
Vidalia City Schools



Established 1906



“Building on A Tradition of Excellence”

Federal Programs Policies and Procedures
FY 17 Federal Programs Handbook for Administrators
Dr. Garrett Wilcox, Superintendent
Ginger B. Morris, Federal Programs Director

Purpose of Federal Programs, Title I, and This Handbook

The intent of Federal Programs is to “help all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state and academic standards and assessments.” The purpose of Federal Programs is to “enable schools to provide opportunities for at-risk and disadvantaged children to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.” Federal Programs “supplement” and not supplant what the required Local and State funds provide.

Title I is a federally funded program which provides services to schools based on student economic needs. Title I is the largest Federal Assistance Program for our nation's schools. The goal is to provide a high-quality education for every child, so the program provides extra help to students who need it most. These students are the furthest from meeting the core academic standards the state has set for all children. Title I is intended to serve students in core academic subject areas: Reading/ELA, Math, Science, and Social Studies. Title I is NOT for Foreign Languages, Art, Music, Health and PE, Gifted and Talented, or any area other than the core subjects. The Career and College Readiness Performance Index (CCRPI) is the Georgia ESEA Accountability Tool used to determine school progress. Contact the GADOE for more information on the district's CCRPI data visit www.doe.k12.ga.us.

The purpose of this handbook is to provide a systematic approach to managing the guidelines, policies, and procedures of all Federal Programs and to ensure consistent compliance. Staff may use the provided information to ensure that Title programs (**Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title VI Part B RLIS; McKinney Vento Act; IDEA**) are being implemented accurately and effectively. The information in this handbook will promote uniformity in operations and assist faculty and staff with compliance with all federal programs. Policies and procedures are reviewed annually with appropriate staff and developed in conjunction with finance to ensure uniformity.

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Vidalia City Federal Programs Calendar/Checklist

Year	Month	Item
2016	April	Stakeholder Equity Planning Meetings and Surveys
2016	April- June 10	Complete prioritized needs based on equity data gathered
2016	May-June	Complete Schoolwide, SIP/DIP, Parent Involvement- 1% input, Revise parent compacts with parents, check handbooks for revision dates, Parent Right to Know etc. and CLIP revision Plans
2016	June 30	Principal HIQ2 Signoff
2016	June 15- Aug 11	Superintendent HIQ2 Signoff
2016	June	Equity Plan Sign off
2016	July 1	*Remediation Plans due for all non-HIQ teachers and paraprofessionals
2016	July	Districtwide Parent Involvement Assurance Project, Annual CLIP input meeting; Finalize Parent involvement event calendar and meetings in Google Calendar for Print and distribution
2016	July 23	New teacher/paraprofessional orientation
2016	July 31	*CLIP Signoff
2016	July Preplanning	Review Complaint Procedures, Ethics & Fraud, Waste and Abuse, Code of Ethics (disseminate to staff with agendas and sign in sheets)
2016	July-August	New teacher/paraprofessional orientation
2016	August	Homeless Questionnaire, Migrant Occupational Survey, and Home Language Survey sent home with students and returned to Title III Coordinator
2016	August-ongoing	Update EL coding status
2016	August 3-7	EL teacher provides and documents notification of EL students to school staff
2016	July-August	Data Review and Analysis, No intra district transfer option, but present innovative options like 8 th grade high school credit (core), Focus school data review.
2016	July-August	Teacher/Paraprofessional Qualifications: Notify parents at the beginning of the school year that they may request information about the professional qualifications of their child's teacher/paraprofessional (Parent's Right to Know in handbooks w/ signatures and on websites as well-must be in two placestime)
2016	August/Sept	Annual Title I Parent Meetings held at each school (Provide Title I Brochure, use PowerPoint, make sure parents know hard copies of your updated PI Policy is in the handbook/website, & review compact
2016	July-December	Parent Involvement technical assistance-addressed monthly at staff meetings with administration
2016	July-December	Inventory Monitoring-physical property checks at each school according to written inventory procedures
2016	August	Title 1 teachers and paraprofessionals daily schedules and Title I personnel lists/federal salaries spreadsheet; Finalize eligible attendance and school budget needs according to CLIP and SWP
2016	August-ongoing	Technical assistance to principals and staff-parent involvement events, inventory, annual meetings, surveys; HIQ; expenditures compared to SWP; monthly and quarterly meetings
2016	Mid-August	Required HIQ Training at staff meeting; Sign-off on Principal Attestations (for FY18)
2016	August 28	Deadline for Regular and ESOL teacher meetings on academic programming for ELs
2016	August-December	*Update monitoring filing system at Central Office
2016	August-ongoing	Coordination of Services to ensure homeless, at-risk, etc identified and provided with appropriate services
2016	September 22	Mentor/Mentee training, review of requirements and Q & A session
2016	Sept-October	*Annual Neglected/Delinquent Report

2016	September 30	*End of FY 16 expenditures; 85% requirement met
2016	October 1	*Title I, Title II budgets due
2016	October	*Work with CPI coordinator and FTE coordinator to ensure accurate assignments and accurate FTE on count day; Private school consultation
2016	October	Assessment Security Training w/ Lucy and school testing coordinators
2016	October-ongoing	*Expenditure reports for all budgets; monthly review of budget and expenditures
2016	December/January	Period certification (last day of semester or first days of new semester), conduct physical inventory check
2016	December/January	Amend carryover budgets for Title I, Title II
2017	January	Updates SW Plans and Parental Involvement Plans as needed
2017	January-May	Begin Cross functional monitoring cycle
2017	January-April	Begin Comprehensive Needs Assessment for FY 18
2017	January	HIQ work and HIQ webinar (updates forthcoming with new ESSA legislation)
2017	January-February	Review of Title II and State Professional Learning Budgets
2017	February	Access for ELLs window Assessment
2017	March-April	Equity Surveys and stakeholder meetings on Equity planning and comprehensive needs assessment
2017	May	HIQ reports released to principals and superintendents (will resume in FY18)
2017	May	All Equipment inventory due at the end of the month for review
2017	May	Review of Access Data and plan for ESOL Program offerings
2017	May-June	Parental Involvement calendar planning, compact revision meetings, plan dates for Annual Title I meetings for FY17, Annual Title I conference
2017	June	Equity Plan Due
2017	June	Handbook checks, mail parent notifications for FY17, final HIQ signoffs, second semester period certifications

LEA Monitoring of Schools and Programs

The Vidalia City School System has historically practiced continuous monitoring of all federal programs to ensure compliance with federal guidelines and regulations. The Vidalia City School District has developed a more formalized monitoring process. The monitoring policies and procedures describe communication with schools and programs and the process for working with schools, identification of high risk schools, a continuous cycle of monitoring, summer leadership data reviews, preventive measures and corrective action, and how technical assistance is provided. Ensuring that all federal program activities are carried out in accordance with federal compliance guidelines, monitoring inventory and equipment usage is most important to monitoring our Federal Programs.

The Vidalia City School District Superintendent hosts a Summer Leadership Workshop which includes central office administrators and school leaders. School principals invite their leadership teams consisting of: assistant principals, counselors, lead learners, and teachers. Each school reviews school data and reports progress and/or findings from CCRPI data. All schools develop a focus for the upcoming school year to guide their

school improvement plans, focusing on the upcoming year's annual measurable objectives. Additionally, from the review of system data, the district develops an academic focus for the new school year.

During Summer Leadership Workshop the Federal Programs Director (Title I director) meets with school leadership teams to discuss School Improvement Status (ESEA Waiver, FLP, Reward, Priority, Focus, and Alert Designations, Corrective Action). The Title I director also addresses the district leaders as a whole to review Title I annual requirements, to share updates from the annual GADOE Title I conference, and to discuss any performance indicators that needs improving according to the Career and College Readiness Index that apply to individual schools and the district as a whole, specifically if schools are required to implement a FLP.

The Federal Programs Director (also the Title II-A director) shares the highly qualified teacher status report by school with each principal. A plan is developed for any non-highly qualified teachers employed to teach during the upcoming year to become highly qualified. The parent notifications regarding non-highly qualified teachers are also reviewed at this time. Although this is not a requirement for FY17, Vidalia City Schools has chosen to continue with the same requirements in dealing with highly qualified teachers until the requirement and/or updates return for FY18.

The federal programs director, along with other departments (IDEA, Title III, McKinney Vento) insures the following Federal Programs requirements are discussed with system leadership teams and school leadership teams:

- Needs Assessment
- CLIP
- Career College Readiness Performance Index (to include Assessment Data)
- Annual Title I Parent Meeting
- Parent Involvement Plan, revised annually
- Required Parent Notifications, in understandable language
- Parent Feedback and Input to include 1% Parental Involvement funds input
- Compacts
- School Improvement Plans
- Budgets
- Inventory and Equipment Usage
- Services to Homeless and Staff Awareness
- Services to Migrant and Staff Awareness
- Services to EL/ESOL and Staff Awareness
- Neglected and Delinquent Services
- Highly Qualified teachers and paraprofessionals
- Equity Plan Needs Assessment
- Professional Learning Needs
- Class Size
- Teacher Quality
- Equitable Services for Private Schools (none participate)
- Importance of Parent Involvement - Staff Awareness
- Parent representation on school and district committees

To ensure that all program goals and objectives are carried out, each principal or designee at each school is charged with providing documentation of federal program compliance. These coordinators meet twice a year with the Federal Programs Director and discuss program requirements. During the first system wide meeting of the school year, all federal program goals and objectives are reviewed and discussed. Schools may request technical assistance from the central office if needed at any time. The Title I director is available to assist in conducting each school's Annual Title I Parent Meeting.

At the beginning of the second semester, the Title I director or designee meets with the Coordinator at each school to review evidence and artifacts that federal requirements have been met. After this meeting, the Title I director sends a memo to the principal and coordinator stating all current requirements have been met or that findings have been cited with the required corrective action plan. If corrective action is needed, a deadline for compliance is given. Communication continues until all corrective actions have been met.

To further document and monitor that school expenditure requests are directly tied to School Improvement Plans, the federal programs director checks each purchase order against schoolwide/SIPs to ensure that expenditures directly relate to the SIP for all requests of federal funds. Additionally, the Title I director approves all Title I and Schoolwide purchase orders before being processed.

To formalize and organize the monitoring process of schools, at the beginning of the school year, each principal/coordinator will be provided a federal programs documentation checklist. A timeline will also be provided stating deadlines for completion of requirements. Schools will submit documentation both electronically and hard copy to the Title I director by designated due dates (the checklist that provides a timeline for monitoring Title Programs is provided in the handbook on pages 4-6). Coordinators/principals will also keep copies of documentation. Principals will share progress at system leadership meetings. Technical assistance is also offered through email, text and phone communication, professional learning at monthly meetings, and as POs are signed for approval.

The Title I director and/or federal programs assistant will visit each school at the beginning of the school year to meet with the principal and to review the school improvement plan and schoolwide budget. At the beginning of the second semester the Title I director and/or federal programs assist will revisit each school to review documentation and provide verification of compliance or corrective action plans as needed. By the end of the school year, the Title I director, school principal, and/or coordinator at each school will verify that all program requirements have been met. Technical assistance will be provided on a monthly basis or as needed to ensure that all requirements are met and expenditures are aligned to Schoolwide Plan/SIP goals and objectives. School visit forms are used to document this assistance. Also, a semester review meeting is held each fall and spring at each of the three schools to monitor progress toward achieving SIP goals and address any concerns. High-risk schools are determined during visits and professional learning or technical assistance is provided right away. This process is actually beneficial in reducing the number of corrective actions needed. If a corrective action is necessary, a written email or memo is used to document the finding along with steps and deadlines to make the correction. A school visit form is used to document that a meeting was held once the correction has been made.

Comprehensive LEA Improvement Plan (CLIP) Procedures Review and Approval Process

Guidance to Schools

CLIP revisions take place annually using available academic performance data and comprehensive needs assessment information. The CLIP serves as the plan detailing coordination of various federal programs and identification of needs and in-turn budgeting for such needs. The superintendent, assistant superintendent, and school leaders (to include lead teachers), as well as parent and community stakeholders are all involved in the revision process. Title I parents are sent information inviting them to participate via text message, school and district social media pages, newspaper advertisement, and websites. The district conducts an annual survey and CLIP planning meeting to solicit input from parents. Parent survey feedback is analyzed and considered during summer leadership. Documentation includes sign-in sheets, agendas, minutes, survey responses, and any returned comments. Copies of comments are kept on file and put with meeting minutes. The assistant superintendent (Federal Programs and Curriculum) updates the CLIP based on the feedback and the plan is submitted to the superintendent for final approval.

Review and Approval Process

The Vidalia City School System is committed to growing and sustaining partnerships with parents and community stakeholders. Opportunities to provide review and provide input in the CLIP includes school-level needs assessment meetings, the annual CLIP planning meeting, and the CLIP review and feedback form which is provided on the district school improvement website.

Vidalia City does not have separate program directors other than Special Education and Title III, Migrant, ESOL, and Homeless. The federal program director coordinates federal programs (Title I, Part A; Title I, Part C; Title I, Part D; Title II, Part A; Title III, Part A; Title VI Part B RLIS; McKinney Vento Act). The Special Education director and Title III/Migrant/ESOL/Homeless Director are involved in the summer leadership CLIP revision process. Once the CLIP revisions have been updated in the GADOE Portal, the assistant superintendent signs off for superintendent approval.

CLIP Schedule/Timeline

To ensure timely submission of the CLIP, the following timeline must be followed:

August- The newly approved CLIP is made available on the district website. A feedback survey meeting is provided and offered on the web. It is also made available at school governance and council meetings.

February-April- Survey data for Comprehensive Needs Assessment (Equity, CLIP, Parental Involvement, Schoolwide Programs) is collected.

February-May- The CLIP is made available during school level Comprehensive Needs Assessment/Equity/and Schoolwide planning meetings.

May-July- District leadership and stakeholder CLIP planning meetings are held to make changes to the CLIP based on feedback obtained through various avenues and required stakeholder groups.

July- A system wide stakeholder meeting is held for final input into the CLIP.

July- The CLIP is uploaded and signed off for GADOE approval

Resolution for Unapproved Plans

If revisions are requested by GADOE, the Title I Director retrieves the requested changes from the Audit Trail in the portal. The Title I Director then communicates with and provides technical assistance to appropriate personnel if necessary. For about 99% of revisions, the Title I director can quickly make corrections and resubmit to the superintendent for approval. This process is continued until the system's CLIP has been approved by GADOE.

Pre-Kindergarten Programs

The district does not reserve federal funds for pre-kindergarten at this time. In the event that this was necessary, policies and procedures will be put in place. The Pre-K Director coordinates with Bright From the Start that provides funding for seven Pre-Kindergarten classrooms.

Parental Involvement Procedures

Parental Involvement Policy/Family Engagement Plan Overview

The Vidalia City School District has a commitment to on-going communication with and engagement of Title I parents about student academic progress and achievement as well as other school/district activities. Our goal is to ensure that Title I parents and their children receive services and assistance that will lead to improved academic achievement. The district recognizes that parents are an integral part of a child's success and will assist all parents in our three schoolwide schools in solidifying their ongoing commitment to their child's success.

LEA Technical Assistance to Schools on Parent Involvement

The Vidalia City School District provides technical assistance to schools in the following ways:

- Professional learning sessions during administrative and curriculum meetings
- Professional learning sessions and one on one meetings through school visits between the Assistant Superintendent and/or Federal Programs Administrative Assistant and school leaders and/or appointed federal programs contact at each school
- The creation and sharing of the Federal Programs Handbook
- Technical assistance with planning, organizing, and conducting parent meetings (sample agendas, sign-in sheet templates, facilitators notes, PowerPoint templates, shared Google Drive folders of helpful handouts, past examples, Q&As, etc.)
- Checklist to evaluate Compacts and Parent Involvement Policies
- Ongoing emails and phone calls

- Vidalia City Schools website maintenance of Federal Programs

District and School Parental Involvement Policy Input and Distribution Procedures

District and school parent involvement plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Schools hold individual meetings in which parents review district and school parent involvement plans. All parents (all Title I Schoolwide Schools in the district), school and district leaders, teachers, and other school personnel in the district are invited to the meetings to provide input. In addition, the district holds an annual Comprehensive LEA Improvement Planning (CLIP) meeting for parents to review the district parent involvement/family engagement plan and provide final feedback. Input forms are provided in order to obtain feedback from parents. During final planning meetings (May-July), noted feedback from parents, parent input forms, and surveys are used to make final revisions.

Schools send meeting notices via Remind 101, social media pages, websites, flyers home, and parental involvement calendar. The district notifies parents of input meetings via newspaper, district parental involvement calendar, website, and social media. As a part of the continuous improvement process, parents who cannot attend are provided opportunities to give input at individual conferences, online input forms, and meetings throughout the school year.

Both school and district parent involvement policies/plans are distributed in multiple ways. School parental involvement policies are distributed in the handbooks, online, and provided at meetings (e.g. Title I meetings, orientations, parent conferences, equity planning, final schoolwide planning meetings). The LEA parental involvement policy/family engagement plan is distributed at district planning meetings, school Title I meetings, and online.

School Procedures: School-Parent Compacts

Schools in the Vidalia City School System will develop, in collaboration with parents and students, a school-parent compact that outlines how parents, school staff, and students will share responsibility for improved student achievement. The compact will also describe the means by which the school, parents, and students will build and develop a partnership to ensure student success, achievement, and mastery of the rigorous Georgia Standards of Excellence.

All schools in Vidalia City are schoolwide Title I Schools and are required to collaborate with parents to develop school-parent compacts. It is the responsibility of the principals, in coordination with the assistant superintendent, to make sure that all compacts are reviewed and revised annually. Reviews take place during Title I Parent Planning meetings, school governance meetings, parent conferences, parent workshops, and equity planning meetings. Schools send meeting notices via Remind 101, social media pages, websites, flyers home, and parental involvement calendar. Parents who are unable to attend planning meetings and workshops are afforded the opportunity to review compacts online and complete an online input form. Final revisions are done in May/June when all input has been gathered and reviewed. Compacts are distributed to all parties to sign (parents sign in the fall). Copies of the signed compacts are kept in student records at the school level. Compacts are available in multiple ways for continuous review (school handbooks, school websites, and copies upon request).

The federal program director checks routinely throughout the year to ensure that schools provide new students and their parents an opportunity to sign the current compact. Parents and students new to the system also have opportunities to review, and provide input for the next school term in upcoming planning meetings, in the handbook, and/or online.

Annual Title I Meeting

Three of the district's schools are required to hold an annual meeting during the first two months of the school year. It is the responsibility of the principals in coordination with the assistant superintendent to schedule meeting times during the summer leadership Title I Parent Involvement Calendar planning session and invite all stakeholders to the meetings. The assistant superintendent and federal programs assistant are responsible for collecting and reviewing documentation from the required meetings. Documentation includes copies of sign-in sheets, agendas, and parent workshop evaluation forms. Meetings are publicized via flyers home, school websites, and social media pages which are distributed to every parent in the system as well as community stakeholders.

Required 1% Set Aside for Parental Involvement

Principals have the option of expending the 1% Parental Involvement funds or implementing District Parental Involvement Projects. Parents are informed of their input during Annual Title I meetings and are afforded multiple opportunities to provide input on the use of Title I parent involvement funds including but not limited to CLIP planning meetings, parent conferences, school-level comprehensive needs assessment/schoolwide planning meetings, and online input forms. This feedback is used during final schoolwide planning and budgeting for parental involvement.

School Improvement Grant

Vidalia City receives the School Improvement 1003(a) Grant (SIG) funds to help meet the needs of our at-risk students at JR Trippe Middle School which is our only FOCUS school. However, continuous school improvement planning is required for all schools in the district with the guidance and assistance of the LEA. During the School Improvement process, both student and teacher performance data are reviewed at the school and district levels. Comprehensive Needs Assessment is driven by equity and schoolwide/school improvement planning processes. The LEA monitors school improvement planning to ensure that parents are involved in the entire comprehensive needs assessment process. Stakeholder meetings and surveys are used to collect qualitative data needed for district and school improvement planning. During this data-driven process, parent, faculty, community, and leadership input, as well as others on the school improvement review team assist in making site-based decisions on programs to implement (including Title I-C and Title III-A) and to decide how special projects will be funded that directly impact student achievement. Large technology, software, and program decisions must be based on scientific research and approved at the district level. The school/system leverages different sources of funding and combines resources to deliver special projects/programs and on-site professional learning opportunities that support innovative and school based reform efforts. Technical assistance is provided monthly or as needed by the Federal Programs Director.

Establishment of best practices (PL and all federal programs) Activities for School Improvement Planning:

Vidalia City School System has maintained a focus on school improvement and a commitment to high quality staff development that is results-driven, standards-based, and job-embedded. Professional learning is differentiated for our teachers based on the Annual Summary Evaluation which is compiled by monthly monitoring and consultant feedback. In accordance with the school action plan and monthly meetings, Vidalia City has a strong system for monitoring student learning and achievement by ensuring teacher effectiveness. This is done based on lagging student test data, observations, student work samples, or inexperience of the teacher at each school and monitoring student achievement through the practice of monthly leadership discussions, meeting with consultants and spot checks by central office leadership. These meetings occur once a month at each school to ensure coaching, observations, and quality units and lesson plans are translated into marked student learning, growth, and achievement. This innovative practice of monitoring that brings about strong job-embedded professional learning ensures that the district and its schools react to the real-time data in a way that supports the growth of all students. Formative Instructional Practices have been embedded in professional learning since 2005 and uploaded into TKES plans since 2015 due to high functioning PLCs learning collaboratively, reflecting on practice, setting adult goals, setting goals with students, and monitoring those goals to ensure that the result is student success and replicable adult learning that impacts student growth and achievement.

Data review meetings with sign in sheets and agenda are used to provide technical assistance and monitoring of school improvement objectives. These meetings ensure that the LEA is supporting and monitoring schoolwide program implementation. By routinely measuring student achievement on unit assessments and benchmarks, the schools can make decisions about materials being used in instructional programs as well as whether or not professional learning goals are being met. Adjustments can be made to schoolwide/improvement plans at the quarter and to the budget if necessary. The superintendent and assistant superintendent attend these meetings as well.

The system/school evaluates pilot projects and other research based-programs annually to determine if the goals and objectives of the project/programs are being met. Evaluation results are presented to faculty, board members, and system leaders along with other assessment data. Based on the evaluation of the programs, decisions are then made as to the future of the software. All programs serving Title III-A students are presented in the least restrictive manner possible and with comparable facilities and materials to those used for non-LEP students.

Coordination of QBE, Title I-A, Title II-A, Title I-C training for MSSPs, Title VI-B RLIS, Title VI-B, and Title III Consortium funds is key to establishing best practices that are widely replicated. Adult learning and implementation gaps are addressed through professional learning communities on-site coaching and feedback sessions, the use of the Mentee/Mentor Program, Protocols for Effective Collaboration used by all high-functioning PLCs, in-house workshops, core content area training with consultants, and traditional staff development opportunities. Our goal is for teachers to experience professional learning that will reflect significant gains in student achievement on the standards-based GSE curriculum. PLCs were utilized to address adult learning gaps for implementing the standards based curriculum. Both teachers and district leaders participated in courses ranging from Differentiated Instruction, Gifted and AP training, RESA Writing Initiatives, Positive Behavior Intervention Training, Providing Effective Feedback, Standards-Based Assessment Of and For Learning, Best Practices for Teaching ESOL Students, serving Migrant Students, and Tiered Interventions Training. Our prioritized list of training needs is based on stakeholder input and achievement data.

All professional staff members engage in an active PLC to provide a platform for building teacher capacity and learning together. Principals and district administrators participate in monthly PLCs. Clear patterns of job-embedded training delivered by in-house experts/outside consultants enable us to focus all of our staff development on the improvement of student learning. Academic Coaches, Lead Learners, Mentor Teachers have been invaluable in connecting the dots between professional learning and classroom implementation of best practices. The professional learning program enables us to fund substitutes for teachers as well as train support staff and administrators. All professional learning is connected to our district vision, mission and belief system as exemplified by the district's strategic plan. The major benefit of professional learning in Vidalia City is the gradual improvement of student performance as a result of implementation of best practices throughout the LEA.

Schoolwide Program Plan Development

Schoolwide plans are revised annually during spring comprehensive needs assessment planning and finalized during May/June summer leadership. All school stakeholders are invited to participation in the revision process. These meetings are data driven (both student achievement as well as qualitative data are used) to determine effectiveness and necessary revisions in instructional programs, parental involvement strategies, professional learning- especially PLC goals. School improvement plans are used to break the Schoolwide plan down to the PLC/Teacher level and are revisited/revised during semester reviews to determine if schoolwide program practices are yielding positive student achievement outcomes. Semester reviews are used to monitor schoolwide program implementation and evaluate the effectiveness of strategies outlined in the CLIP and each school's schoolwide plans.

Three of the LEA's four schools (JD Dickerson Primary, Sally Dailey Meadows Elementary and JR Trippe Middle) are Title I Schoolwide Programs.

Fiduciary Responsibility

Maintenance of Effort

GADOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked "met" or "unmet" on the consolidated application. Documentation for MOE is only required for districts that do not meet the required maintenance of effort. The Title I Director will pull the MOE information from the Consolidated Application each school year for documentation purposes.

Comparability of Services

Three schools, listed above, within the Vidalia City School System are Schoolwide Title I Schools with no overlapping grade spans. Therefore, it is not necessary to complete comparability of services.

Reasonable and Necessary Use of Funds

Comprehensive, Schoolwide, and school improvement plans are used to determine and establish appropriate coordination and use of federal funds. All grant development and budget processes are connecting to these plans that use system and school data to establish necessity. In addition, when considering a purchase with federal funds, ask:

- a. Do I really need this?
- b. Do I need to spend these funds to meet the purposes and needs of the program?
- c. Do I have the capacity to use what I am purchasing?
- d. Did I pay a fair rate and can I prove it?
- e. Would I be comfortable defending this purchase?
- f. Is the proposed cost consistent with the underlying needs of the program?

Allowability Procedures

Any purchases made with federal funds must follow guidelines for allowable costs. The Vidalia City School System federal programs will follow guidelines detailed in EDGAR and the Georgia Title I Handbook. Title I and other federal purchases will adhere to needs as described in the CLIP, Schoolwide/SIP/DIP plans, and/or Equity prioritized needs assessment. Any amendments to the aforementioned plans will be discussed with the Federal Programs director to ensure allowability. During schoolwide and budget planning, all questionable expenses will be directed to the GADOE Area Program Specialist for further clarification.

Title funds cannot be used to purchase incentives for students, teachers, or to entice participation in professional learning activities. For Title I-A parent involvement, light refreshments that include donuts, fruit, muffins, juice, coffee, chips, pretzels, popcorn, nuts, raw vegetables, cookies, brownies, punch, soda, and water may be purchased. Light refreshments do not include pizza, sandwiches, or anything that could be considered any part of a meal. Title funds can only be expended for those events that build capacity. This means you can fund light refreshments for parent workshops and academic nights that hone in on particular academic skills and build parents' capacity to assist their child in the learning process, but not give snacks to parents volunteering.

Capital Expense Funds

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

Procurement, Technical Evaluation, and Selection Procedures

The Vidalia City Board of Education does hereby adopt the following policies and procedures for the purchase of items in the Vidalia City School System. All purchases shall be pursuant to the policies of the State Board of Education and the laws of the State of Georgia. Federal Grant Program guidelines will also be followed when spending federal dollars. All local written purchasing procedures will be followed including Wal-Mart, maintenance and transportation, transportation fuel and maintenance on buses, and technology orders. This will also include purchase order procedures. Contracts are not made with debarred contractors. Vidalia City uses <https://www.sam.gov/portal/SAM/#1> to ensure that a potential contractor has not been debarred.

Vidalia City Board of Education requires a pre-Approved Purchase Order for all consultants, purchased services, and purchases. In the case of purchases, the purchase order serves as the contract between the district/school and vendor. Contracts are required for all consultants and purchased services. Agreements are entered between the Vidalia City School District and the consultant. Each contract must contain the following:

- Specific duties are specifically spelled out for each contract.
- If the consultant is working with students, they must have a criminal background check.
- The contract includes the scope of work, cost (not to exceed the agreed upon amount), and beginning and ending dates.
- The Title I/Federal Programs director approves all Title I-Part A, Title I-Part C, Title II-Part A, Title III-LEP (consortium currently), and Title VI-B RLIS contracts. The Special Education Director and Superintendent or Designee approves all IDEA contracts.

Each contract is signed by: The Federal Programs Director provides oversight in ensuring all federal programs contractors complete the work. Artifacts including sign in sheets, proof of workshop completion, invoices/contracts prior to issuance of payment of services which are signed/initialed by the Title I Director. All contracts, source documents, and proof of fulfillment of contractual obligations are kept on file.

Employees shall engage in comparative buying and obtain bids and quotes whenever appropriate. Written specifications must be developed and formal sealed bids solicited and advertised in the local newspaper and appropriate website(s) on all equipment/supplies or services estimated to cost more than \$100,000. If equipment/supplies or services are estimated to cost at least \$50,000, but less than \$100,000, a formal sealed bid or a request for proposal must be prepared to obtain quotations. If equipment/supplies or services are estimated to cost at least \$5,000, but less than \$50,000, written or verbal quotations will be used. Purchase of item(s) with a total estimated value of \$5,000.00 or less shall not require quotes (an amount of \$3,000 or greater for Federal Programs). However, these purchases shall be made with effort to provide the least expense to the system. The Federal Programs/Title I Director will obtain two quotes for purchases \$3,000 or greater for federal programs purchases unless only one vendor can provide the performance/ deliverables necessary to fulfill program activities.

Evidence of the quotations or bids will be furnished to the office of the Superintendent or his/her designee. All bids must be submitted in sealed envelopes, addressed to the Superintendent or his/her designee and plainly marked with the name of the bid, date and time specified. All bids shall be opened at the time specified, and all bidders will be contacted as to award of bid.

The Vidalia City Board of Education reserves the right to reject any or all bids, and to consider factors other than cost such as warranty, time required, quality of service or product or convenient access to the product or service. Previous unsatisfactory experience with a vendor may be cause for rejection. The intent is to select the best bid. The "best bid" may or may not be the lowest bid. The following requirements must be met in all instances in which formal, sealed bids are invited.

FORMAL SEALED BIDS (equipment/supplies or services in excess of \$100,000)

Written specifications are to be provided to the bidder.

Clear instructions are to be provided to all bidders in writing.

No changes are to be made to specifications or instructions verbally unless followed up with a written amendment to the original information to all known bidders.

In the instance a low bid is rejected and another accepted, a statement will be attached to the low bid documents specifying the reason or reasons the low bid was rejected.

After bids are opened, no employee of the Vidalia City Schools shall contact any vendor for the purpose of negotiating a better deal. The bidding process is to be considered complete when the bids are opened, however the Board and its employees reserve the right to request clarification of any item to which the vendor responds.

REQUESTS FOR PROPOSALS (equipment/supplies or services \$50,000 - \$100,000)

In instances where a request for proposal is required, a packet will be prepared for vendors. The information packet will include, at minimum, general information about the equipment, supplies, or service(s) required, performance specifications, terms and conditions, and proposal instructions. The proposals will be submitted to the office of the Superintendent or his/her designee and will be evaluated on qualifications and cost.

WRITTEN VERBAL QUOTATIONS (equipment/supplies or services \$5,000 - \$50,000/ \$3,000-\$50,000 for Federal Programs)

If written or verbal quotations are used, personnel should attempt to obtain quotes from at least two different vendors for Title programs, if possible. Written quotations shall be kept on file for review by the Superintendent or his/her designee. If verbal quotations are used, personnel should keep a record of the address, phone number and representative of the vendor, the date and time of the conversation, and the amount of each quote.

EXCLUSIONS:

The following purchases, regardless of amount, may be purchased upon the approval of the Superintendent or designee(s).

-Items listed and priced in the current and active Federal Government Services Administration contracts, State of Georgia or other state government contracts, and other local government agency bid contracts may be purchased for the quoted price without public advertising and bidding. (This would apply to computer and printer purchases.)

- Equipment or services purchased through E-rate (Schools and Libraries program through USAC).

-Instructional, vehicular, equipment, and facility emergency needs which if not accomplished immediately (a) would result in health/safety hazards to students and/or school employees, (b) would result in additional damage, and/or (c) would cause interruption of the instructional program may be purchased with the approval of the Superintendent or his/her designee.

-Textbooks, library books, reference materials, subscriptions, computer programs, or other instructional media from the publisher, distributor, or agent and consumable instructional supplies may be purchased with Superintendent or his/her designee approval.

-Tests and test scoring services of a standard examination from the publisher or licensed agent may be purchased.

-Arrangements for maintenance service from the original vendor or authorized agent of the installed equipment or products if the same cannot be competitively bid may be purchased.

-Additional purchase of like equipment, material, supplies, services, rentals, or leases previously approved may be made provided the additional order is at the same or less price and is placed within the same fiscal year of the original bid.

Travel

State of Georgia Statewide Travel Regulations is used by the Vidalia City Board Of Education as a guide. All statewide travel regulations may not pertain to Vidalia City Board of Education employees. Travel expenses will not be reimbursed unless the current employee expense statement is completed and submitted in a timely manner. Travel expense forms should be submitted within 15 days following completion of activity/expense incurred.

All travel paid with Title funds must be approved by the appropriate federal program director.. All completed travel expense forms must be signed by the Federal Programs/Title I Director. An approved leave form, copy of the registration, and an agenda or acceptable proof of attendance when no agenda was provided (eg. sign-in sheet, email from vendor/presenter, handouts, etc.) must be attached to the completed travel expense form in order to process and pay travel reimbursements.

The mileage reimbursement is \$.575 per mile--SUBJECT TO CHANGE.

Meals

The meal reimbursement is \$28.00 per day for three meals. The single meal reimbursement is \$6.00 for breakfast, \$7.00 for lunch, and \$15.00 for dinner.

The travel regulations allow a higher meal reimbursement for high cost areas in Georgia. The meal rate for the high cost areas is \$36.00 per day. The single meal reimbursement will be \$7.00 for breakfast, \$9.00 for lunch, and \$20.00 for dinner. The high cost areas are limited to Bibb, Chatham, Cobb, Dekalb, Fulton, Glynn, and Gwinnett Counties.

Lodging Responsibilities of Employee

Employees traveling overnight are responsible for ensuring the most reasonable lodging rates are obtained. To accomplish this, employees should: Make reservations in advance, whenever practical, Inquire about the government rate available or the conference lodging rate, Utilize minimum rate accommodations, Avoid the "deluxe" hotels and motels, Present Hotel/Motel Occupancy Tax Exempt Form at Check-In Employees who stay at a hotel/motel that is holding a scheduled meeting or seminar may incur lodging expenses that exceed the rates generally considered reasonable. The higher cost may be justified in order to avoid excessive transportation costs between a lower cost hotel/motel and the location of the meeting. If an employee has trouble with motels or hotels honoring the exemption from the local option hotel/motel tax, employee should

contact the travel unit and provide the name of the motel or hotel and the dates(s) of lodging. The information will be forwarded to the Department of Audits.

Please remember that employees spending the night within 50 miles of home or headquarters on a work assignment must have approval of their supervisor and must provide a copy of the approval with their expense statement.

Determination of Business Miles Traveled

Employees may be reimbursed for the mileage incurred from the point of departure to the travel destination. If an employee departs from headquarters, mileage is calculated from headquarters to the destination point. If an employee departs from his/her residence, mileage is calculated from the residence to the destination point, with a reduction for normal one-way commuting miles. For the return trip, if an employee returns to headquarters, mileage is calculated based on the distance to such headquarters. If an employee returns to his/her residence, mileage is calculated based on the distance to the residence, with a reduction for normal one-way commuting miles. Agencies should set internal (written) policies for establishing normal commuting miles/starting point for mileage reimbursement when an employee's regular business function requires the use of a personal motor vehicle for travel from residence to multiple locations in a given day, or when an employee's "headquarters" differ from day to day.

Exceptions:

- If travel occurs on a weekend or holiday, mileage is calculated from the point of departure with no reduction for normal commuting miles.
- If an employee does not regularly travel to an office (headquarters) outside of his/her residence (i.e., residence is "headquarters"), the requirement to deduct normal commuting miles does not apply. Note: This exception does not apply to those operating under the State's telework policy. Employees may also be reimbursed for business miles traveled as follows:
 - Miles traveled to pick up additional passengers
 - Miles traveled to obtain meals for which employee is eligible for reimbursement
 - Miles traveled to multiple work sites

State of Georgia – Statewide Travel Regulations

Example 1: Employee's normal commute is 15 miles one way. Employee is required to travel to job site 40 miles from headquarters. Employee drives to headquarters, then to remote site, then back to headquarters before returning home. Employee's business miles traveled are 80 miles.

Example 2: Employee's normal commute is 15 miles one way. Employee is required to travel to job site 18 miles from headquarters. Employee drives to headquarters, then to remote site, then home, which is 19 miles from remote site. Employee's business miles traveled are 22 miles, as follows: from headquarters to remote site, 18 miles; from remote site to residence, 19 miles minus 15 miles one-way normal commute.

Example 3: Employee's normal commute is 15 miles one way. Employee leaves from home to attend a conference 200 miles from the employee's residence. At the conclusion of the conference, the employee

returns directly home. Employee's business miles traveled are 370 miles (400 actual miles traveled minus 30 round-trip commuting miles).

Example 4: Employee's normal commute is 15 miles one way. Employee leaves from headquarters on Monday for a remote work site 150 miles from headquarters. Employee acquires lodging 5 miles from remote work site. Employee returns to headquarters on Friday. Employee's business miles traveled are 340 miles, as follows: from headquarters to remote site, 150 miles; from remote site to lodging on Monday, 5 miles; from lodging to remote site and back to lodging Tuesday – Thursday, 10 miles each day (30 miles); from lodging to remote site on Friday, 5 miles; from remote site back to headquarters, 150 miles.

Prohibited Mileage Reimbursement

Employees are not entitled to mileage reimbursement for:

- travel between their place of residence and their official headquarters, or
- personal mileage incurred while on travel status.

It is the responsibility of the employee to ensure that his or her expense statement is forwarded to the central office in a timely manner, with the appropriate approval signatures and supporting documentation. It is the responsibility of the individuals approving expense statements to ensure that the employee in fact incurred the expenses for which the employee is seeking reimbursement. If you would like to review the current Statewide Travel Regulations in their entirety, they are available on the State Accounting Office web site:

http://sao.georgia.gov/00/channel_createdate/0,2095,39779022_173993666,00.html

Supplement not Supplant

At the current date, the Georgia Department of Education does not provide allotments for site-based allocations in regards to Quality Basic Education (QBE) funding. However, Vidalia City Board of Education does prepare site based budgets and allocates amounts for each direct instructional QBE program, school administration and media. GADOE provides the school system with an initial allotment earnings sheet for the fiscal year. This earnings sheet includes weights for the FTE funding formula and amounts for direct instructional operational costs broken down by category and program. These files are obtained and printed to be utilized in the allocation process. In addition, a report from the GADOE portal (FT009- "3 FTE Counts") is printed to determine the estimated FTE counts at each school site within the District. During the budgeting process, the estimated FTE of each site is multiplied by the earned funding rate for each applicable program (provided by GADOE) to get an earned total. The prior year budget is analyzed and compared to the earned total along with consideration for any increases or decreases in FTE counts. Amounts are allocated based on these calculations and adjusted for any anticipated need on a site by site basis. Any excess of funds allocated over amounts earned is funded with local monies.

Title program expenditures are supplemental to schools' budgets. Personnel are in addition to the number required to meet maximum class size as determined by GADOE. Title funds are only used to supplement. Documentation is kept to prove that schools have received all the state and local funds that they would need to operate in the absence of federal funds. QBE allotment sheets are used to ensure that all schools have adequate funds to run required instructional programs. State and Local funds are allocated according to FTEs for each school. Vidalia City uses federal funds as outlined in the CLIP, Equity Plan, Schoolwide/School

Improvement Plans, Migrant Comprehensive Needs Assessment (CNA), and the consolidated professional learning plan.

The Assistant Superintendent and Federal Programs Director reviews and approves all instructional, academic, and professional learning purchase orders (state, local, and federal) to ensure that federal purchases are supplemental and in accordance with aforementioned plans. Questionable purchase orders are followed-up with a call to the school administrator or school visit with a brief discussion of supplement not supplant and mismatch of the purchase order to plans and/or budget. All purchase requisitions go through financial director and superintendent as a compensating control. (The requisition process is described in Internal Controls)

Administrators are trained on how to coordinate/plan the use of state, local, and federal dollars for school improvement each year during summer leadership workshops. The Federal Programs Director reviews all plans prior to entering budgets into the consolidated application to ensure that all items are approved in the plans and do not supplant state and local funds.

Internal Controls

Vidalia City has compensating controls in place due to the limited number of staff available to adequately address separation of duties. The system uses compensating controls to mitigate errors and the risk of fraud. Vidalia City will follow all policies and procedures to ensure the compliance with respect to the use of Federal Funds. Vidalia City uses a Financial Accounting System that allows us to,

1. Provide the data necessary to prepare reports required by federal law.
2. Permit the tracing of funds to a level of expenditures adequate to demonstrate that the funds were used appropriately.
3. Vidalia City will maintain accurate, current, and complete financial information to facilitate financial reporting. This will show that the money was budgeted and spent in an allowable manner. Vidalia City will monitor the use of the monetary awards by maintaining a list of appropriate staff eligible for the award and a Financial Ledger entry to verify the staff member's receipt of money.
4. Accounting records — we can generate records that adequately identify the source and application of funds (i.e., which particular grant the funds came from and how they were spent). These records should include information about award amounts, how much an entity is authorized to spend, how much was obligated, how much was spent, and the unobligated balance.
5. Source documentation — Vidalia City maintains supporting documentation sufficient to verify the accuracy of their accounting records. Documents may include bank records, payroll records, paid bills, receipts, time-and-effort records, contracts, etc.
6. Internal controls — Vidalia City has sufficient controls to ensure federal funds and properties purchased with federal funds are used only for authorized purposes. We have systems that include activities that prevent noncompliance from occurring (e.g., policies and procedures, adequate training, mechanized systems), detect noncompliance when it has occurred (e.g., routine reconciliations, monitoring, audits),

and prevent noncompliance from reoccurring. Auditors are specifically responsible for testing an entity's internal controls and reporting on any deficiencies.

7. Budget controls — Vidalia City routinely compares the amount budgeted to the amount actually spent. This helps to monitor expenditures and ensure they are occurring as planned.
8. Allowable costs — Vidalia City implements controls to ensure all costs charged to federal funds are allowable and comply with federal cost principles set out in Office of Management and Budget Uniform Cost Principles and Audit Requirements for Federal Awards.
9. Cash management — Vidalia City requests only the amount of money they require for their immediate needs. The goal of cash management is to ensure entities do not keep federal funds on hand for long periods. Cash management is a particular priority for ED's Office of Inspector General and the Government Accountability Office.
10. Segregation of Duties – Segregation of duties is critical to effective internal control because it reduces the risk of mistakes and inappropriate actions. Adequate segregation of duties reduces the likelihood that errors both intentional and unintentional, will remain undetected by providing for separate processing by different individuals at various stages of a transaction and for independent reviews of the work performed.

The basic idea underlying segregation of duties is that no employee or group should be in a position both to perpetrate and to conceal errors or fraud in the normal course of their duties. In general, the principal incompatible duties to be segregated are:

- Custody of assets
- Authorization or approval of related transactions affecting those assets
- Recording or reporting of related transactions
- Execution of the transaction or transaction activity

No one person should:

- Initiate a transaction
- Approve a transaction
- Record a transaction
- Reconcile balances
- Handle assets
- Review Reports

Note: At least two sets of eyes are required for any transaction!

With our internal controls, we will be able to verify that the implementation of this award is conducted in an appropriate manner and to ensure that we avoid fraud and error.

Requisition Process:

The Vidalia City Board of Education Requires a Preapproved Purchase Order for All Purchases (all Federal/Title I purchase orders are approved by the Federal Programs/Title I Director.)

A. LOGGING PURCHASE ORDERS

1. Electronic purchase order and directions for submission are available on system site (soft Docs).
2. A purchase order log is kept of all issued purchase orders.
3. The employee will be responsible to pay for all items ordered or purchased without a preapproved purchase order.

B. COMPLETING A PURCHASE

1. Required information is to be entered online via a purchase requisition using Soft Docs. Required information, through drop down menu, vendor name and address, ship to address and individual's name, **Funding Program** (Kindergarten, Grades 6-8, Grades 9-12, Media, etc.) quantity and item descriptions, individual price of items, **freight/shipping charges**, and total amount of purchase requisition. The electronic purchase form will calculate for you. For purchases, with online shopping carts, etc. you may complete the purchase requisition with "See Attached" and include the printed attachment for processing. (We will not accept any handwritten attachments. All federal purchase orders must be align with the approved program budget)

C. APPROVING THE PURCHASE ORDER-(all steps logged in soft docs with stamp date)

1. After the purchase requisition has been completed according to the above procedures, it should be submitted to the **School Bookkeeper**. The first approver will be the principal or program director.
2. After the purchase order is approved by the **First Approver, it is sent to the system financial director via soft docs. Once reviewed by Finance department, it is sent** for **Final Approval** by the Superintendent. After **Final Approval**, the purchase order will be routed to the Accounts Payable clerk. Finance Office to record the purchase order in the computer and assign a purchase order number.
3. After the purchase order has been entered into the accounting records, it will be returned to the school bookkeeper by the Finance Office. **The school is responsible for making the purchase – emailing, mailing, faxing, phoning, etc.** The purchase order number must be used when placing the order so that the vendor has the correct billing information. **The Vidalia City Board of Education will not be responsible for purchases billed to the school or individuals.**

D. PAYING THE PURCHASE ORDER

1. When materials are received, a copy of the packing slip should be attached by the school bookkeeper to an AP approval form in Soft Docs. The **receiving agent** at each school is responsible for checking orders received and sending AP approval form to the AP clerk for payment. **THE AP Approval form indicates receipt of items and approval for payment. Items received, backordered, or canceled should be clearly noted on the AP Approval Form. In case of a partial shipment, the receiving agent should send a copy of the purchase order and indicate items not received. A copy of the purchase order should be held at the school until last item is received.**

Periodic Certification Procedures

- **Periodic Certification for Time and Effort:** Federal law requires all employees, including teachers, paraprofessionals and other staff, who are paid with federal funds to document the time spent within the program. Fully-funded federal personnel must submit an assurance (Periodic Certification Form) twice yearly documenting that they spent 100% of their time on the federal program's related activities. Principals and office managers are provided the periodic certification forms as well as the dates each of the copies per Federal Program personnel are due to the Title I director. Principals are directed to collect these on all full-time federally funded salaried personnel, which include teachers, instructional coaches, and paraprofessionals. These are collected twice yearly and schools are notified if the forms are not submitted accurately or on time.
- The 1st Periodic Certification is given to all appropriate staff in the first month of the second semester (January) to include dates from July 1 to December 31 of the prior year. All forms are collected during this month.
- The 2nd Periodic Certification is given to all appropriate staff on the last working day of their contract, usually May or June and includes the dates from January 1 to June 30 of the current year. All forms are collected prior to staff leaving for Summer Break.

Permanent Schedules: A permanent schedule is required to be submitted along with periodic certifications of teachers or paraprofessionals who are being paid with federal funds. Teacher schedules and paraprofessional schedules (showing paraprofessionals are under the direct supervision of a highly qualified teacher) are submitted twice yearly to the Title I Director.

Time sheets: A time sheet is completed by individuals providing additional or contracted services. The sheet is approved and signed by the principal and Title I director who forwards it to the AP Clerk. It is then attached to an AP Approval Form, routed to Title I Director for approval and then routed to Superintendent for final approval before payment.

Time Logs: Individuals who are paid less than 100% from federal funds and whose schedule changes from day to day complete and submit a monthly time log depicting the amount of time spent on Federal Programs duties matched, at minimum, the portion of their salary funded through Federal Funds. Monthly time logs are collected from split-funded personnel. These personnel are instructed to monitor their own time throughout the month and the Title I director approves the monthly time log via a signature and date. Central office personnel submit time logs to the Title I director. The director's periodic certification or time log is signed by the superintendent.

- **After the Fact Distribution:** Requirements for activity reporting meet the following requirements:
 - (a) Reflect after-the-fact distribution of the actual activity of the employee;
 - (b) Account for the total activity for which each employee is compensated;
 - (c) Be prepared at least monthly and must coincide with one or more pay periods; and

(d) Be signed by the employee.

(e) Additionally reasonable approximations/distribution percentages are determined before the services are performed and are compared to actual costs regularly and revised, if necessary

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 federally funded property is identified with a barcode on the equipment that signify the funding source 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 program), purchase order number, cost, school, equipment location, and current condition, use, and disposition (FAIN for FY16 and beyond). 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 Federal Programs Director/Title I Coordinator. Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed of, disposal reports are completed and kept on file. Disposal occurs according to the Vidalia City School System disposal procedures. Hard and electronic copies of the inventories are filed with the Federal Programs Director/Title I Director. Copies of purchase orders for all Title Programs are located in PO notebooks in the Federal Program Office, the Technology Office, and the school level media centers.

Technology Orders

These procedures should be followed in order to document technology inventory more efficiently. They are as follows:

1. All technology related equipment/hardware/software orders must be approved by the technology department once approved by the Federal Programs director in the case of federal funds. **(Toner and Ink for printers are not ordered through the technology department).**
2. The technology department will gather quotes, make equipment recommendations, or set up an appointment to assess your needs.
3. The technology department will send quotes or any supporting documentation needed for a school technology order, however P.O.'s must originate from the school or Federal Programs office, in which case purchase order procedures must be followed.

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 meeting(s), who manages the actual disposition of equipment and to attest to validity.

Guidelines for Care and Use of Vidalia City School System Computers

All Vidalia City School System computers are the property of Vidalia City School System and are intended for the educational mission of the Board of Education. VIDALIA CITY computers should NOT be considered

“Personal Computers”. VIDALIA CITY computers and network resources should NOT be used for personal gain or entertainment. The use of VIDALIA CITY computers and networks are governed by the policies of the Board of Education.

- Computers will be assigned utilizing inventory control as determined by the Principal or building supervisor in accordance with District inventory controls.
- VIDALIA CITY computers and laptops are for the use of VIDALIA CITY employees while under contract.
- VIDALIA CITY 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 VIDALIA CITY, should NOT be installed downloaded or transferred to a VIDALIA CITY computer without the approval of the technology director.

Additional responsibilities for Laptops and Tablets:

- Laptop and tablets by their very nature require a higher standard of care and responsibility on the part of the employee that it is entrusted.
- Laptops and tablets, if taken from the facilities of VIDALIA CITY, must be covered by the employee’s auto and homeowner’s insurance policies.
- VIDALIA CITY employees will be responsible for the cost of repair or replacement of a laptop and/or tablet in the event of damage or loss while it is in their assignment.
- Laptops and tablets should be transported in padded carrying bags designed for the protection of laptops. Laptops and tablets should be securely strapped in the bags and fully closed to avoid accidentally dropping the laptop.
- Never place anything on top of the laptop or tablet, 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 VIDALIA CITY laptops and tablets can function properly for their intended educational use.
- The laptop and/or tablet are placed on a flat secure surface. Ensure that wires hooked to the laptop and/or tablet is secured or covered when in use as a safety protocol for colleagues and students as well as the security for the device and to keep it from being pulled off surface and damaging the device. 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 VIDALIA CITY networks and servers is an essential aspect of the educational mission of Vidalia City School System.

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

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;
5. Using school property without the approval of the local board of education/governing board.

Targeted Assistance Schools Use of Title I Equipment - Procedures

Vidalia City School System currently does not have any Targeted Assistance schools. In the future, if need arises, the following procedures will be followed. Equipment purchased with federal/Title I funding for Vidalia City School System Title I Schools is exclusively utilized by eligible Title I students in Title I Targeted Assisted Schools. The general purpose for this equipment is to promote mastery of core content knowledge in reading/mathematics and to facilitate remediation as well as acceleration. Each Title I school has additional equipment not purchased with federal funds available to all students. All equipment purchases (i.e. computers, printers) by participating TA schools are to be used only by Title I teachers, eligible Title I students and eligible parents. A list of the Title I students and their parents must be available to ensure that the equipment is only used by these students and parents. The district Title I department reserves the right to monitor equipment purchased with Title I funds even after the school becomes a non-participating Title I school.

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 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/Federal funds are inventoried annually. A report is filed in the Title I/Federal Programs 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 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." 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.

Vidalia City School System Equipment Disposition Procedure:

Disposition Policy

Board Policy – School Properties Disposal Procedures

It is the policy of the Board to obtain maximum utilization from all of its property. The term "property" is intended to include both real estate and personal property.

The Superintendent shall be responsible for maintaining an up-to-date inventory of all identifiable items of property owned by the Board.

The Board shall approve the disposition of property no longer considered usable in the educational program in one of the following ways:

1. By sale, transfer, exchange, or other specific action, as in the case of real estate and building disposal. Approval of the State Superintendent of Schools shall be obtained for the disposal of school sites or buildings, in accordance with state law;
2. By approval of purchases or contract which include trade-ins. Items such as typewriters,
3. By ratification of the action of the Superintendent in the disposal of all other items of property (which has a total value of \$3,000 or more); or

4. By donation of old, obsolete, out-of-date, and/or worn-out materials which have no significant use to the instructional program and/or no resalable value.

All items so disposed of shall be reported to the Board at least annually. This report will include quantity, description of property, value, and method of disposal.

The Board may sell surplus school property at private sale. Before any sale is made, the Board should adopt a resolution declaring that the property is no longer necessary or convenient for school purposes, and specifying the terms and manner of sale. As a matter of caution, it would seem desirable that the resolution declare that the sale is to be for cash only, that the Board reserves the right to reject all bids, and authorize the Superintendent to conduct the sale.

No supplies or equipment shall be disposed of until permission has been received from the county school Superintendent's office.

The Office of Superintendent shall determine whether the material involved has saleable value, and if such shall be the case, he/she shall arrange for the sale of the material. If the material does not have saleable value, the proper disposal of the books, equipment, and/or supplies shall be determined.

In all instances, records of disposal shall be maintained, whether the disposal occurs at an individual school or office or in the central warehousing facility.

Cash Management

Vidalia City requests only the amount of money they require for their immediate needs. The goal of cash management is to ensure entities do not keep federal funds on hand for long periods. Cash management is a particular priority for ED's Office of Inspector General and the Government Accountability Office.

With our internal controls, we will be able to verify that the utilization of all Federal Funds is conducted in an appropriate manner and to ensure that we avoid fraud and error.

BUDGETS

Expenditure detail reports are provided to the Federal Programs/Title I Director by the business office. These are used to monitor expenditures and verify that the appropriate personnel are coded and paid from the Federal Programs budgets. As appropriate each school works directly with the Federal Programs/Title I Director to prepare a regular Title I, Part A budget based on the allocation distributed. Budgets are developed around the needs of the school as determined through data analysis. These areas are the areas addressed in the CLIP, schoolwide, and semester action plans (SIPs/DIPs) developed from triangulated data sources. School budget needs are finalized during final summer leadership planning. Guidance is provided during planning meetings. The school budgets are then reviewed for allowable costs, which are reasonable and necessary to carry out the Title I schoolwide program. Once necessary revisions have been made at the school level, the set asides and school budgets are compiled and placed in the consolidated application. The timeline for submission is in early fall. Schools may not requisition items until they have

been notified that the budget(s) has been approved at the state level. Once approval of the application has been made, schools are notified to spend the Title I budget and provided a due date to complete purchases. The Title I director and administrative assistant meets individually with all schools to provide assistance in completing requisitions in a timely manner. Payroll audit and budget status reports are provided by monthly charges and are reviewed for accuracy.

Set aside funds are tracked and variances are investigated and resolved as soon as possible, Vidalia City uses the reimbursement payment method for Drawdowns. Vidalia City requests drawdown of the funds that have been expended according to the approved budget for that fiscal year at least every other month, (with the exception of the December break). The general ledger is reviewed at the beginning of each month to make sure of the accuracy of request funds.

Vidalia City School System Complaint Procedures under the Elementary and Secondary Education Act

A. Grounds for a Complaint

Any individual, organization or agency (“complainant”) may file a complaint with the Vidalia City 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 Elementary and Secondary Education 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 C: Education of Migrant Children
3. Title II, Part A: Teacher and Leader Effectiveness
4. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
5. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
6. Title I, Part D
7. McKinney-Vento Homeless Act
8. School Improvement 1003(a) and SIG when applicable
9. Special Education

C. Filing a Complaint

A formal complaint must be filed in writing with the Vidalia City School Superintendent or his/her designee at the Board of Education office.

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 the names and telephone numbers of individuals who can provide additional information;

5. Copies of all applicable documents supporting the complainant's position; and
6. The address of the complainant.

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.

E. Right of Appeal

If the complaint can't 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 Vidalia City 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

Reporting of Fraud, Waste, Abuse, or Corruption

Vidalia City Schools' employees shall report verbally or in writing to their supervisor, department head, or other appropriate authority, evidence of activity by a district department, agency, or employ constituting:

1. A violation of local, state, or federal law, rule or regulation;
2. Fraud;
3. Misappropriation of resources;
4. Substantial and specific danger to the public health and safety; or
5. Gross mismanagement, a gross waste of monies, or gross abuse of authority

Definitions

Fraud:

The intentional deception perpetrated by an individual or individuals, or an organization or organizations either internal or external to federal, state, or local governments, which could result in a tangible or intangible benefit to themselves, others, or the district or could cause detriment to others or the district, state, or federal governments. Fraud includes a false representation of a matter of fact, whether by words or by conduct, by

false or misleading statements, or by concealment of that which should have been disclosed, which deceives and is intended to deceive.

Waste:

The intentional or unintentional, thoughtless or careless expenditure, consumption, mismanagement, use, or squandering of district, state, or federal resources to the detriment or potential detriment of the district. Waste also includes incurring unnecessary costs as a result of inefficient or ineffective practices, systems, or controls.

Abuse:

Excessive or improper use of a thing, or to employ something in a manner contrary to the natural or legal rules for its use. Intentional destruction, diversion, manipulation, misapplication, maltreatment, or misuse of resources. Extravagant or excessive use as to abuse one's position or authority. Abuse can occur in financial or non-financial settings.

Staff Responsibilities

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

The Superintendent shall inform employees with financial accounting responsibilities of the following anti-fraud regulations established by the Board:

1. The District shall operate in a climate of honesty and ethical behavior with employees doing all within their power to further that goal.
2. Employees shall comply with all state and federal laws, rules, regulations and court orders, as well as Board policy addressing fiscal matters.
3. Employees shall practice good stewardship of District financial resources, including timely reporting of fraudulent expenditures.
4. Employees with financial/accounting responsibilities shall support and follow sound business practices to the best of their ability and in keeping with their assigned responsibilities and job-related training by:
 - Maintaining and protecting District financial records;
 - Performing one's job with the highest attention to detail to minimize and prevent error, falsification of accounting records, and omission of transactions;
 - Reporting knowledge of fraud or suspected fraud, including intentional misstatements and omissions of amounts or disclosures.
 - Guarding against misappropriation of assets;
 - Refusing to reveal to unauthorized persons or agencies investment activities engaged in or contemplated by the District; and
 - Resisting incentives, pressures, and negative attitudes that detract from performance or assigned responsibilities.

Internal Controls/Investigations

The Superintendent/designee shall be responsible for developing internal controls to aid in preventing and detecting fraud or financial impropriety or irregularity within the District. Reports or suspected fraudulent activities shall be investigated in a manner that protects, to the extent possible, the confidentiality of the parties and avoids unfounded accusations. Employees involved in the investigation shall be advised to keep information about the investigation confidential. Employees who bring forth a legitimate concern or suspicion about potential impropriety shall not be retaliated against. Those who do retaliate against such an employee shall be subject to disciplinary action.

If an investigation substantiates occurrence of a fraudulent activity, the Superintendent/designee shall issue a report to appropriate personnel and to the Board of Education. Final disposition of the matter and any decision to file a criminal complaint or refer the matter to the appropriate law enforcement and/or regulatory agency for independent investigation shall be made in consultation with legal counsel. Results of the investigation shall not be disclosed to or discussed with anyone other than those individuals with legitimate need to know until the results become subject to public disclosure in accordance with state or federal law.

Each employee shall receive a hard copy of this document and will sign attesting that they have indeed received the information and understand its contents.

Procedures for technical assistance to schools

Technical assistance is provided to the LEA employees and schools each fiscal year on Ethics and Fraud, Waste, Abuse, and Corruption. The Federal Programs Director prepares all documents and conducts a system-wide training during pre-planning. All required documents and needed signatures from employees and staff are explained. These documents are disseminated to staff meetings to ensure that all faculty and staff receive a copy during the opening meetings for Ethics, and Fraud, Waste, Abuse, and Corruption, Mandatory Reporting, and other Personnel Procedures. Signatures and information are obtained during the system-wide meeting.

Procedures for Disseminating

Technical assistance is provided to the LEA employees and schools each fiscal year on Ethics and Fraud, Waste, Abuse, and Corruption. The Federal Programs Director prepares all documents and conducts a system-wide training during pre-planning. All required documents and needed signatures from employees and staff are explained. These documents are disseminated to staff meetings to ensure that all faculty and staff receive a copy during the opening meetings for Ethics, and Fraud, Waste, Abuse, and Corruption, Mandatory Reporting, and other Personnel Procedures. Signatures and information are obtained during the system-wide meeting. Copies are also placed on the Vidalia City School Improvement website.

Conflict of Interest

The Vidalia City Board of Education ensures that employee, officers, or agents are not allowed to engage in the selection, award, and administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.

Assessment Security and Accountability

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the Vidalia City Schools and the Georgia Department of Education (GADOE) as inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both paper and online test administrations and environments. Please note that this list is not exhaustive and includes acts that could be committed by staff and/or students. Any concern regarding test security must be reported to GADOE immediately. Assessment Administration Division staff members are available to help system personnel develop and implement appropriate test security procedures.

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

- coaches examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- reads, reviews, notates, photographs, shares, transmits test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing, this is applicable to both paper and online test forms;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);
- uses or handles secure test booklets, answer documents, online testing log-ins/passwords/test forms for any purpose other than examination;
- fails to follow administration directions for the test;
- fails to properly secure and safeguard pass codes/usernames necessary for online test administration;
- erases, marks answers, or alters responses on an answer document or within an online test form.
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts.

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such must be reported to the GADOE and may be referred to the Educators Ethics Division of the Professional Standards Commission as failure to adhere to established policies and procedures. Under no circumstances may any test be reproduced or duplicated for individual or group use unless authorized by the GADOE. Failure to comply with the U.S. copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws must be reported immediately to the GADOE.

Test booklets, answer documents, Examiner’s Manuals, School Test Coordinator’s Manuals, System Test Coordinator’s manuals, and online test tickets are distributed to our school system two to three weeks prior to the test dates. These materials are first stored in a secure room at the board office and are inventoried before being delivered to the schools by vetted system personnel. The Superintendent and the System Test Coordinator are responsible for test security.

The School Test Coordinator and School Principals, in cooperation with the System Test Coordinator, are responsible for test storage and security once the tests are distributed to our schools and once online test tickets are printed. Tests are distributed to schools by grade and for the exact number of students with a small surplus for emergencies. The System Test Coordinator should distribute test materials to the School Test Coordinator allowing an appropriate amount of time before testing is to begin. During this period, teacher orientations on testing administration and protocols must be conducted. Whenever test or administration materials are not in use, they must be stored in a secure locked location with restricted access. No student, teacher, or any other school personnel may have access to test booklets or questions prior to testing; this is inclusive of online test tickets. Test must be returned to the board office as soon as possible, but no later than three days after all test administration has been completed. The System Test Coordinator must implement an accounting system between the board office and the school, and then back to the board office.

The System Test Coordinator will ensure that only appropriate personnel will have access to testing materials. Procedures for disposing of and securing materials are specific to each testing program.

Online test tickets must be maintained securely until all scores are received for students. Our system will securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students’ test administrations. Both the System and School Test Coordinators will retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

District Allocation Procedures

Allocation Selection and Requirements

After receiving notification of the Title I, Part A award from the GADOE, required set-asides are accounted for and administrative costs are also apart of these set-asides. The remainder of Title I funds are allocated to schools in rank order based on per pupil allocation, as determined by the percentage of students qualifying for free and reduced price meals based on CEP guidelines.

Documentation of LEA selection and allocation requirements are provided to GADOE:

1. Eligible Attendance Area worksheet
2. Enrollment report from the previous October FTE
3. School nutrition report from the previous October
4. Evidence of correctly calculated districtwide poverty average

Rank Order

100% of Vidalia City students in three schools, JD Dickerson Primary, Sally D. Meadows Elementary and JR Trippe Middle School are eligible for participation in Title I Schoolwide Programs.

The district and school administrators focus on the most academically at-risk students first and use Title I funds to improve outcomes for all students in the schoolwide program.

Vidalia City has one school per grade span grouping (K-1, 2-5, 6-8, and 9-12). Schools, who participate in Title I are placed in rank order using the percentage of students that qualify for free and reduced priced meals.

Vidalia City is a charter school district but currently there are no charter schools within the LEA. All schools that are 75 percent poverty or higher are ranked and allocated a higher per pupil allocation first from highest percentage of poverty to lowest percentage of poverty. The other Title I Schoolwide Schools are allocated the remaining funds to run a viable schoolwide program based on comprehensive needs assessment (SWP, SIP, and CLIP).

LEA Reservation of Funds

1. Required 1% Set Aside for Parental Involvement: With parent input, principals have the option of expending their 95% portion of the required 1% set aside for parental involvement or submitting funds back to the system level for a District-wide Parent Involvement Activity. Title I Carryover from the previous fiscal year is calculated and allocated back to the schools to use for allowable parental involvement activities.
2. Flexible Learning Programs (FLP): The Vidalia City School System has been required to do FLP. JR Trippe Middle School has been identified as a Focus school and 5-percent of the Title I, Part A allocation will be reserved for FLP.
3. Professional Development 5% Reservation: The Vidalia City School System has not been required to set-aside Title I funds for professional learning. 100% of Teachers and Paraprofessionals in Vidalia City are highly qualified. In the event that Vidalia City is not 100% HIQ for teachers and paraprofessionals, Title II-A funds will be utilized.
4. Homeless Children and Youth: Services are coordinated for HCY to ensure participation in all school programs and activities. The district also has a \$300 set-aside for emergency supplies for HCY to ensure educational services are not interrupted.
5. Neglected and Delinquent: The Vidalia City School System has two centers that serve neglected and/or delinquent children (Paul Anderson Youth Home and HARP). Therefore, funds are reserved for these purposes.
6. Private Schools: Vidalia City currently has no Private Schools (Robert Toombs Christian Academy and Vidalia Heritage Academy) within our geographical boundaries that have chosen to participate in the Title I program. Consultation invitations are sent out in the fall of every school term and a meeting is held in October of each year to plan for the upcoming fiscal year if they choose to participate.

7. Transportation Public School Choice: Vidalia City only has one school per grade span group.

Equitable Services for Private School Participant Procedures

If the Vidalia City School System has private schools to request funds, the private school students who would receive their proportional share of services via per pupil allocation and required equitable services amounts (including carryover as appropriate). 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 LEA would work closely with eligible private schools to verify attendance area of possible students, establish 501(c) 3 status, and determine equitable services.

Services for Homeless Children and Youth

Identification

In collaboration with school personnel and community organizations, the homeless liaison will identify children and youth experiencing homelessness in the district, both in and out of school, and maintain access to data regarding homeless students. The liaison will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to offer homeless education information upon the enrollment and withdrawal of students, and to forward information indicating homelessness to the liaison. The liaison will attend community coordination meetings and post contact information on flyers around the community and at the schools.

School Selection

Once identified, homeless students receive educational support services through education programs provided by each of the individual schools throughout the Vidalia City District. After school programs are provided by other agencies and the Vidalia City Boys and Girls Club Tutoring Program offers educational and emotional support to meet the needs of younger at-risk children as well as 21st Century Community and Learning Centers.

In selecting a school, children and youth experiencing homelessness shall remain at their schools of origin to the extent feasible, unless that is against the parent's or youth's wishes. Students may remain at their schools of origin the entire time they are experiencing homelessness, and until the end of the academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. The school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment. Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or the Vidalia City Homeless Liaison. The goal will be to avoid any disruption in

appropriate services. When appropriate, school officials must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services.

Transportation

Transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has the right to attend that school as defined above, including during pending disputes. All parties shall be informed of the right to transportation before they select a school for attendance.

Services

Counseling services are available through counselors at all of the schools and by the district-wide school social worker. Additionally, all students are referred for support services, if requested, to local agencies geared to provide social services. These agencies include the Toombs County Department of Family and Children Services, Toombs Counseling Services of Pineland Mental Health, the Department of Juvenile Justice and the Toombs County Health Department. A strong Family Connections program also provides additional support services through agencies funded or supported by Family Connection. These include the Sunshine House Child Advocacy Center and Local Interagency Planning Team (LIPT) which help students with addictive disease and/or mental health diagnosis. Church groups and civic clubs are sometimes utilized to meet the special needs of families.

Disputes

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

Training

The liaison will conduct training and sensitivity awareness activities for the LEA school staff at least once a year.

Coordination

Throughout the school year, the Toombs County Family Connection Council meets on a monthly basis to discuss services offered through member agencies. At the meetings mutual families are discussed so that services can be coordinated and other services can be explored to provide families with a stable living environment and help meet their social needs.

Overall, the Vidalia City and Toombs County community offers a strong network of services for homeless families and other families that are at-risk. If there is a breakdown in any of these services, the Title I, Part A Program is available to provide assistance to Homeless Children and Youth.

Rural and Low Income Schools

The RLIS program is an initiative that provides grant funds to rural local educational agencies (LEAs) that serve concentrations of children from low-income families. Under the RLIS program, the U.S. Department of Education awards funds by formula to State Education Agencies (SEAs) to provide subgrants to eligible LEAs to support a range of authorized activities to support student achievement in order to meet the State's definition of adequate yearly progress (AYP).

Eligibility

An LEA is eligible to receive funds under the RLIS program if:

- 20 percent or more of the children age 5 to 17 served by the LEA are from families with incomes below the poverty line (as determined by the 2000 Census).
- All schools served by the LEA have a school locale code of 6, 7, or 8 (assigned by the U.S. Department of Education's National Center for Education Statistics).

The LEA is not eligible to participate in the Small Rural School Achievement Program.

Use of Funds

An LEA may use RLIS funds for:

- (1) Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.
- (2) Teacher professional development, including programs that train teachers to use technology to improve teaching and to train teachers of students with special needs.
- (3) Educational technology, including software and hardware, which meet the requirements of Title II, Part D.
- (4) Parental involvement activities.
- (5) Activities authorized under the Safe and Drug-Free Schools and Communities State Grants program.
- (6) Activities authorized under Part A of Title I (Improving the Academic Achievement of the Disadvantaged).
- (7) Activities authorized under Title III (Language Instruction for Limited English Proficient and Immigrant Students). Accountability The accountability requirements regarding restrictions on expenditures of Title VI, Part B funds when the LEA did not make Adequate Yearly Progress (AYP) have been waived under Georgia's Flexibility Waiver. Georgia's Flexibility Waiver allows districts that receive RLIS or SRSA funds to use those funds

In Vidalia City, RLIS are used to supplement activities authorized under Title I, Part A (Improving the Academic Achievement of the Disadvantaged).

Title II, Part A- Teacher and Leader Effectiveness

The goal of the Title II, Part A program is to ensure that each school in the district has a highly qualified and highly effective teaching staff that works to meet the diverse needs of all students regardless of individual learning needs. As a result of this program, teachers, paraprofessionals, and leaders are prepared to effectively assist all students in achieving state content and academic achievement standards. The other major goal of the program is for every student to have equitable opportunities to receive quality instruction in terms of teacher quality, teacher experience, and class size.

Equity Belief Statement

The Vidalia City School District and stakeholders believe that all students should have equitable opportunities to quality instructional programs with regard to highly qualified teachers, experience of teachers, teachers' training to meet the diverse learning needs of all students and class size. To the fullest extent possible, the district practices recruitment and retention of teachers that have proven track records or show promise as effective educators. A number of support and monitoring processes (Monthly meetings, semester/benchmark data reviews, a comprehensive mentoring plan and Job-Embedded Professional Learning through high functioning professional learning communities and modules through Edivate) are in place to grow and retain highly qualified, highly effective teachers.

The district uses the Title II-A annual needs assessment procedures to engage all stakeholders in equity planning as well as a springboard for a comprehensive needs assessment for Federal Programs and in all areas of Curriculum, Instruction, and Assessment. Equity indicators are utilized to ensure that all students have the opportunity to learn from highly qualified, highly effective teachers in a learning environment that is standards-based, engaging, academically challenging, and focused on meeting the diverse learning needs of students using a variety of instructional and balanced assessment strategies.

Annual Needs Assessment Procedures

During the March central office team meeting, principals receive a refresher training led by the Title II-A Coordinator on how to hold school-based needs assessment meetings with parents, teachers, and community stakeholders. A survey is conducted by the Partnership Council at Georgia Southern University to determine what types of partnerships are needed in the school district to ensure equity in teacher effectiveness, retention, and recruitment of "learner ready" candidates from Georgia Southern as well as other universities. This dialogue is then discussed with the team to provide further input on equity needs.

In the next phase of annual needs assessment planning, community stakeholders (includes the School Improvement Team (SIP Team), principals, superintendent, paraprofessionals, teachers, assistant superintendents, parents, students, and business leaders) review the ETA data, District Assessment, lagging state assessment data, community workforce needs, trends in business development, etc., to determine the extent to which equitable opportunities exist for all students, including poor and minority students. Lagging

state test data for all subgroups is disaggregated by grade level and comparisons are made with the previous annual review. In addition, survey and focus group data is used to determine equity needs and professional learning gaps of teachers to help them meet the diverse learning needs of their students. The CCRPIs (District and school Balanced Scorecards) are used to identify lagging indicators related to Title IIA such as grade level promotion, graduation rates, ED students in gifted, honors, and AP classes. Input from these meetings is used during the district equity planning meeting during the first days of the fiscal year during Vidalia City Summer Leadership Workshops

During the Vidalia City Summer Leadership Workshops the administrative team, assistant principals, lead teachers, and other invited school stakeholders review the findings of the needs assessment teams to inform teacher placements, review student schedules to ensure that students have equitable opportunities to learn from a highly effective teacher, determine the effectiveness of recruitment, retention, and class size strategies, and create an equity plan for improvement of instruction to address the needs of all learners as well as other equity indicators.

Data is analyzed to ensure: (a) equitable access to highly qualified teachers and paraprofessionals; (b) equity in teacher experience; (c) equity in teacher training to meet diverse student needs; (d) equity in class sizes; and (e) recruitment and retention of highly qualified teachers. CCRPI reports, GASLDS (longitudinal data system) assessment data, attendance and graduation rate data, discipline reports, class size data, CPI reports, GA PSC MYSPA, ETA (Equity Technical Assistance) data, HIQ data, TKES evaluation data, budget printouts, quarterly review data, and Archway Partner meeting minutes, GSU Partnership Council minutes, stakeholder surveys of students, parents, teachers, paraprofessionals, central office personnel, and community members is used in this stage of annual needs assessment.

The data is analyzed and the group determines if gathered data matches perceptions from the various stakeholder groups' surveys. Those present work in small groups in order to make comparisons between assigned survey data, student achievement data, and other documents provided. Each small group reports to the whole group. Patterns and trends are identified for needs in each equity indicator. Title I planning meetings and school governance meetings are also used to solicit input and feedback.

Written Procedures for Equity Plan Implementation and Maintenance of Documentation

The Vidalia City School System will ensure the implementation of the Equity Plan by doing the following:

1. Review of the Title II, Part A Effectiveness Plan, Prioritized Needs, and the System Professional Learning plan to determine coordination of activities and funding (the budget is coded to match prioritized needs).
2. Collect evidence and artifacts of classroom level implementation of identified prioritized needs during the Semester Review Student and Teacher Data Collection/Analysis Process.
3. Update progress on the Title II, Part A Effectiveness Plan to ensure implementation.

The Vidalia City School System will maintain corresponding equity plan documentation by doing the following:

1. Update the Title II, Part A section of the Federal Programs notebook each time a purchase order is produced (the packet will include all source documentation aligned to Prioritized Needs- these needs are identified on the Equity Plan and in the budget).
2. Principals will do a quarterly data review with each PLC and the Title II, Part A coordinator use this data to do a semester review (January & May) of the Title II, Part A Effectiveness Plan for progress of equity plan implementation and indicate progress on a spreadsheet as documentation..
3. Review evidence and artifacts to ensure proper implementation and file for future evaluation and reference.

The Title II, Part A Coordinator will ensure that these procedures are followed and leaders at all levels are engaged in implementing equity for all students, teachers, paraprofessionals, and leaders.

Written Procedures for Determining the Effectiveness of Title II, Part A Funded Activities

The Title II, Part A coordinator ensures that district and school leaders understand the connection among the identified prioritized needs in the Vidalia City School System Equity Plan, the overall system professional learning plan, and Title II, Part A funded activities. Prioritized needs are identified on the budget to ensure that expenditures are matched to effectiveness plan activities.

A systematic plan is in place to ensure that teacher and leader effectiveness activities have a direct impact on student growth and achievement. Title II, Part A funded activities are pertinent to professional learning goals that are established based on a variety of data sources (e.g. student assessment data, TKES/LKES observations and evaluations, retention and attrition rates, stakeholder perception of learning needs captured: through comprehensive needs assessment surveys, surveys of instructional practice, climate surveys). The data is analyzed to evaluate the effectiveness of Title II, Part A funded activities.

The Steps to determining effectiveness include:

1. The funded activities in the Title II, Part A Effectiveness Plan are directly aligned to the prioritized needs being addressed and identified in the Vidalia City School System Equity Plan.
2. Expenditures are monitored on a monthly basis to ensure that all items charged to Title II, Part A are represented in the prioritized needs list and on the effectiveness plan.
3. Data is collected weekly, monthly, and quarterly depending on the funded activity to ensure fidelity of implementation, determine if the particular activities are working, and revise professional learning goals for future comprehensive needs assessment planning.

Written Procedures for Ensuring all Title II, Part A Funded Professional Learning Activities are Scientifically Research Based or Based on Evidence of Program Success Resulting in Increased Student Achievement

The central office and building level leadership are responsible for working together monthly to monitor continuous school improvement plan implementation. This includes the following:

- Equity Plan
- CLIP and Schoolwide Plans
- Professional Learning Community “The Work” aligned to Strategic and SIPs
- Title II, Part A Effectiveness Plan and Professional Learning Plan
- Induction Plans
- Quarterly Review Data
- TKES/LKES Evaluation Plans

All federally funded activities are scientifically research based or based on evidence that a program resulted in increased student achievement and is replicable. These activities, to include Title II, Part A, are monitored with the continuous school improvement planning process.

During comprehensive needs assessment planning, all stakeholders have the opportunity to present scientific research or evidence of program success if data shows that there is a need to be addressed and ideas are presented on how to meet specific needs. The research presented by stakeholders along with other qualitative and quantitative data is used during the planning process to prioritize needs and determine the most effective way to address those needs.

Documentation (professional book studies, articles, program success data, etc.) is kept at the school level and central office to show that sound research was used prior to funding a Title II, Part A activity.

Written Procedures to Ensure an Annual Increase in the Percentage of Teachers who are Receiving High Quality Professional Development and Maintenance of Supporting Documentation

The majority of high quality professional learning occurs in school based professional learning communities (PLCs). Every teacher in the school district is a part of a PLC. Principals ensure that each team/department reviews the SIP and action plan. These plans are based on the learning needs of the group (learning needs of the PLC are based on student data, observations, principal feedback, etc). Groups meet with the principal and AP during the pre-evaluation conference period to review goals (personal, content and grade level) and ensure that identified professional learning activities are scientifically research based and high quality. Once goals and plans are approved, each teacher addresses it in their professional learning goals. PLC agendas and minutes are turned in to the administration for review and feedback if necessary.

To attend high quality PL related to school improvement plans that are not job-embedded, teachers complete a Soft-Docs approval form. Principals are first approvers, then the Title II, Part A director or Assistant Superintendent for Curriculum & Instruction sign-off on or deny all leave request. Professional leave that is not high quality and not included in either the equity, CLIP, SIP, Title II, Part A Effectiveness, or Professional Learning Plan is not approved.

Documentation of high quality PLC/job-embedded learning is maintained by the principal. Electronic attestation forms are completed in June to affirm that PLC documentation was checked and utilized for annual summary evaluations. The principal also attests that feedback was provided to teachers to ensure that PLCs are on-track and group learning activities are high quality and relevant to school improvement goals designed to increase student success and achievement.

Documentation of high quality professional learning via workshops, conferences, district/school led PL, virtual/online learning, etc. is maintained online in Soft Docs.

Summary of LEA Calculation of Percentage of Teachers who Attended at Least One High Quality Professional Learning Activity in FY16

To calculate the percentage of teachers attending at least one high quality professional learning activity, principals design structures such as time and space for regular PLC meetings to occur, attend PLC meetings, collect agendas, minutes, and sign-in sheets and assure the LEA that high quality learning professional learning is taking place. LEA staff also attends and provide professional learning during PLC meetings when necessary. Interventions occur if observation performance and review data reveal that the learning is not impacting student learning, growth, and achievement.

Vidalia City has a district non-negotiable that requires principals to engage 100% of the teachers at each school in high-functioning professional learning communities. Professional learning communities are required to participate in learning activities that are aligned to the equity plan, professional learning plan, school/department improvement plans, are scientifically-research based, and directly tied to improving teacher performance and thereby improving student learning, growth, and achievement. These PLCs are monitored by school leaders to ensure that activities are high quality, job-embedded professional learning. Resources and materials purchased are scientifically- research based as well. Principals make the LEA aware of areas of concern, resources needed to help drive high quality activities in the PLCs, and set district/school leader observations to ensure implementation of professional learning. Quarterly review meetings are used to monitor student data and determine if professional learning is impacting student growth and achievement.

Written Procedures for Timely and Accurate Completion of Principal Attestations

- The Title II, Part A coordinator will contact each principal to discuss the attestation forms for all Title I and Title II paid staff.
- The form will be taken from Georgia Department of Education Title Programs website.
- Each principal will review staff data with the HR and CPI coordinator in September to ensure accuracy.
- Forms will be signed after the certification/CPI data match and review and prior to October 1 of the fiscal year.
- This information will be maintained in the HR/Federal Programs office.

Written Procedures to Ensure Principals Receive Training on the Highly Qualified Requirements for the Hiring and Placement of Teachers and Paraprofessionals

The Title I office, along with Finance Department, will maintain a list that includes the status of all Title I and Title II paid staff. All staff paid from Title I and Title II funds must be highly qualified. FY 17 does not require this but Vidalia City Schools is committed to continuing this process this year.

- All Vidalia City principals will be trained annually on HIQ requirements and on hiring & placement of teachers and paraprofessionals by the Federal Programs Director.

- The Federal Programs Director will attend training or webinars provided by the GAPSC staff to stay up to date on highly qualified requirements and certification.
- After the Federal Programs Director attends the GAPSC training/webinars, a meeting with principals is held to provide training and updates on HIQ requirements.
- The Federal Programs Director will keep on file the agenda; sign in sheet, and any handouts that are explained at the meeting.

Written Procedures for Hiring and Assignment of HQ Core Academic Teachers and Paraprofessionals

Even though HIQ status has been waived for FY 17 for teachers, HIQ status for core academic teachers and paraprofessionals is ensured and monitored through hiring in our system. Strategies are in place for implementing a written remediation plan for each non-HIQ teacher/paraprofessional or teacher/paraprofessional without clear renewable status in the event that hiring a HIQ teacher or paraprofessional is not possible.

When a highly qualified teacher candidate cannot be located, the district assists the staff member in achieving the status of highly qualified. A professional plan for becoming highly-qualified is completed for each staff member who needs to meet the highly-qualified status or clear renewable certification status at the time of hire and indicates that employment is 'pending' upon the GACE test score or other requirement. In this plan, a timeline is established that encourages a rigorous attempt for the teacher to become highly qualified. Once the plan has been established, the teacher seeking the high qualified status, the respective principal, and the Title IIA coordinator sign the plan.

Currently, all teachers and paraprofessionals are highly qualified and assigned to a position in which they are highly qualified. Assignments are checked biannually at the LEA to ensure compliance with assigning teachers and paraprofessionals to positions in which they are highly qualified and accuracy of reporting assignments in the October and March CPI reports.

Written Procedures for Timely and Complete Development and Monitoring of Remediation Plans for Non-HIQ Teachers and Paraprofessionals

In the event that a HIQ teacher or paraprofessional is not available or does not hold a clear renewable certificate, the remediation plan will be monitored monthly at staff meetings and updated quarterly by the school principal to ensure that activities in the timeline are completed. Any employee with a highly qualified professional plan that does not follow the timeline is reported to the Title IIA coordinator for review. The coordinator will determine the appropriate steps upon reviewing the progress of the plan and make recommendations to the school principal and the superintendent regarding reassignment or other possible actions. Coaching, frequent observation, mentoring and feedback conferences are used as part of the needs assessment process for teachers and/or subjects considered an area of focus in order to establish the greatest need for professional learning.

Written Procedures for Timely Development and monitoring of Remediation Plans for Core Academic Teachers who Hold a CA, O, CP, NNT, IT, INT4 Certificate

Currently, all core academic teachers in the Vidalia City School System hold an SRT for their assigned subject matter. In the event that a core academic teacher who holds a CA, O, CP, NNT, IT INT4 is hired, a remediation plan will be established at the time of hire. In this plan, a one-year timeline will be established to complete subject matter competence activities. Once the plan has been established, the teacher seeking the appropriate certificate, the principal, and the Title IIA coordinator will sign the plan.

In the event that there are teachers who hold NT certificates in Special Education who serve as the teacher of record in core academic subject areas, these teachers must also demonstrate subject matter competence by meeting the requirements of Traditionally Prepared New Teachers and have an appropriate teaching assignment to be considered "highly qualified." In this case, the team would establish a remediation plan to make progress toward HIQ status and the appropriate certificate.

Core academic teachers who do not hold appropriate certificates will be given one year to complete a remediation plan that will consist of a timeline for completing all activities that need to be completed in order to apply for a SRT/clear renewable certificate. Model teachers will be provided an honorarium to assist with content tutoring if GACE content or coursework assistance is needed. After one year, the timeline will be reviewed by the principal and leadership to determine if the teacher has had ample opportunity and support in completing activities leading to an SRT certificate. The team will determine if more time is needed or if substantial effort has been made in obtaining the appropriate certificate. Recruiting for a highly qualified teacher holding an SRT certificate in the core academic subject may begin if evidence does not show effort in completing requirements in the specified time period. Provided that the teacher not holding the appropriate certificate has worked toward completing required activities with fidelity, the team may extend the period.

Written Procedures for Ensuring Timely Parent Notification when their Child has been Taught Core Academic Content for Four or More Consecutive Weeks by a Non-HIQ Substitute(s)

Principals are required to **mail** a letter to the parents of those students who are taught four or more weeks by a teacher who does not meet HIQ status as soon as they are aware that the HIQ teacher will be out four or more consecutive weeks. If there is a possibility that students will be taught by non-HIQ substitutes for four or more consecutive weeks, technical assistance is provided by the LEA to ensure that the letter is drafted and meets requirements. Additionally, the coordinator 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 or recently graduated highly qualified teachers who have not obtained employment are most often used to fill long-term substitute situations.

A return date for the highly qualified teacher and proof that the letter was mailed are provided to the Title II, Part A office as documentation of compliance.

Written Procedures for Parent’s Right to Know Notification

Parents are notified each year during Title meeting at the beginning of the year, Open House and via the signature page of student planner as well as the website on their right to request information on teacher or paraprofessional qualifications who teach their child.

Written Procedures to Ensure Invitation, Consultation, and Equitable Provision of Services to Private Schools within District’s Geographic Boundaries

Identification of Private Schools:

Title I & Title II lead in this process and ensures that letters are sent to all Private schools that may contain Eligible private school children. (The requirements are followed for each Federal Program, however, Title II-A, Title I-C, and Title III require the school to be located within the County/LEA geographic boundaries). Title I Eligible private school children are those who:

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

Private schools are identified by the requirement that they give to the local school system a DE1111 form within the first 30 days of school. This allows the LEA to determine the Private Schools within and outside of the Geographic area that have enrolled students for Vidalia City.

Procedure to Include Private Schools:

Invitations for private schools to consult in participation in federal programs the following calendar year are sent in the fall, usually October, via receipt delivery. A meeting is held to present information about the programs available to students in private schools and professional learning assistance in the case of Title II, Part A. All federal programs are offered, 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 Federal Program’s services for private school students. Meetings would then be scheduled every two months to discuss the progress and process of these services. Vidalia City has had no private schools that have chosen to participate. Meetings with the private school director would include an agenda with sign in. Minutes would be taken during the meeting and the private school director is provided a copy of those minutes prior to leaving the meeting.

In the event that the private school within the LEA’s geographic boundaries chooses to participate in Title II, Part A, the LEA will provide equitable professional learning participation to private school principals and core academic teachers. Consultation would occur to determine design, development, and implementation of the professional learning plan to include needs assessment, scientifically research based activities, and budget. The LEA will also monitor the plan using the same procedures outlined for monitoring the Title II, Part A Equity and Effectiveness Plans. All communication would be documented with meeting agendas and sign-in sheets.

Written Internal Controls that Provide Reasonable Assurance that the Charges are Accurate, Allowable, and Properly Allocated to Support Time and Effort Records

Periodic Certification for Time and Effort: Federal law requires all employees, including teachers, paraprofessionals and other staff, who are paid with federal funds to document the time and effort spent within the program. Fully-funded federal personnel must submit an assurance (Periodic Certification Form) twice yearly documenting that they spent 100% of their time on the federal program's related activities. Principals are provided the periodic certification forms as well as the dates each of the copies per Federal Program personnel are due to the Title I director. Principals are directed to collect these on all full-time federally funded salaried personnel, which include teachers, instructional coaches, and paraprofessionals. These are collected twice yearly and schools are notified if the forms are not submitted accurately or on time.

- The 1st Periodic Certification is given to all appropriate staff in the first month of the second semester (January) to include dates from July 1 to December 31 of the prior year. All forms are collected during this month.
- The 2nd Periodic Certification is given to all appropriate staff on the last working day of their contract, usually May or June and includes the dates from January 1 to June 30 of the current year. All forms are collected prior to staff leaving for Summer Break.

Permanent Schedules: A permanent schedule is required to be submitted along with periodic certifications of teachers or paraprofessionals who are being paid with federal funds. Teacher schedules and paraprofessional schedules (showing paraprofessionals are under the direct supervision of a highly qualified teacher) are submitted twice yearly to the Title I Director.

Timesheets and/or Sign-in Sheets: A timesheet is completed by individuals providing additional services. The sheet is approved and signed by the principal and Federal Programs/Title I director who forwards it for approval by the finance director and then to accounts payable for payment. Individuals providing professional learning contracted services provide a contract with deliverables and a sign-in sheet with attendees when services are rendered.

Time Logs: Individuals who are paid less than 100% from federal funds and whose schedule changes from day to day complete and submit a monthly time log depicting the amount of time spent on Federal Programs duties matched, at minimum, the portion of their salary funded through Federal Funds. Monthly time logs are collected from split-funded personnel. These personnel are instructed to monitor their own time throughout the month and the Title I director approves the monthly time log via a signature and date. Central office personnel submit time logs to the Title I director. The director's periodic certification or time log is signed by the superintendent.

- **After the Fact Distribution:** Requirements for activity reporting meet the following requirements:
 - (a) Reflect after-the-fact distribution of the actual activity of the employee;
 - (b) Account for the total activity for which each employee is compensated;
 - (c) Be prepared at least monthly and must coincide with one or more pay periods; and
 - (d) Be signed by the employee.
 - (e) Additionally reasonable approximations/distribution percentages are determined before the services are performed and are compared to actual costs regularly and revised, if necessary.

Time and Effort records are not required for payment of recruitment or retention financial incentives. Vidalia City uses in-house stipend contracts, course completion forms, sign-in sheets, mentor agreements, and logs for retention incentives.

Migrant, Title I Part C

The Migrant Education Program (MEP) is authorized by Part C of Title I of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The MEP provides formula grants to State educational agencies (SEAs) to establish and improve education programs for migratory children. These grants assist States in improving educational opportunities for migratory children to help them succeed in the regular school program, meet the same State academic content and student academic achievement standards that all children are expected to meet, and graduate from high school.

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

Each school's data clerk is responsible for maintaining, updating, and properly coding all required enrollment, educational, and health data in the district's Student Information System on migrant eligible students and shares this information on an intra-district and interstate basis.

The Migrant Contact/Coordinator, along with, the Migrant Service Providers 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

Procedure to Ensure All Migrant Children (K-12 and OSY/DO) Needing Supplemental Academic or Other Support Services Are Served by MEP Funds or Other Local Programs and Documentation Continues to Be Collected and Maintained to Explain Why a Child Is Not Being Served.

August : Pre-planning Each School Year or During the First Week of Employment for New Staff

Step 1: MEP Contact will conduct training for SSPs on constructing their tutoring schedules to include:

- a) Providing tutoring services to all PFS students first and non-PFS students second based on academic need/teacher input
- b) Scheduling tutorials to occur as planned on IPs and adjust services as needed. Migrant students will be grouped in classes where possible to allow for service.
- c) MEP Coordinator will collect and file the agenda for the training and the sign-in sheet.
- d) Migrant SSP schedules will allow services to be provided to K-12. Students will be scheduled for services based on individual academic need. Students will be served 1-3 times a week.

Step 2: Services for K-12 Migrant PFS students will begin the first week of school each year. Services will be determined based on the last CER provided by the MEP to verify PFS status.

- a) Schedules will be revised after resigns are completed and the new CER is received to include newly identified students.
- b) For any PFS and non-PFS students who may not need tutoring services, SSP's will obtain written documentation from teachers, which clearly states this to be the case, and file it in the SSP's Migrant Student Folder. These comments will also be provided on the SSR. K-12
- c) SSPs will update schedules as needed, dating the changes, and submitting the new schedules to the MEP Coordinator, school principal, teachers, and Region 1 MEP office. Every time a migrant student is enrolled and/or identified, the SSP will adjust the schedule to provide services.

Step three: The ABAC MEP Program Specialist will...

- a) Collect Parent Occupational Surveys from the local Migrant Coordinator
- b) Work with the student's teacher to determine if there is an educational or other necessary service to assist the student in the classroom.
- c) Monitor student's progress - grades, state test scores, benchmark scores, etc.
- d) Arrange tutoring, as needed
- e) Make home visits, as needed
- f) Liaison between the home, school, and community

GADOE MEP State Recruiters will...

- a) Assist the Consortium's Program Specialists in identifying and recruiting eligible migrant participants
- b) May assist in collecting Parent Occupational Surveys
- c) Work in the community to identify eligible migrant families

Once a child is identified as migrant, the student is evaluated to see if he/she is qualified to be considered a **Priority for Service** student and receive program services.

The Georgia MEP Consortium provides the following services to Migrant Children and Youth...

- a) Supplemental Educational Services - tutoring

- b) Support Services
- c) Early childhood development (preschool instruction)
- d) K - 12 Supplemental instruction/tutoring
- e) Educational summer programs targeting middle and high school students
- f) Local migrant after-school or summer school
- g) Referrals to ABAC High School Equivalency Program (HEP)
- h) Emergency Health services assistance
- i) Referral to social services programs
- j) Outreach to parents
- k) On a limited basis- Interpreting or Translating

The LEA's Contributions to the Consortium are...

1. Allow and direct the Consortium Program Specialist to school personnel to effectively monitor students' progress and complete required GADOE MEP data collection - report cards state test scores, Special Education/RTI meeting notifications, parent conferences
2. Provide copies of communication letters mailed to private schools in the LEA's service area
3. Notify Program Specialist of any changes needed to be submitted on the Portal reports - Current Enrollment Reports, New Participant Reports.

The LEA's Responsibilities to the Consortium...

1. Access required MEP reports through the GADOE portal; maintain the reports in a file, notify Program Specialist of any changes that need to be submitted to GADOE
2. Properly code MEP students on the Local Student Information System
3. Send official letters to the migrant parents informing them about their Migrant Education Program End of Eligibility (EOE)
4. Include "Parent Occupational Surveys" in new registration packets for ALL students enrolling in the LEA.
5. Provide input at the Georgia MEP Consortium CNA
6. Provide a location for MEP PAC meetings, as needed
7. Attend MEP training webinars - not required, but encouraged

ESOL

ESOL Records and Maintenance

Vidalia City ensures that a Home Language Survey is in every student record and completed on an annual basis by every student who enrolls. W-APT and ACCESS records are kept on ESOL-eligible students, exited ESOL students and immigrant children and youth. If applicable, monitoring documentation and parent waiver of language services are also kept in the records.

Maintains current enrollment – At the beginning of each school year or as the ESOL student enrolls, the ESOL teacher gives the registrar/data clerk the student services data form. This form indicates eligibility status, ESOL entry, ESOL exit, and what classes the student will be served in, the model, and the number of hours per week

of service. This is a snapshot that is updated yearly or upon entry. All teachers keep a current roster that is updated as needed. The excel chart provided by Title III is used by each teacher for reference.

The retention for these records is five years. Individual student records for students enrolled in ESOL should be maintained in the ESOL folder at the school. These records should not be submitted to the district with the permanent record folders for scanning.

Identification of Immigrant Students

During the enrollment process at each school for new students, parents complete the enrollment packet given to them by the registrar/counselor. The following questions are asked to determine if the student will be coded as immigrant:

- 1) Student place of birth -
 - 2) Student age -
 - 3) US school less than three years – yes/no question – if yes is answered then the registrar/counselor asks the parent/guardian if the student has been enrolled in a US school for less than three years (36 months accumulation) – the student is entered into the student information system as being immigrant
- If the registrar determines the student to be an immigrant student – he/she is coded in the student information system by the registrar. The Home Language Survey results determine if the WAPT is to be given.

WHO IS A LIMITED ENGLISH PROFICIENT (LEP) STUDENT?

A Limited English Proficient (LEP) student is one whose native/first/dominant language is not English, and who is eligible for services in accordance with Rule 160-4-5-.02 Language Assistance: Programs for English Learners (ELs).

IDENTIFICATION OF EL STUDENTS

A three-question home language survey form is completed by every student when initially registering in the Vidalia City School System to determine if there is the influence of a language other than English. This survey is also sent home with every student on the first day of school each year with Student Handbook forms. This survey will identify any languages other than English that are:

- First learned or acquired by the student,
- Used by the student in the home, or
- Used by the student outside of school.

Each school principal is responsible for ensuring that:

- A copy of the survey is filed in the student's permanent record.
- A copy of the survey on each student identified as having a primary or home language other than English is distributed to the ESOL teacher.

Information from the Home Language Survey is transferred electronically into the system wide database, identifying the student as language minority by primary language spoken in the home.

Students who answer any one of the three questions with a language other than English on the Home Language Survey are administered the W-APT to determine eligibility for ESOL services within ten (10) days of the student enrolling in school. If the student's W-APT score warrants, he/she is referred to ESOL services. A decision is made within five school days of receiving the results from the WIDA-ACCESS Placement Test (W-APT) and/or upon receipt of the previous school records. The ESOL teacher will analyze each student's entry and current language proficiency scores, achievement test data, classroom performance data, and the amount

and type of formal schooling the student has received in either the native and/or English language to determine services in which the student is to be provided.

ASSESSMENT OF ESOL STATUS

Within seven school days of completion of the Home Language Survey, the WIDA-ACCESS Placement Test (W-APT) is administered to the student by the designated trained school staff member. Testing scores will be placed and recorded on the initial referral form.

Assessment of English Language Proficiency

Eligibility criteria for the ESOL program for kindergarten students begin when at least one of the questions on the Home Language Survey indicates a language other than English. The Listening and Speaking portions of the Kindergarten W-APT are then administered. If the combined Listening and Speaking Raw Score is 29 or higher, the student meets the minimum criteria for English language proficiency. The ESOL teacher will then make a decision regarding whether or not the student requires language support services.

If the student's combined Listening and Speaking Raw Score on the Kindergarten W-APT is less than 19, then the student requires language support services.

If the student's combined Listening and Speaking Raw Score on the Kindergarten W-APT is between 19 and 28, the Reading and Writing portions of the assessment are administered. If the student's Reading Score is 11 or higher AND the Writing score is 12 or higher, then the student meets the minimum criteria for English language proficiency. The ESOL teacher will then make a decision regarding whether or not the student requires language support services. If the student's Reading Score is less than 11 OR the Writing score is less than 12, then the student requires language support services.

Eligibility criteria for the ESOL program for students in grades 1-12 begins when at least one of the questions on the Home Language Survey indicates a language other than English. The appropriate grade cluster W-APT is then administered. If the student scores a grade level adjusted score of 5.0 or higher on the W-APT, the student is not eligible for language assistance services. If the student's grade level adjusted score is less than 5.0 on the W-APT, the student requires English language assistance services.

Initial Placement Committee

A meeting is convened within five school days of the completion of the student's W-APT and/or upon receipt of previous school records. The team members will determine if the student needs ESOL services:

- If the low proficiency level is primarily the result of the student's lack of cognitive academic language proficiency (CALP) in English
- If they require certain accommodations in the regular classroom
- If the low-proficiency level primarily reflects the student's actual ability level and could best be addressed within the regular classroom or by another special program
- If they have sufficient language skills to participate in regular classroom instruction with no accommodations
- If the team does not recommend ESOL services, these students will not be coded LEP for statewide assessments or student records.

Present at the meeting:

- ESOL teacher
- Student's regular language arts, reading, or English teacher(s)
- Other concerned parties to include parent/guardian, interpreter, principal or designee, other content area teachers, counselor, school psychologist, etc.
- The team members may also consider if the norm-referenced achievement test scores are consistent with the student's classroom functioning. Other data the team needs to consider includes:
- Entry and current language proficiency scores
- Achievement test data in language and content areas
- Classroom performance, i.e., grades, participation, application (work-study habits, motivation), and writing skills
- Milestone (or former CRCT) assessment scores
- Types of instructional materials and strategies the student has primarily experienced
- Amount and type of formal schooling the student has received in either the native and/or English languages.

The meeting determines the most appropriate placement for these borderline students with recommendations for additional services and monitoring. Students will be assessed annually, and all ESOL records will be kept in the student's EL working folder.

Policies and Procedures for Maintaining Academic and Assessment Records for EL-Y and EL-M

The retention for academic and assessment records for EL-Y and EL-M is five years. Individual student records for students enrolled in ESOL should be maintained in the ESOL folder at the school. These records should not be submitted to the district with the permanent record folders for scanning. Blue manila folders are used to maintain documentation for five years after students have exited the program. Academic and assessment records are also kept in PowerSchool and the Student Longitudinal Data system (SLDS).

Monitoring Academic Progress of ESOL Students

Monitoring of classroom performance includes measures of English-language proficiency and curricular achievement. Vidalia City Schools should compare ESOL students' achievement to that of academically successful English-speaking background students as well as mainstreamed language-minority students. Educators will use classroom performance and/or available achievement test scores to revise a student's academic program or change the types of language assistance services he or she is receiving. Vidalia City compares Language-minority students with native English-speaking peers in knowledge of subject matter. It is important to assess a student's foundation for the acquisition of new information, as well as the ability to effectively participate in mainstream classes.

Collection of Data for Monitoring Student Success

Monitoring is necessary while students are in the ESOL program as well as after they exit. Comprehensive and comparable data on all students are needed to evaluate the success of students in obtaining an effective and

appropriate education. Ideally, maintaining these data in a computerized database will facilitate monitoring. Data on ESOL and exited ESOL students should be maintained as part of a system that includes all students. This allows comparisons to be made between EL, language- minority and native English-speaking peers in mainstream programs.

Vidalia City will maintain the following types of information about any students identified as limited-English proficient for their individual student profiles for up to five years after they've exited the program:

- Assessment information (e.g. standardized tests taken, scores and dates)
- Academic information (e.g. courses taken, grades attendance and promotion/retention)
- Entry date into U.S. schools
- Entry date into local district
- Years of schooling in home language
- Interrupted education? yes/no - educational history
- Testing for vision and hearing
- Physical conditions that may affect learning
- Classroom observations by teachers
- Enrollment history and criteria used for placement in special services (e.g. ESOL, speech therapy, special education)

Assessment and Accommodations

Testing Accommodations Excerpted from the GADOE Student Assessment Handbook: “**Federal and state laws require that all students participate in the state-mandated assessment program, including... English language learners (EL)...** In certain situations, individual needs of EL students may warrant accommodations. Each local system shall determine whether or not testing accommodations are needed for each student. **Any accommodations offered must be consistent with current instructional and assessment accommodations made in the classroom.** Accommodations will be determined by the English Language Learner Testing Participation Committee (EL/TPC) and will be made only when appropriate documentation is filed for each eligible student. Only state-approved accommodations may be considered and included in the EL/TPC form... The determination of accommodations for assessment shall be reviewed at least once a year.”

Information regarding the approved list of accommodations available for ELs and a one-time deferment available for ELs enrolling for the first time in a U.S. school may be found on the GADOE Testing website at http://www.GADOE.org/ci_testing.aspx.

The Student Assessment Handbook is updated annually.

Annual Assessment

ACCESS for ELs is administered, annually, to all English language learners. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency and progress in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains of speaking, listening, reading, and writing. *ACCESS for ELs* meets the ESEA requiring states to evaluate EL students in grades K through 12 on their progress in learning to speak English.

Only certified personnel who have completed the required WIDA training for the *ACCESS for ELs* are permitted to administer the annual proficiency assessment. GADOE Assessment and Accountability division requires annual WIDA training for all personnel who will administer the assessment and provides the LEA System Testing Coordinators with information regarding access to the WIDA training website.

Professional Development Narrative

Vidalia City provides opportunities for high quality professional development for teachers and staff that are designed to improve the instruction and assessment of LEP students. All professional learning is based on scientifically based research and is of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

The annual needs assessment planning process is used to determine topics for ESOL-related professional development. This process includes equity planning meetings at the school and district level to review survey data, student data, and teacher learning needs. Implementation of all professional learning is also job-embedded through both vertical and horizontal subject-specific professional learning communities to ensure that long-term and extended ESOL-related professional development occurs. Administrators at every level participate and monitor professional learning.

The ESOL teacher in the district deliver professional learning to the general education teachers during PLCs to ensure that they understand the WIDA standards and ACCESS scores and how to use them to differentiate for EL students. In addition, the ESOL teacher attends regional and state ESOL training to redeliver to PLCs and improve instructional approaches and strategies for helping EL students develop and use the key academic uses of language. The Title III Director attends required ESOL training and monitors professional learning throughout the school district to ensure that implementation has positive effects on student outcomes. Continuous collaboration with principals, lead teachers, and the ESOL teacher, through face-to-face technical assistance and shared documents, occur to ensure that everyone is knowledgeable and up-to-date on Title III policies and procedures.

Instructional Model Research

The Vidalia City School District implements the following state supported ESOL program delivery models:

- Pull Out and/or Push IN students in grades K-12 are instructed using the researched-based WIDA standards and model performance indicators. DIBELS and Journey Reading programs for Phonics and

Reading (K-5) and READ 180 (6-12) are leveled based on student learning needs informed by W-APT, ACCESS, and pre-assessment data.

Samples of research showing that instructional resources used by the Vidalia City School District to supplement instruction of ELs

DIBELS

<https://dibels.uoregon.edu/assessment/idel/measures/idel-flo.php>

Preliminary evidence, in English, indicates that the FRO measure correlates with measures of oral reading fluency about .59. It appears children's retell scores may be typically about 50% of their oral reading fluency score, and that it is unusual for children reading more than 40 words per minute to have a retell score 25% or less than their oral reading fluency score. So, a rough rule of thumb may be that, for children whose retell is about 50% of their oral reading fluency score, their oral reading fluency score provides a good overall indication of their reading proficiency, including comprehension. But, for children who are reading over 40 words per minute and whose retell score is 25% or less of their oral reading fluency, their oral reading fluency score alone may not be providing a good indication of their overall reading proficiency. For example, a child reading 60 words correct in one minute would be expected to use about 30 words in their retell of the passage. If their retell is about 30, then their oral reading fluency of 60 is providing a good indication of their reading skills. If their retell is 15 or less, then there may be a comprehension concern that is not represented by their fluency

Journey

**[http://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-
efficacy/journeys_cc_2014_national_research_base_k-6.pdf?la=en](http://www.hmhco.com/~media/sites/home/educators/education-topics/hmh-efficacy/journeys_cc_2014_national_research_base_k-6.pdf?la=en)**

In reference to Journeys efficacy, "...In addition, ELLs "require effective instructional approaches and interventions to prevent further difficulties and to augment and support their academic development" (Francis et al., 2006a, 1). Huebner (2009) advises teachers of ELLs that "when selecting a program, educators should ensure that it ... recognize[s] all the areas of essential literacy skills: phonological awareness, phonics, vocabulary, fluency, and comprehension." Research shows that this strategy can help students perform at or above grade level and sustain high performance. (91) Journeys provide the support ELs need to and "ELs benefit from the same kinds of effective instructional strategies from which all learners benefit (Chiappe & Siegel, 2006; Proctor, Carlo, August & Snow, 2005).

Scholastic Read 180

Research Evidence 1: <http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=571>

Research Evidence 2: <http://www.intensiveintervention.org/chart/instructional-intervention-tools/12907>

Immigrant Children and Youth Narrative

Immigrants are identified using the system enrollment forms. All students that meet the GADOE definition of immigrant are identified in Power School, which is our student data reporting program. Services are provided to Immigrant students through regular federal, state, and local education programs.

During the enrollment process at each school for new students, parents complete the enrollment packet given to them by the registrar/counselor. The following questions are asked to determine if the student will be coded as immigrant:

- 1) Student place of birth -
- 2) Student age -
- 3) US school less than three years – yes/no question – if yes is answered then the registrar/counselor asks the parent/guardian if the student has been enrolled in a US school for less than three years (36 months accumulation) – the student is entered into the student information system as being immigrant

If the registrar determines the student to be an immigrant student – he/she is coded in the student information system by the registrar. The Home Language Survey results determine if the WAPT is to be given.

ESOL Parental Involvement and Notification

Parental Involvement Policy/Family Engagement Plan Overview

The Vidalia City School District has a commitment to on-going communication with and engagement of parents about student academic progress and achievement as well as other school/district activities. Our goal is to ensure that parents and their children receive services and assistance that will lead to improved academic achievement. The district recognizes that parents are an integral part of a child's success and will assist all parents in our four system schools in solidifying their ongoing commitment to their child's success.

LEA Technical Assistance to Schools on 360 Degree Parent Involvement

The Vidalia City School District provides technical assistance to schools in the following ways:

- Professional learning sessions during administrative and curriculum meetings
- Professional learning sessions and one on one meetings through school visits between the Assistant Superintendent and/or Federal Programs Administrative Assistant and school leaders and/or appointed federal programs contact at each school
- The creation and sharing of the Federal Programs Handbook
- Technical assistance with planning, organizing, and conducting parent meetings (sample agendas, sign-in sheet templates, facilitators notes, PowerPoint templates, shared Google Drive folders of helpful handouts, past examples, Q&As, etc.)
- Checklist to evaluate Compacts and Parent Involvement Policies
- Ongoing emails and phone calls
- Vidalia City School Improvement website maintenance
- Curriculum and Federal Programs social media page maintenance

ESOL Parental Involvement and Parent Communication Plan

Home Language Survey

The home language survey is given to all parents of students to complete at registration. If a language other than English is identified, students will be screened for ESOL services.

School-Home Communication

Per federal law, school-home communication must be provided in a language that our parents understand. In an effort to facilitate this communication, translation and interpretation services are available at no charge to parents and guardians who require assistance in understanding all district and school related information. Vidalia City Schools provide assistance to parents/guardians of English Learners in their home language. Vidalia City Schools uses Transact.com, bi-lingual staff members, and an ESOL Teacher as resources for school home communication. Parents, Guardians or Students who need assistance in a language other than English may call 912-537-3088 x237.

Parent Notification for English Learners

The district assures that parental notification is provided as required for:

- notification of eligibility of services
- notification of initial or continuing program placement
- description of delivery model
- notification of annual assessment for English language proficiency
- annual assessment score reports to show growth in language proficiency (Listening, Speaking, Reading, Writing)
- exit from ESOL Program
- Parent and Family Engagement Opportunities

Parental Waiver of EL Services

Parents of students identified as ELs may choose to waive language assistance services for their child; however, they may not waive the student's civil rights to equal access to education. School districts are still held responsible for providing language support under Office for Civil Rights law. Therefore, Vidalia City Schools are still responsible for providing language support. The district must find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes. Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the written documentation. A form waiver is available on the GADOE website form bank.

If parents choose to waive services, the content-area teacher serves the student. The EL teacher should be in regular contact with the regular education teacher. The process of indirect support should be documented on paper and kept in the ESOL folder. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their language skills must be assessed on an annual basis until they meet eligibility criteria.

Although the parents may have chosen to waive a formal language assistance program, the student is identified and coded as EL and will continue to be coded as such until the student reaches an English

proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be addressed on an annual basis until they meet the eligibility criteria.

If the parent(s) or guardian(s) objects to ESOL services, the Federal Programs Director should be notified and will coordinate appropriate English language assistance.

Parent Outreach

Vidalia City Schools provide parent outreach opportunities in order to promote parental and community participation in programs for English Learners. Topics include classroom expectations; available school and community resources and services; and how to understand report cards and standardized test scores. Conferences are held in the fall and spring to provide instruction to ESOL parents on how to help their children at home but also provide supplementary reading and math materials in both Spanish and English to the parents English Learners. Communication for family academic nights is translated for parents and an interpreter is present to ensure that parents get the maximum benefit. ESOL family nights are held to ensure participation opportunities geared toward improving English proficiency and academics are provided.

Complaint Procedures

Any individual, organization, or agency may file a complaint with the Vidalia City School System if they believe and allege that the LEA is violating a federal statute or regulation regarding the Elementary and Secondary Education Act (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received unless a longer period is reasonable because the violation is considered to be systemic or ongoing. A written complaint should be address to: Vidalia City Board of Education, Attn: Federal Projects Director, 210 South College Street Metter, Georgia 30439.

ESOL Teachers

The ESOL teacher is responsible for contacting parents/guardians to inform them of opportunities to participate and become involved in their child’s English and content area studies.

Ann Curtis	Teacher	ESOL Grades 1-12	acurtis@vidalia-city.k12.ga.us
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ESOL Program Evaluation and Accountability Narrative

The principal of the school shall be responsible for evaluating the effectiveness of the ESOL program.

The evaluation will describe:

- 1) The programs and activities conducted
- 2) The LEP student progress in learning English and in meeting challenging state academic and student achievement standards
- 3) The percentage of EL-M students in the school

- 4) The percentage of EL-Y students that deferred the Reading, Social Studies, and English Language Arts sections of the state assessment, if applicable
- 5) The program model of instruction used in the school

In order to evaluate the overall effectiveness of the program, the following data will be analyzed by ESOL teachers and administrators at the end of each school year:

- The number of LEP students receiving services in the ESOL program at the school,
- The number of LEP students exited from the ESOL program at the school,
- The number of LEP students who re-enter the ESOL program after exiting due to academic deficiencies at the school,
- The standardized test scores of students currently enrolled in and within the last two years exited from ESOL.

Dates of entry into, withdrawal from school, and re-entry into the school system will be recorded by the ESOL teacher throughout the school year. Additional information will be collected by the ESOL teacher concerning total number of days enrolled and total number of days in attendance for each ESOL student. At the end of the school year, data will be analyzed to show trends of migration, attendance, and subsequent impact on student progress. The state longitudinal data system will be used, to the extent possible, to help collect, organize, and analyze all data points.

During Equity, Comprehensive LEA Improvement, and Schoolwide Program planning, stakeholders (parents, teachers, community members, paraprofessionals, and students-when appropriate) will work with the principal and the leadership team to analyze data and determine the academic needs of EL students, professional learning needs for teachers and leaders, and resources necessary to ensure the overall program is effective for the growth and achievement of English Learners.

Foster Care Transportation Plan

The Georgia Department of Education (GADOE) is required to ensure the educational stability of children in foster care. (ESEA section 1111(g)(1)(E)). In coordination with state and tribal child welfare agencies, the Department must ensure that its LEAs implement the Title I education stability requirement for children in foster care.

The LEA in conjunction with the GADOE and Department of Family and Children Services (DFACS) will insure that a transportation plan for children in foster care to attend their school of origin. The LEA Foster Care Point of Contact (POC) will meet with DFACS to work out a plan in case a foster student should need transportation. Cost will be paid by DFACS and LEA and will work with other school systems if the need arises to meet the need of the foster care student.

The Foster Care Transportation Plan can be found in the Consolidated Application each year with procedures and protocols outlined as requested by GADOE and federal government under ESEA.