriwether School District conducts the assessment program as required by federal and state law. It is in compliance with the No Child Left Behind (NCLB) Act of 2001 and Georgia law relative to student assessment and data reporting. Meriwether School District interacts with state and federal agencies relative to the assessment program and accountability mandates. The testing department handles assessment documents and reports including secure test materials, individual student score reports, and school/district data reports in both paper and electronic formats. Meriwether School District delivers training/guidance related to the assessment program, assessment data, and accountability mandates to all stakeholders.

#### **Training Plan:**

##### **I. Materials:**

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

##### **II. Topics:**

- a) Checking in Materials from District Office is the responsibility of the school coordinator. Please use the packing slip from the school's shipment to check the accuracy of the delivery. Make checks of confirmations and notations of inaccuracies. Please sign, date and forward the packing slip back to Dr. Summer Doucet.
- b) In order to maintain the integrity of the assessment program and its results, security must be established and maintained. The responsibility of the assessment program at the school level rests with the principal and their designated school test coordinator.

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1. Use the Student Assessment in Georgia Schools (PSC document) to discuss the testing ethics and consequences of violations.
  2. Use the Examiner "Must Do" page from the GaDOE's Student Assessment Handbook.
  3. School Coordinators are trained in using the Meriwether School District Incident Sheet, Access Log for Secured Test Storage Area, and Transcribing or Scribing Answer Document Form.
  - c) School Coordinators are responsible for ensuring proper coding of test documents.
  - d) School Coordinators are responsible for checking the accuracy of student information
  - e) School Coordinators are required to have test examiner's sign materials in and out each day during test administration.
  - f) Proctors are used when required. All test proctors are trained on their roles/responsibilities.
  - g) Testing Procedures are clearly articulated to ensure a smooth and problem-free test administration. Schedules, groups and location assignments, and special directions are distributed and explained before testing administration.
  - h) Accommodations are well documented by the Special Education Department. School coordinators carefully check to ensure students are provided the appropriate and accurate accommodations for each individual test.
- III. Collection of Materials
- a) Sign-in and Sign-out sheets are used to document who is responsible to each individual test booklet, the date, and number of test booklets received.
  - b) Before testing documents are returned to District Office, the school coordinator carefully accounts for all materials.
  - c) During the document count, the school coordinator checks for complete information (Form Numbers, Labels, Names...) on each answer document.
  - d) Materials are returned to the District Office, where the materials are re-counted by the System Testing Coordinator and assistant.
  - e) Principal Certification Sheets are required on all standardized tests. This document must be returned at the time of delivery of the testing materials.



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### ASSOCIATED FEDERAL PROGRAMS

Title IC-Migrant Education (Items 27-37)

Title IIA-Teacher Quality (Items 21)

Title VA-Innovative Programs (Item 23)

Title VIB-Rural Low Income (Item 24)

### **Appendices**

Appendix A: Checklist for School Level Parental Involvement Policy

Appendix B: Checklist for Parent Compact

Appendix C: Checklist for Schoolwide Program

Appendix D: Checklist for Targeted Assistance Program

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### Appendix A

#### GEORGIA DEPARTMENT OF EDUCATION TITLE I CHECKLIST FOR SCHOOL LEVEL PARENTAL INVOLVEMENT POLICY

The following checklist may be used by schools to assist in writing the School Level Parental Involvement Policy.

The Title I ESEA, Section 1118, NCLB, Parental Involvement Policy component of the School Plan submitted by \_\_\_\_\_ School needs to give additional attention to the areas indicated below:

Met	Not Met	NA		Notes
( )	( )	( )	1. Develop jointly with, and distribute to, parents of participating children a written policy describing implementation of the requirements in a language that is simple, concise and jargon-free and updated periodically to meet the changing needs of parents and the school, and such policy is made available to the local community.	
( )	( )	( )	2. Convene an annual meeting, at a convenient time, to which parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved.	
( )	( )	( )	3. Offer meetings using a flexible schedule, such as meetings in the morning or evening, and may provide, with funds provided under Title I, transportation, child care, or home visits as such services relate to parental involvement to eliminate parent involvement barriers.	
( )	( )	( )	4. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, including the school parental involvement policy and the joint development of the	

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Not Met	Met	NA		Notes
			schoolwide program plan under section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of its programs, the school may use that process, if such process includes an adequate representation of parents of participating children.	

( )	( )	( )	5. Provide parents of participating students timely information on:	
( )	( )	( )	a. Title I programs in the school.	
			b. Results of the annual school review including school performance profiles.	
( )	( )	( )	c. Individual student assessment results and their interpretation.	
( )	( )	( )	d. A description and explanation of the school curriculum.	
( )	( )	( )	e. The assessments used to measure student progress and the proficiency levels the students that are expected.	
( )	( )	( )	f. Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate as appropriate in decisions relating to the education of their children.	
( )	( )	( )	g. Provide timely responses to parent suggestions.	
( )	( )	( )	h. Collect all unsatisfactory parent comments regarding the Schoolwide Plan and attach those comments to the Schoolwide Plan when submitted to the LEA.	
( )	( )	( )	6. Provide assistance to participating parents in such areas as understanding the:	
( )	( )	( )	a. National Education Goals.	
( )	( )	( )	b. State's content standards and student	

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<p>( ) ( ) ( )</p> <p>( ) ( ) ( )</p> <p>( ) ( ) ( )</p> <p>( ) ( ) ( )</p> <p>( ) ( ) ( )</p> <p>( ) ( ) ( )</p> <p>( ) ( ) ( )</p>	<p>performance standards.</p> <p>c. School improvement and corrective action process if applicable.</p> <p>d. Components of a schoolwide program, if applicable.</p> <p>e. Components of a targeted assistance school program, if applicable.</p> <p>f. State and local assessments.</p> <p>g. Requirements of Title I, Part A.</p> <p>h. Ways parents can monitor their children's progress and work with educators to improve the performance of their children.</p> <p>i. Ways parents can participate in decisions relating to the education of their children.</p>	
<p>( ) ( ) ( )</p> <p>( ) ( ) ( )</p>	<p>7. Provide materials and training such as:</p> <p>a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement.</p> <p>b. Training to help parents work with their children to improve their children's achievement.</p>	
<p>( ) ( ) ( )</p>	<p>8. Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school.</p>	
<p>( ) ( ) ( )</p>	<p>9. Coordinate and integrate parent involvement programs, activities, and strategies with Head Start, Even Start, Reading First, Early Reading First, Title I-B, Migrant, Title I-C, Homeless, Vocational Education, and Home Instruction</p>	

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	Programs for Preschool Youngsters, Parents as Teachers Program, Public Preschool Programs, and other programs, to the extent feasible and appropriate.	
( ) ( ) ( )	10. Develop appropriate roles for community-based organizations and businesses in parent involvement activities, including providing information about opportunities for organizations and businesses to work with parents and schools, and encouraging the formation of partnerships between elementary, middle, and secondary schools and local businesses that include a role for parents.	
( ) ( ) ( )	11. Conduct other activities, as appropriate and feasible, such as parent resource centers and opportunities for parents to learn about child development and child rearing issues beginning at the birth of a child, that are designed to help parents become full partners in the education of their children.	
( ) ( ) ( )	12. Involve parents in an ongoing and end of year assessment to evaluate the effectiveness of the parent involvement initiatives as a measure of performance evaluations of the school.	
( ) ( ) ( )	13. To the extent practicable, provide full opportunities for the participation of LEP parents, parents of migratory children, and parents with disabilities including providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format such parents understand.	
( ) ( ) ( )	14. Provide other reasonable support for parental involvement activities as parents may request.	



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<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>OPTIONAL</b>	15. Involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>OPTIONAL</b>	16. Train parents to enhance the involvement of other parents.	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <b>OPTIONAL</b>	17. Adopt and implement model approaches to improving parental involvement.	

Comments: \_\_\_\_\_

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**Signature of School Principal**

**Date**

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Signature of LEA Coordinator

Date

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Appendix B:

### CHECKLIST: SCHOOL/PARENT COMPACT

Met	Not Met	NA		Notes
( )	( )	( )	1. Involve parents in the joint development of the school-parent compact that outlines how parents will be responsible for supporting student learning.	
( )	( )	( )	2. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under Title I to meet the State's student performance standards.	
( )	( )	( )	3. Explain the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.	
( )	( )	( )	4. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum —	
( )	( )	( )	a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.	
( )	( )	( )	b. Frequent reports to parents on their children's progress.	
( )	( )	( )	c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.	



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( ) ( ) ( )	5. Distribute a copy of parent-school compact to parents.	
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Appendix C

### SCHOOLWIDE PROGRAM CHECKLIST

#### FOR USE BY LEA COORDINATOR

SCHOOL \_\_\_\_\_

LEA \_\_\_\_\_

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

**\* Denotes required components as set forth in Section 1114 of NCLB. Letters in parentheses are the required components.**

MET	NOT MET	Corresponding Page Number	
( )	( )		*1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement. (A)
( )	( )		*2. Schoolwide reform strategies that are scientifically researched based and: (B)
( )	( )		(a) Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance
( )	( )		(b) Are based upon effective means of raising student achievement
( )	( )		(c) Use effective instructional methods that increase the quality and amount of learning time

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MET	NOT MET	Corresponding Page Number	
( )	( )		(d) Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under Educate America Act.
( )	( )		*3. Instruction by highly qualified professional staff. (C)
( )	( )		*(a) Strategies to attract high quality, highly qualified teachers to high-needs schools. (E)
( )	( )		*4. Professional development for staff to enable all children in the school to meet performance standards. (D)
( )	( )		*5. Strategies to increase parental involvement. (F)



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<b>MET</b>	<b>NOT MET</b>	<b>Corresponding Page Number</b>	
( )	( )		*6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs. (G)
( )	( )		*7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and the overall instructional program. (H)
( )	( )		*8. Coordination and integration of Federal, State, and local services and programs (J)
( )	( )	(a)	(b) List of State and local educational agency programs and other Federal programs that will be included
( )	( )		(b) Description of how resources from Title I and other sources will be used
( )	( )		(c) Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
( )	( )		*9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include: (I)
( )	( )		(a) Measures to ensure that students' difficulties are identified on a timely basis
( )	( )		(b) Periodic training for teachers in the identification of



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			difficulties and appropriate assistance for identified Difficulties.
( )	( )		(c) Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community
( )	( )		10. Description of how individual student assessment results and interpretation will be provided to parents.
( )	( )		11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
( )	( )		12. Provisions for seeking statistically sound results for each category for which assessment results are disaggregated.
( )	( )		13. Provisions for public reporting of disaggregated data
( )	( )		14. Plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the Schoolwide program.

<b>MET</b>	<b>NOT MET</b>	<b>Corresponding Page Number</b>	
( )	( )		15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
( )	( )		16. Plan available to the LEA, parents, and the public.
( )	( )		17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
( )	( )		18. Plan is subject to the school improvement provisions of section 1116.

Comments:

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Coordinator Signature

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Date



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### APPENDIX D

#### TARGETED ASSISTANCE PROGRAM CHECKLIST FOR LEA TITLE I COORDINATOR

The Targeted Assistance Plan submitted by \_\_\_\_\_

MET	NOT MET	Corresponding Page	
( )	( )		1. Description of instructional strategies and programs which coordinate with and support the regular program.  a. Grades and subject areas to be served b. Instructional strategies to be used c. Scheduling models to be used d. Supplemental instructional activities
( )	( )		2. Description of the method by which children with the greatest need are selected.  a. PK – 2 selection criteria b. 3-12 selection criteria
( )	( )		3. Description of provisions made to serve all eligible children, including economically disadvantaged, disabled, migrant, LEP, and homeless children as well as those who have participated in Head Start or Even Start or who received services from an N or D institute during the previous two years.
( )	( )		4. Description of provisions for instruction by highly-qualified staff and a description of strategies used to provide professional development opportunities to teachers and other individuals as appropriate.
( )	( )		5. Strategies planned to increase the level of parental involvement based on the LEA Parental Involvement Policy. Policy and parent compact should be attached to the TA Plan.



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( )	( )		6. Procedures to be used for coordination of Title I resources with other resources to enable children served to meet the State content standards and State student performance standards.
( )	( )		7. Process for reviewing the progress made by participating children, on an ongoing basis and the process for revising the program as needed to provide additional assistance to enable these children to meet the State content standards and State student performance standards.
( )	( )		8. Procedures for annual assessment of students for meeting state and local expectations.

Revised 6/18/2004

Comments: \_\_\_\_\_

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( ) Approved      ( ) Not Approved

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

LEA Coordinator