



“Educating the Emerging Generation”

FY2022-23 Federal Programs Handbook For System and School Administrators

Dr. Brian V. Hightower, Superintendent

Revised 10.11.2022

Federal Programs Staff

Elementary and Secondary Education Act (ESEA)

Title I, Part A -Improving Academic Achievement of the Disadvantaged

Lynda Wallace, Director Federal Programs

Dr. Jillian Seibert, Administrator on Special Assignment, Title I

Title I, Part A - Family School Partnership Program

Ashley McLemore, Administrator on Special Assignment, Title I

Title I, Part A – Services for Neglected and Delinquent Children

Ashley McLemore, Administrator on Special Assignment, Title I

Foster Care and Homeless Liaison

Dr. Robert Shaw, Administrator on Special Assignment, Student Services

Title I, Part C – Education of Migratory Children

Izell McGruder, Supervisor, Federal Programs

Title I, Part D – Programs for Neglected or Delinquent Children

Ashley McLemore, Administrator on Special Assignment, Title I

Title II, Part A – Supporting Effective Instruction

Dr. Julie Dutko, Supervisor, Professional Development

Title III, Part A – Language Instruction for English Learners and Immigrant Students

Izell McGruder, Supervisor, Federal Programs

Title IV, Part A – Student Support and Academic Enrichment

Dr. Robert Shaw, Administrator on Special Assignment, Student Services

IDEA – Individuals with Disabilities Education Act

Charlette Green, Executive Director, Special Education

Elementary and Secondary School Emergency Relief Act (ESSER)

CARES Act-Coronavirus AID, Relief and Economic Security (CARES) Act

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

ARP Act-American Rescue Plan (ARP) Act

Ken Owen, Chief Financial Officer

Lynda Wallace, Director, Federal Programs

Table of Contents

Table of Contents

Procedures Pertaining to All Federal Programs

LEA Monitoring of Schools and Programs	4
CLIP	13
Schoolwide/Targeted Assistance Plans	14
Services to Eligible Private School Children	16
Maintenance of Effort	19
Comparability	21
Assessment Security	22
Internal Controls, Expenditures, Cost Principles	24
Inventory	43
Drawdowns	54
Complaints	55

Procedures Pertaining to Specific Federal Programs

Title I, Part A Within District Allocations	56
Professional Qualifications	65
Right to Know	66
Notice to Parents	72
Homeless Children and Youth	76
Title I, Part C-Education of Migratory Children Services	77
Title III, Part A-Language Instruction for English Learners and Immigrant Students	72
IDEA	84
ESSER	85
Cherokee County School District Timelines	87

Procedures Pertaining to All Federal Programs

LEA Monitoring of Schools Programs

ESEA: 1114(b)(3); 1304; 1306; 9304; 2104(a)(1); 2 CFR 200.301, 200.328, 200.330, 200.26(c); 34 CFR 300; McKinney Vento; 722(c)(3)(E)

Description of Monitoring Process, Technical Assistance and Required Corrective Action Plans

Each grant administrator provides technical assistance on grant implementation through technical assistance meetings, phone calls, emails and feedback. Documentation to ensure compliance may include budgets, observation forms, data collection forms checklists, meeting resources (sign-in sheets, agendas, notes, presentation materials), emails and phone logs.

Technical assistance regarding federal grants is provided throughout the year. Professional learning is provided based on needs; furthermore, in addition, professional learning is used as a preventive measure to ensure that all federal grant staff has a clear understanding of all expectations of the federal award.

The grant administrators responsible for overseeing all critical Elementary and Secondary School Emergency Relief Program and Individuals with Disabilities Education Act (ESSA/IDEA) requirements of all programs and implementation at the District and school level (where applicable) are as follows:

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged–Director, Federal Programs;
 - Homeless-Administrator on Special Assignment, School Operations
 - Foster Care- Administrator on Special Assignment, School Operations;
 - Neglected and Delinquent-Administrator on Special Assignment, Title I
 - Family-School Partnership Program–Administrator on Special Assignment, Title I;
 - Professional Qualifications–Chief Human Resources Officer;
- Title I, Part C: Education of Migratory Children-Supervisor, Federal Programs;
- Title II, Part A: Supporting Effective Instruction-Supervisor, Professional Development;
- Title III, Part A: Language Instruction for English Learners and Immigrant Students–Supervisor, Federal Programs;
- Title IV, Part A: Student Support and Academic Enrichment–Administrator on Special Assignment, School Operations;
- Title IX, Part A and McKinney-Vento Homeless Assistance Act: Administrator on Special Assignment, School Operations;
- IDEA: Individuals with Disabilities Education Act–Executive Director, Special Education; and
- ESSER: Chief Financial Officer and Federal Programs Director:
 - Coronavirus Aid, Relief, and Economic Security (CARES) Act–Chief Finance Officer and Federal Programs Director;
 - Coronavirus Response and Relief Supplemental Appropriations Act–Chief Finance Officer and Federal Programs Director;
 - American Rescue Plan (ARP)Act–Chief Finance Officer and Federal Programs Director.

Grant implementation includes the following topics but is not limited to:

- Budgets;
- Planning;
- Compliance;
- School Improvement;
- Fiscal Requirements;
- Inventory (Title I, Title III, Title IV, IDEA, ESSER); and
- Family-School Partnership Program (Title I).

Documentation maintained to verify technical assistance and monitoring of the program includes, but is not limited to:

- Timeline (see appendix);
- Agendas;
- Sign-in Sheets;
- Notes or Presentations;
- Handouts; and
- Emails or Phone Logs.

Each program administrator or designee will keep specific documentation for the grant they administer. Grant specific documentation includes:

- Title I, Part A:
 - Beginning of the Year Meeting with Principals, Timekeepers and Bookkeepers
 - Quarterly Technical Assistance Meetings
 - Title I Funded Personnel Verification (Semester 1 and Semester 2)
 - Title I Funded Targeted Assistance/Schoolwide Personnel Schedules
 - CNA/TAP/SWP (Original and Revisions) and Checklist
 - Documentation of Stakeholder Involvement in TAP/SWP
 - Budget (Original and Amendments) and Checklist
 - Carryover Worksheet
 - Professional Development Documentation (Sign in Sheet, Agenda, Notes/PPT, Surveys, Ongoing Documentation) and Checklist
 - Monthly and Annual Periodic Certifications, as needed
 - Supplements Documentation
 - Inventory Verification
 - Logic Model Rationales
 - Requisition Checklist
 - End of Year Evaluation
 - Academic Facilitator Log
 - Learning Walk Documentation (Semester 1 and Semester 2)
 - Beginning, Middle and End of the Year Checklists
- Homeless Set-Aside:
 - List of Homeless Children and Unaccompanied Youth
 - Professional Development received by the Homeless Liaison
 - Documentation notifying stakeholders of the Homeless Liaison's contact information
 - Collaborative planning with the Transportation Department
 - Evidence of comparable services for Homeless Students
 - Evidence of collaboration with agencies to support Homeless Children and Youth

- Foster Care Set-Aside:
 - Collaborative planning with Local Child Welfare Agencies
 - Evidence of collaboration between Social Workers and other agencies to support Children in Foster Care
- Family School-Partnership Program:
 - Parent Engagement Facilitator Professional Learning/Technical Assistance
 - Spring Parent Survey
 - District and School Parent and Family Engagement Plans
 - School-Parent Compacts
 - Title I Annual Meetings
 - Checklists:
 - Parent and Family Engagement Input
 - Distribution
 - School Parent and Family Engagement Plan
 - School-Parent Compact
 - Building the Capacity of Staff
 - Building the Capacity of Parents
- Neglected and Delinquent:
 - Annual Survey of Local Residential Child Care Institutions
 - Tutoring Services Provided to Neglected Students (Timesheets)
 - Evidence of Collaborative Planning
 - Spring Tutoring Survey (Students, Tutors and Facilities)
 - Parent and Family Engagement Plans (District and identified schools)
- Title II Part A:
 - Previous Year's Effectiveness Plan with Source Documentation
 - Annual and Monthly Periodic Certification for Substitutes
 - Requisition Checklist
 - Professional development documentation (attendance, agenda, surveys)
 - Current Year's Budget Assertions and Effectiveness
 - Progress Toward monitoring and implementing the Equity Action Plan
 - Progress toward monitoring and implementing the CLIP
- Title III Part A:
 - Budget (original and amendments)
 - Professional Development Documentation
 - Periodic Certifications for federally funded staff
 - Inventory Reports
 - Completion Reports
 - Progress Toward Monitoring and Implementing the Equity Action Plan
 - Progress Toward Monitoring and Implementing the CLIP
 - Logic Models
- Title IV Part A:
 - Logic Models
 - Monthly Periodic Certifications for Substitutes

- Requisition Checklist
- Ongoing Stakeholder Community-based Partner Engagement
- Progress Toward Monitoring and Implementing the CLIP
- IDEA:
 - Progress Toward Monitoring and Implementing the Equity Action Plan
 - Progress Toward Monitoring and Implementing the CLIP
- ESSER Grants
 - Logic Models
 - Annual and Monthly Periodic Certifications, as Necessary
 - Requisition Checklist
 - Implementation Plan Overview
 - Inventory
 - Professional Development Documentation (Sign-in Sheet, Agenda, Notes/PPT, Surveys) and Checklist
 - Six Month Review Documentation: Surveys, agendas, sign-in sheets, etc.

Grant Specific Timelines

Periodic monitoring of activities is conducted by grant administrators and/or designees. Refer to the appendix for periodic monitoring timelines.

Title I, Part A

The Director of Federal Programs or designee conducts self-monitoring of schools and programs to ensure compliance with federal program requirements. At the beginning of every school year, a meeting is conducted by the Director of Federal Programs with all Title I School Principals. Additionally, the Director of Federal Programs and/or designee provides technical assistance and onsite visits, at a minimum quarterly, with Title I school principals and other staff members, as needed. The focus of the administrator meetings includes but is not limited to:

- Consolidated LEA Improvement Plan (CLIP);
- Schoolwide Plan (SWP) or Targeted Assistance Plan (TAP);
- Title I Status;
- Confirmation of Title I funded personnel;
- Materials needed by the school; and
- Corrective action plans, if needed.

Throughout the year, the Director of Federal Programs monitors program expenditures to verify that all program expenditures comply with federal program requirements. Title I principals are encouraged to email and/or call the Director of Federal Programs or designee if concerns occur before the scheduled onsite meetings. All documentation that the District may need for future auditing/monitoring is maintained in the District office according to the Cross-Functional Monitoring Document which is issued annually by the GaDOE.

Regarding monitoring schools who implement the Class Size Reduction (CSR) strategy to improve student achievement, schools follow the following procedures:

- Identify one or two evidence-based instructional strategies to be implemented in conjunction with CSR;

- Denote the CSR strategy, as well as the evidence-based instructional strategy, in the Title I School Improvement Plan/Schoolwide Plan; and
- Include an evidence-based instructional strategy or logic model rationale for each strategy noted.

Procedures for monitoring the implementation of the CSR strategy and the evidence-based instructional strategy(ies) will occur as follows:

- Each semester the Director of Federal Programs and/or designee conducts Learning Walks and documents strategies observed-
 - All CSR teachers in the grade level (elementary) or subject area (middle) being implemented are observed.
 - The Learning Walk document is submitted to the principal of the Title I school and a copy of the document is kept in the District monitoring files.
- Administrators at the school level document through the TKES Platform.

Effectiveness of the CSR strategy and evidence-based instructional strategy(ies) will be evaluated based on student achievement noted in the Title I School Improvement Plan/Schoolwide Plan.

In addition to formal meetings, informal meetings, phone calls and e-mails provide additional technical assistance and monitoring feedback. E-mail often serves as calendar reminders for item due dates. If/when schools need to correct or resubmit an item, either a meeting is held, a phone call is made or an e-mail is sent describing the issue and how to correct it.

Title I, Part A-Neglected and Delinquent

In late July or early August, a meeting is conducted by the Director of Federal Programs or designee with the Neglected and Delinquent facilities. The focus/discussion for the above meeting includes, but is not limited to:

- Changes or clarifications directed by the state in regulations for documentation of compliance for Title I;
- Agreement with the facilities and responsibilities of each party;
- Services provided by the Cherokee County School District (District);
- Academic and/or other needs of each facility;
- Possible programs and materials needed by each facility; and
- Title I equipment.

The Director of Federal Programs or designee conducts a visit/meeting each quarter, as needed, to discuss the above items. Additionally, ongoing communication between meetings is conducted through email and phone calls. The facility director or other designated personnel are also encouraged to email and/or call the Director of Federal Programs and/or designee if concerns occur before the scheduled quarterly meetings.

The Director of Federal Programs or designee conducts meetings as well as coordinates with tutors for each facility from September through early May as well as during the summer. A survey is completed with each facility, students and tutors in late spring (late April/early May) to provide feedback on the tutoring program.

The Director of Federal Programs or designee collects data and documentation from each facility to complete the required Title I monitoring process. Inventory at each facility is physically checked

by District staff (Director of Federal Programs or designee in the fall and Division of Technology staff in the spring). Throughout the year, the Director of Federal Programs monitors program expenditures to verify that all program expenditures comply with federal program requirements.

After the Title I monitoring process is completed, all required corrective actions are discussed by the Director of Federal Programs if needed. The corrections are written and submitted to the state during the monitoring process by the Director of Federal Programs. All documentation that the District may need for future auditing/monitoring is maintained in the District office according to the Cross-Functional Monitoring Document which is issued annually by the GaDOE.

In addition to formal meetings, informal meetings, phone calls and e-mails provide additional technical assistance and monitoring feedback. E-mail often serves as calendar reminders for item due dates. If/when facilities need to correct or resubmit an item, either a meeting is held, a phone call is made or an e-mail is sent describing the issue and how to correct it.

Title I, Part A-Homeless Children and Youth

The Director of Federal Programs or designee works closely with the Homeless Liaison to ensure compliance with federal program requirements. At the beginning of every school year, the Director of Federal Programs or designee and Administrator on Special Assignment, School Operations meet to discuss the following:

- CLIP;
- Budget;
- Review of District data;
- Materials needed for homeless students;
- Any changes or clarifications directed by the state in regulations for documentation of compliance for Homeless; and
- Monitoring for federal compliance.

Throughout the year, the Director of Federal Programs monitors expenditures to verify that all comply with federal program requirements. The Homeless Liaison and Director of Federal Programs or designee meet quarterly throughout the year. The Homeless Liaison is encouraged to email and/or call the Director of Federal Programs or designee if concerns occur. The liaison is also encouraged to schedule a meeting of the aforementioned team whenever the need arises. All documentation that the District may need for future auditing/monitoring is maintained in the District office according to the LEA Monitoring Form which is issued annually by the GaDOE.

In addition to formal meetings, informal meetings, phone calls, and e-mails provide additional technical assistance and monitoring feedback. E-mail often serves as calendar reminders for item due dates. If/when schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an e-mail is sent describing the issue and how to correct it.

Title IV, Part A-Student Support and Academic Enrichment

The Administrator on Special Assignment, School Operations works closely with the project managers to ensure compliance with federal program requirements. At the beginning of every school year, a meeting is conducted by the Administrator on Special Assignment, School Operations with the appropriate personnel leading each of the projects funded by Title IV. The focus of the meeting is to discuss:

- CLIP;

- Budget;
- Review of District data;
- On-going consultations with original stakeholders and newly formed collaborations with entities that possess a demonstrated record of success regarding the progress monitoring of activities and programming; and
- Monitoring for federal compliance—specifically—summary of activities and programs provided, the outcome measures achieved demonstrating impact on identified needs, and a description of the data (perception, process or performance) collected to evaluate the effectiveness of funds.

The Administrator on Special Assignment, School Operations will meet quarterly with the project leaders to ensure documentation is being collected and meetings are being held with stakeholders quarterly. Throughout the year, the Administrator on Special Assignment, School Operations monitors expenditures to verify that all comply with federal program requirements. In addition to formal meetings, informal meetings, phone calls and e-mails provide additional technical assistance and monitoring feedback. E-mail often serves as calendar reminders for item due dates. If/when facilities need to correct or resubmit an item, either a meeting is held, a phone call is made, or an e-mail is sent describing the issue and how to correct it.

IDEA Monitoring

The Executive Director of Special Education ensures that the Special Education Guidelines are updated annually. The Guidelines are posted in SharePoint and CANVAS for all staff to access. Special Education Facilitators at each school train teachers on the guidelines annually within the first semester. Teachers also participate in a CANVAS course where they earn badges after answering questions about each section of the guidelines. New teachers and teachers in need of additional review, as determined by their school administrator, can participate in the CANVAS course as a self-paced course.

Special Education Monitoring

Tier I – The Special Education Facilitators assigned to schools will serve as the first tier of monitors for special education due process and in ensuring compliance with IDEA, GaDOE Board Rules and CCSD special education procedures. Appropriate corrections are requested and if issues continue, the SEF will seek the support of the school administrator and assigned District Director of Special Education. The Director of Special Education, after consultation with the Executive Director of Special Education, will work closely with the school administrators to correct any compliance issues and prevent reoccurrence.

Tier II – The Executive Director of Special Education will assign District staff to randomly select names of current Students with Disabilities for file review. Staff will use the CCSD Due Process Checklist to review the files. Issues will be used for future training, revision of Special Education Guidelines and/or request for corrective action plans, depending on the severity of the infraction.

Tier III – Executive Director of Special Education or designee, based on information received from parent, staff and/or student will conduct a case review. Based on the results of the case review and after consultation with appropriate departments and school staff, a request is made for written documentation that corrections have been made. The corrections are verified and could trigger a follow up if deemed appropriate.

Monitoring Cycle

The District will undergo monitoring by GaDOE on a four-year cycle. The appropriate grant administrator will participate in training and technical assistance updates as provided by the GaDOE and other sources to maintain proficiency in federal program compliance requirements. Technical assistance will also be provided to the schools. In years when the District does not receive an onsite visit, the appropriate grant administrator will compile documentation per the Cross-Functional Monitoring (CFM) Document. After the Title Programs monitoring process is completed, all required corrective actions are discussed by the Director of Federal Programs with the Superintendent of Schools and Senior Staff. The corrections are written and submitted to the state.

Corrective Action through Technical Assistance

Grant administrators and/or designees identify corrective action through monitoring. Monitoring includes the review of documentation, walkthroughs, meetings and phone calls. The District or school may be identified for corrective action. The purpose of corrective action is to identify, address and improve any program operation deficiencies.

Grant administrators will discuss the identified issue with the appropriate administrator. Identification of the issue will also be provided in writing along with guidance for compliance and corrective action steps. The administrator will be given a deadline to meet for the corrective action. Based on the issue identified, additional technical assistance and/or professional learning may be provided to the administrator and/or staff. The Director of Federal Programs or designee will work with the Principals of the Title I schools and/or grant administrators to revise budgets as needed to solve problems identified through monitoring the program (including the budget on a monthly basis). If corrective action is needed, documentation is noted in emails and/or written memos. If needed, a corrective action plan is developed including steps along with a timeline to correct the issue.

The applicable grant administrator follow-ups within 30 days to ensure compliance via visits, phone calls or emails on the identified issue to ensure that corrective action has been implemented. Documentation that the corrective action has been met is maintained by the grant administrator. If the administrator does not comply with the corrective action plan, the administrator's evaluating supervisor is involved to ensure compliance.

Identification of High-Risk Schools

School Board Policy IA-Instructional Educational Accountability and School Improvement (Section II Instructional Program Accountability System Assumptions)

The following assumptions undergird the instructional program accountability system:

- School performance is a product of the combined efforts of the School Board and its governance policies, the Superintendent, School District administration, principals, teachers, support staff, students, parents, businesses and the community.
- Performance is measured against the same high academic standards for all students. All schools are expected to perform at a level that reflects high expectations for students and staff. Mitigating factors will be taken into account (e.g., extraordinary mobility; critical overcrowding; increasing enrollment of students living at or below the poverty level; increasing enrollment of non-English speaking students, some of whom have little or no experience in a formal education setting) when determining school progress.
- School progress is evaluated based on a combination of performance indicators including student achievement, attendance, dropout rates and additional alternative assessment

indicators (e.g., portfolios of student work, post-graduation success, enrollment in and passing of advanced placement classes, proactive approach to safety and discipline, etc.).

- Schools are evaluated on annual performance indicators, as well as two three-year trends in accountability documentation.
- Schools with a history of poor performance are expected to make greater progress in improving student achievement, attendance and dropout rates than schools with higher performance on these measures. It may require unequal resources to meet the unequal needs of students/schools.
- A school determined by the Superintendent to demonstrate low levels of performance and/or low levels of progress is required to develop and implement a written corrective action or restructuring plan, depending on the length of time the school has not met expectations or the severity of a decline in student achievement in any particular area. This corrective action/restructuring plan will become a part of the School Improvement Plan (SIP).

Resolution of Audit and Cross-Functional Monitoring Findings Procedures Timeline

Audit Findings

The Superintendent of Schools and/or Chief Financial Officer receives the final audit report from the third-party auditor or Georgia Department of Education. If there are findings, appropriate grant administrators are notified and provided with the written document in order to begin the resolution process. Impacted grant administrators meet with the appropriate Division Chief to review the finding(s) and develop a resolution plan. The grant administrators then meet with their staff to begin implementing the resolution plan and obtaining the necessary documentation to clear the finding. If the finding cannot be cleared via appropriate documentation, the grant administrators will draft a Corrective Action Plan to implement in order to ensure the finding will not happen again in the future. The Corrective Action Plan is submitted to the appropriate Chief(s) who may request additional action or approve the plan. The grant administrator is charged with ensuring the Corrective Action Plan is implemented and may report periodically to the Chief of the Division that was impacted. The appropriate Chief will provide the Superintendent of Schools with a final report of audit findings, which will include the necessary documentation to clear findings or the approved Corrective Action Plan to avoid similar findings in the future. Resolution should occur within 30 to 60 days.

Cross-Functional Monitoring Findings

Each grant administrator receives the final Cross-Functional Monitoring report via the Georgia Department of Education (GaDOE) portal under the LEA Monitoring tab. The Director of Federal Programs will notify the appropriate Chief of the results with a complete listing of all findings, including the indicator and the person responsible for ensuring completion. The appropriate grant administrator will be responsible for providing the proposed Corrective Action Plan and required documentation. Resolutions will guide the process of resolving findings and provide the basis for timely meetings to assess progress toward resolution. The appropriate Chief will provide regular progress reports to the Superintendent of Schools.

Each grant administrator will upload the required documentation to clear findings to the GaDOE portal as they are developed. Corrective Action Plans, once approved by the appropriate Chief, will be uploaded to the portal. The Director of Federal Programs will sign off and request the Superintendent of Schools to sign off as well. If the GaDOE requests changes to the Corrective

Action Plans or additional information, the Director of Federal Programs will advise the appropriate Chief and the original list of findings will be modified to show the updated information. The appropriate Chief and Director of Federal Programs will track progress toward resolution to ensure this is completed in a timely manner. All resolutions should occur within 30 to 60 days.

**Consolidated LEA Improvement Plan (CLIP) and Schoolwide/Targeted Assistance Plans
ESEA: 1112, 1114, 1115, 1116; 1003; 1306; 1423; 122; 3116; 4106; 5223; 5224; 6223;
6722; 9305**

Annual Revision of the Comprehensive Needs Assessment (CNA) and the District Improvement Plan (DIP)

Initiation of the revision process begins with an introductory meeting of the Superintendent's AdHoc Federal Programs Committee in January, which includes all grant administrators, Principals and other support staff. During this meeting, District achievement and poverty data are reviewed. Additionally, the committee reviews and discusses data specific to the District high-risk schools. The percentage of poverty to identify schools to serve as Title I is determined. After the Federal AdHoc Committee Meeting, District Senior Staff members meet monthly to review achievement data, complete CNAs and determine District goals.

During the months of March through May, CLIP District goals as well as other components of the CLIP, are available for various stakeholders to review and provide input. Students, parents and staff from the District and schools are asked to provide input regarding the CLIP. Suggested revisions from all stakeholders are communicated to the Director of Federal Programs for further action.

In the spring, all stakeholders, including parents, local government representatives and community members, are invited to participate in the District Revision Meeting to review and revise the CNA, District Improvement Plan (DIP) and the District Parent and Family Engagement Plan (PFEP). Stakeholders are invited to the Revision Meeting via a newsletter from the Superintendent, emails and invitation posted on the District website. District staff representing School Improvement, Professional Development, Title I, Title II, Title III, Title IV, Homeless, Special Education and Curriculum lead the discussion and provide guidance relative to the purpose of the CNA and DIP. Additionally, stakeholders are able to provide feedback through an online form.

During May and June, Senior Staff members in the Division of Curriculum and Instruction (Chief Academic Officer, Executive Directors, Supervisors, Coordinators and Administrators on Special Assignment) collaborate with the other Divisions to review and revise the CNA and DIP, considering suggestions gathered throughout the year from the various constituents. The final draft is reviewed by the Executive Director, Curriculum and Instruction and the Director of Federal Programs.

The District maintains agendas and sign-in sheets, which clearly identify the roles of persons in attendance, for all meetings related to the CNA and DIP. Minutes and suggested revisions from various stakeholders are also maintained by the Director of Federal Programs. The CNA/DIP is reviewed by the appropriate District staff as needed throughout the year. Parents are also encouraged to submit suggestions or revisions for the CNA/DIP to the local school or the survey located on the District website at any time during the year.

The Director of Federal Programs is responsible for reviewing, finalizing and submitting the CLIP. The Superintendent signs off as final approval. If the plan is not approved by the GaDOE, the Director of Federal Programs will work with the appropriate grant administrator, based on the program feedback from the GaDOE, to ensure that changes are made. The Director of Federal Programs will make the changes and submit the revised CLIP in SLDS for approval. This process will continue until the plan is approved.

Once the CLIP is approved, it is monitored twice a year to ensure that adequate progress is being made toward the goals at the action step level. Each action step is denoted as either completed, progressing at expected rate, not progressing at expected rate or not started. If one of the last two options are selected, a rationale must be provided. This information is documented both internally and in SLDS. Additionally, the goals and action steps are denoted as pertaining to equity are also monitored at these bi-semester meetings. To determine the effective in reducing equity gaps, grant administrators are asked to determine if action steps are effective or ineffective. In addition, the data must be evaluated to determine if the intervention should be continued, adjusted or abandoned at the completion of the intervention. This information is documented both internally and in SLDS.

Creating, Reviewing and Approving Schoolwide or Targeted Assistance Plan Procedures

Cherokee County School District has established the following procedures to ensure that the School Improvement Plan (SIP)/Title I Schoolwide Plan (SWP) or Title I Targeted Assistance Plan (TAP) for each of the District's Title I schools are comprehensively developed, reviewed, evaluated and revised on an annual basis with the involvement of parents and other stakeholders.

Each Title I school follows the Cherokee County Board of Education's Accountability and School Improvement Policy when completing its SIP, which includes a Title I SWP or Title I TAP. Each year the Executive Director of Curriculum and Instruction publishes the timeline and process for completing the SIP/SWP/TAP. Principals are charged with following the timeline, which includes the review of student achievement and other data by teachers, parents and other stakeholders. The principal leads the effort of revising the SIP/SWP/TAP with staff, parents and others in the community which may be a part of School Advisory Council and PTA/Board Meetings, Data Management and Leadership Team Meetings. Feedback is provided to principals via technical assistance meetings, phone calls and/or e-mails.

Each school principal is responsible for planning, developing and implementing a comprehensive School Improvement Plan (SIP), which includes specific components such as baseline data, educational goals and objectives of the school, indicators of school and student progress, and strategies and evaluation procedures to measure adequate progress for each goal. SIPs/SWPs/TAPs consist of one, two and/or three-year objectives with action steps updated annually.

During second semester, Title I schools revise their SWP or TAP with input from teacher leaders and administrators. In late summer (July/August), all schools finalize their SIP with input from parents and other stakeholders using the District's Accountability Policy and the CNA as guidelines. As part of the SIP/SWP/TAP process in July, principals and their designees have an opportunity to work in small groups with other principals through work sessions to compare data, share ideas about goals and to discuss evidence-based strategies. Further revisions may be made at this point and completed plans are submitted to the Cherokee County Board of Education for approval. If issues arise during this process requiring further revision of the CNA, suggestions are

submitted to the Director of Federal Programs for consideration. As the school year progresses and principals meet with SIP Review Committees and School Councils, further revisions requested by various constituents are considered. Suggestions are submitted to the Director of Federal Programs for consideration.

The Director of Federal Programs or designee then reviews the plan using the GaDOE Schoolwide/Targeted Assistance Plan Checklist and necessary revisions are completed. Schools monitor progress towards goals during the school year and use this data to revise action steps to ensure growth toward the goals. This is discussed specifically during a second semester Technical Assistance Meeting. This process is repeated after state standardized tests are administered in the spring.

Throughout the school year, the Director of Federal Programs and other District staff meet with principals and school staff to review the implementation of the SIP/SWP/TAP and Title I expenditure of funds. During these meetings, District staff provide guidance relative to changes to the plan and/or expenditure of Title I funds, including suggested activities to increase teacher effectiveness, assistance in developing teaching/learning strategies to address the academic needs of students and planning parent engagement activities. Principals are also encouraged to contact the Director of Federal Programs, or other appropriate District staff, via phone, e-mail or an office visit at any time during the year for additional guidance or assistance with the development and monitoring of the SIP/SWP/TAP. Principals share District and school data with parents and other stakeholders as the year progresses during School Council and PTA meetings.

Approval of the School Improvement/Schoolwide Plan or Targeted Assistance Plan

The Director of Federal Programs checks all revisions to the plan to ensure that all requests from principals are complete. If revisions are needed, the Director of Federal Programs and/or Executive Director of Curriculum and Instruction follow-up with the principal via email, phone, or meetings until the revisions are complete. The GaDOE SWP/TAP Checklist is sent to schools in August or September to be signed..

Evidence-based Procedures

During the creation/revision of the CLIP, SWP or TAP, the District identifies strengths and needs. From these strengths and needs, evidence-based interventions are selected to meet those needs based on one of the four evidence types.

The District uses the websites that have been developed to assist LEAs in identifying evidence-based interventions. The District collects data on all initiatives. If the initiative is not supported by a strong, moderate or promising study, the District develops a logic model for that initiative based on research.

Evidence-based interventions are those which have research evidence supporting their success. Evidence-based means an activity, strategy or intervention that demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes.

ESSA identifies four tiers of evidence-based:

- strong evidence from at least 1 well-designed and well-implemented experimental study;
- moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study;
- promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias; or

- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy or intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of such activity, strategy or intervention.

During the annual Title I Schoolwide Plan/Targeted Assistance Plan Workshop held during second semester, school leadership teams identify and record the extent to which the activities, strategies and/or interventions contained in their school improvement/schoolwide plans meet the various levels of evidence-base (strong, moderate or promising) for like grade levels contained in the reference using the following websites:

- Evidence for ESSA;
- Best Evidence Encyclopedia;
- Child Trends;
- Doing What Works Library (DWW);
- National Center for Education Evaluation (NCEE) and Regional Assistance;
- Results First Clearinghouse Database;
- What Works Clearinghouse; and/or
- Ask a Regional Educational Laboratory.

If information cannot be identified as strong, moderate or promising, a Logic Model Rationale (LMR or Rationale) is developed based on high-quality research findings that are vetted by the program administrator or designee. The article must contain information that demonstrates that such activity, strategy or intervention is likely to improve student outcomes for students in similar grade levels. The Logic Model Rationale templates must be started prior to the budget being approved. At the District Level, the same procedures and timeline are followed.

Services to Eligible Private School Children

ESEA: Sec. 1117 and 1120; Sec. 2102(b)(2)(E); Sec.8501(a)(5); Sec. 8501(c); Sec. 4106(e)(2)(B); Sec. 8501(a)(5); Sec. 8501(c); 34 CFR Part 75-77; 34 CFR Part 200.62-200.68; 34 CFR Part 200; 34 CFR Part 300; CARES: 18005. (a)

Notification of Services to Private Schools

The LEA is responsible for reaching out to all eligible private schools within or outside of their District and the state (for Title I, Part A) to ensure students in private schools receive equitable services. To ensure the accuracy of school notification, the following procedures will be implemented:

- All DE1111 forms from private schools will be sent to the Superintendent of Cherokee County School District.
- All completed DE1111 forms will be forwarded to the Federal Programs office.
- Once received, a spreadsheet of all schools will be created by the Office of Federal Programs to denote which private schools are eligible. Eligible private schools are defined as follows:
 - For IDEA, in accordance with IDEA regulation § 300.131, the private school must be located in the District's geographical boundaries.
 - For Title VIII (IC, IIA, IIIA, IVA, and IVB), in accordance with ESEA sections 1117 and 8501, the private school must be located in the District's geographical boundaries.

- For Title I, in accordance with ESEA sections 1117 and 8501, and CARES Act, all private schools within the Cherokee County School District and schools outside of the District that have students residing within the Title I attendance area zones.
- Addresses for private school students listed on the DE1111 Form are reviewed to ensure the student resides in Cherokee County. Addresses for students that are in a different county are notated with the correct county of residence. The transportation school zone look-up tool on the District website is used to determine the school each private school student is zoned to attend.
- Eligible private schools will be notified in a letter of the date and time of the GaDOE Private School informational meetings. This letter will be sent via ES4PS on or before October 15th. If the private school does not respond on the first attempt, an email will be sent. On the third attempt, a phone call is made. The private school can return its response via ES4PS. Three attempts will be made to notify the eligible private schools.
- Documentation of non-profit status will be verified.

Private schools are identified by the requirement that they provide to the local school district a DE1111 form within the first 30 days of school and for new enrollments/withdrawals in the subsequent month. This allows the system to determine the private schools within and outside of the geographic area that has enrolled students for Cherokee County.

Eligibility for Private School Equitable Services for Federal Programs

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

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

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

For Title VIII purposes, eligible private school children are those who attend private schools located within the District's geographical boundaries.

For IDEA purposes, each LEA must annually locate, identify, and evaluate all children aged 3-21 with disabilities who are enrolled by their parents in private, including non-profit religious, elementary schools and secondary schools located in the district served by the LEA.

Private school students receive their proportional share of services via per-pupil allocation for Title VIII and based on proportionate number of poverty students attending a Title I school for Title I, Part A. All required equitable services amounts include carryover whenever appropriate. The private school worksheet is completed by GaDOE and attached to the Consolidated Application by the District to ensure that all reservations related to parental and family engagement, instruction, professional development and District administrative costs are reserved. The LEA will

work closely with eligible participating private schools to verify attendance areas of possible students, establish 501(c)3 status and determine the size and scope of equitable services.

Initial Consultation

To ensure meaningful consultation occurs, letters for private schools to consult in the participation of federal programs the following calendar year are sent in the fall, usually mid-October, by the Director of Federal Programs through ES4PS. The initial consultation meeting is held usually by October/November to present information about the programs available to students in private schools. District grant administrators lead the meeting and provide each participant with an agenda that covers the required consultation topics. The following documentation is maintained by the District even if no private school representative attends the meeting: agenda, sign-in sheet with roles of attendees, handouts and the Completed Private School Initial Consultation and Notification of Intent in ES4PS. Upon receipt of the intent to participate form, which is provided to private school officials through ES4PS, a meeting is held to discuss plans and the required components of Title I, Title VIII and IDEA services for private schools. Follow-up consultation meetings are then scheduled with officials from participating private schools.

Ongoing Consultation

For participating private schools with children residing in the District's public school attendance zones that meet the non-profit status requirements, ongoing individualized consultation will occur between District and private school representatives according to the Every Student Succeeds Act Equitable Services Consultation Guide and Handbook located on the GaDOE website. Consultation may include on-site/virtual meetings or training, emails, and phone calls.

The consultation will result in the development and implementation of the District's written plan to serve eligible students, teachers and parents in the private school. Ongoing consultation allows for the timely and efficient resolution of any issues that may arise concerning implementation of services.

After each consultation period, public and private school officials indicate in ES4PS whether meaningful consultation occurred with all federal programs, including IDEA. Educational services and other benefits provided under this section for private school children, teachers and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers and other educational personnel participating in the program and shall be provided in a timely manner.

Allocation

The amount of funds for equitable services to private school participants and their teachers and families, including carryover, as appropriate, is provided by the Georgia Department of Education. The LEA will ensure that all guidelines related to reserved amounts for family engagement, administrative costs, instructional and professional development services are followed. Cherokee County provides equitable services under the ESSER I, CARES Act (section 18005) to non-public school students and teachers in the same manner as provided under section 1117 of Title I, Part A of the ESEA.

Complaint procedure for the private school follows the same guidelines as Board Policy-Complaints.

Timeline

- July - June: Ongoing consultation and implementation
- September - October: Send invitations through ES4PS Platform
- October-November: Hold initial consultation meeting for ESSA and IDEA Federal Programs and establish a consultation calendar for all interested private schools
- December: Form B due through the ES4PS Platform
- June: Form A due through the ES4PS Platform

Maintenance of Effort, Maintenance of Equity and Comparability

Maintenance of Effort (MOE)

Sec. 1120A and 8521 of the ESEA and IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.ESEA: Sec. 1120A; Sec. 1114, 1118; 34 CFR 300.203, 34 CFR 300.204, 34 CFR 300.205

To determine MOE for federal programs, other than IDEA, the Georgia Department of Education compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the MOE determination available to the system through a rating of “met” or “unmet” on the consolidated application. To calculate each local educational agency’s MOE, the Georgia Department of Education uses the following process:

- The GaDOE test aggregate expenditures of state and local funds to determine if the MOE standard is met. If GaDOE determines that the LEA has met MOE based on aggregate expenditures of state and local funds, no further calculations are required.
- If the LEA does not meet MOE based on aggregate expenditures of state and local funds, the LEA may test combined state and local funds per FTE using the GaDOE prescribed worksheet.

Failure to Meet MOE

In the event that the LEA fails to meet MOE, the State Education Agency (SEA) will contact the LEA, requesting that the LEA writes an appeal letter. With the LEA’s request, the SEA will make an appeal to the US Department of Education on behalf of the LEA (and other LEAs within the state of Georgia). The LEA must then await a response from the U.S. Department of Education. If the waiver request is denied, the SEA will inform the LEA of a required reduction to its current year allocation. If the response is favorable, the LEA will be allowed to retain 100% of its current allocation. Documentation to support this process is maintained on file by both the LEA and SEA.

IDEA requires CCSD to use/expend (using state and local funds) at least as much as they did in the comparison year on the education of students with disabilities. There are two standards for MOE:

1. Eligibility: Must budget and project at least as much as expended in the comparison year.
2. Compliance: Must actually expend at least as much as they spent in the previous comparison year.

The Executive Director of Special Education works with the Chief Financial Officer to review the MOE projections annually to review the budget and Special Education expenditures/coding, accurately Project Expenditures based on activities/changes via meetings at least quarterly during the school year. If CCSD has been determined not to have met MOE but the GaDOE’s calculations

in the Consolidated Application, a review of exceptions and/or an MOE adjustment will be completed. If MOE is still not met, then CCSD will repay funds. **IDEA MOE Exceptions**
Allowable Exceptions (§300.204 (a – d)):

- Voluntary Departure of Personnel;
- Decrease in the Enrollment of Students with Disabilities;
- Termination of the Obligation of the High-Cost Student; and/or
- Termination of Costly Expenditures from Long Term Purchases
Assumption of Cost by the High-Cost Fund.

Exceptions to MOE will be reported to the GaDOE via the [Exception to the MOE form](#).

- Exceptions form must be submitted and approved;
- Supporting evidence must show true expenditures and must be approved by the GaDOE's Budget Liaison; and
- All documentation must be uploaded in the Consolidated Application.

IDEA MOE Adjustment (§300.205):

- If the IDEA allocation increases, the LEA, if it meets certain conditions, may reduce its MOE level up to 50 percent of the increase in the allocation via the [GaDOE MOE Adjustment form](#).

IDEA Excess Cost

The IDEA is a grants statute that provides federal funding for the education of children with disabilities and requires, as a condition for the receipt of such funds, that states agree to provide a free appropriate public education (FAPE; i.e., specially designed instruction provided at no cost to the parents that meets the needs of a child with a disability) to every eligible child. CCSD ensures that IDEA funds support the excess cost of educating students with disabilities.

IDEA funds must be used only to pay the excess costs of providing special education and related services for children with disabilities. Excess costs must be used to supplement state, local, and other federal funds and not to supplant those funds.

Excess costs are those costs for the education of an elementary school or secondary school student with a disability that are in excess of the average annual per-student expenditure in an LEA during the preceding school year for an elementary school or secondary school student, as may be appropriate. CCSD must spend at least the average annual per-student expenditure on the education of an elementary school or secondary school child with a disability before funds under Part B of the Act are used to pay the excess costs of providing special education and related services.

To accurately determine that the District is spending the average annual per-pupil expenditure (APPE), the Chief Finance Officer completes the special education Excess Cost Base Calculations in the GaDOE Portal by the appropriate deadline set by the GaDOE. The Chief Finance Officer determines elementary and secondary expenditures separately. Central Office costs must be attributed to elementary and secondary costs.

MOE Equity (MOEquity)

Section 2004 of the American Rescue Plan Act of 2021 (ARP Act) includes new maintenance of equity (MOEquity) provisions that are a condition for a State educational agency (SEA) and local

educational agency (LEA) to receive funds under the Elementary and Secondary School Emergency Relief (ARP ESSER) Fund.

Maintenance of equity provisions will help ensure that schools and LEAs serving large proportions of historically underserved groups of students—including students from low-income families, students of color, English learners, students with disabilities, and students experiencing homelessness—receive an equitable share of State and local funds as the Nation continues to respond to the COVID-19 pandemic's impact. Accordingly, if State or local funds are cut, the maintenance of equity provisions ensure that LEAs and schools serving a large share of students from low-income backgrounds do not experience a disproportionate share of such cuts in fiscal years (FYs) 2022 and 2023, and that the highest poverty LEAs do not receive a decrease in State funding below their FY 2019 level.

Maintenance of Equity requires three calculations:

- Identifying the high poverty schools in the LEA. This is defined as the highest quartile of schools served by the LEA based on the percentage of economically disadvantaged students in the school. Measures of poverty are authorized under section 113(a)(5) of the ESEA. CCSD elects to make the determination on a districtwide basis. (See sections 2004(c)(1)(A) and (c)(2)(C) of the ARP Act.)²
- For districtwide determination, CCSD determines the per-pupil reduction of State and local funding, if any, for FY22 in the LEA as a whole. Next CCSD determines the per-pupil reduction of State and local funding, if any, for FY22 for each high-poverty school in CCSD. CCSD compares the per-pupil reduction, if any, for each high-poverty school with the per-pupil reduction in State and local funds to all schools in CCSD. If any high-poverty school receives a reduction in the per-pupil amount of State and local funds that is greater than the amount of State and local per-pupil reduction in State and local funds, CCSD has not maintained fiscal equity under section 2004(c)(1)(A) of the ARP Act for FY22 and FY23 with respect to that high-poverty school.
- To determine staffing equity for high-poverty schools, CCSD determines the per-pupil reduction in FTEs, if any, for FY22 in the LEA as a whole. Next, CCSD determine the per-pupil reduction of FTEs for each high-poverty school for FY22. CCSD compares the per-pupil FTE reduction, if any, for each high-poverty school with the per-pupil FTE reduction across all schools in CCSD. If any high-poverty school has a per-pupil FTE reduction that is greater than the per-pupil FTE reduction across CCSD, then CCSD has not maintained staffing equity under section 2004(c)(1)(B) of the ARP Act for FY22 and FY23.

Comparability of Services Procedures

ESEA: Sec. 1118(3)(A)

Cherokee County School District may only receive federal funds under Title I, Part A if the District is using state and local funds to provide services that, taken as a whole, are substantially comparable in each school. Demonstrating comparability is a prerequisite for receiving Title I, Part A funds and must be completed annually. At the school building level, comparability requires the district to ensure that each Title I school receives its fair share of resources from state and local funds. Cherokee County School District may not discriminate against its schools when distributing resources funded from state and local sources simply because these schools receive federal funds. Comparability must be met or the system must return the requisite amount of non-federal funds to compensate for the number of instructional staff missing to meet compliance with comparability.

Compliance is measured by comparing student/staff ratios. The same categories of staff members are included in the ratios for both Title I and non-Title I schools. Instructional staff include teachers

and other personnel assigned to schools who provide direct instructional services, including music, art and physical education teachers; guidance counselors; speech therapists; and media specialists as well as other personnel who provide services that support instruction, such as school social workers and psychologists. Only staff paid with state and local funds are included for the purposes of calculating comparability. Staff that would be excluded are principals, assistant principals, custodians, cafeteria personnel, school nurses, security personnel, pre-kindergarten teachers, pre-kindergarten paraprofessionals, secretaries and non-instructional paraprofessionals. Each year, the Director of Federal Programs ensures that the Cherokee County School District has met comparability per federal guidelines by completing the Comparability of Services Report in the GaDOE Portal in December. Should the report show that the District is not comparable, the Director of Federal Programs will contact the Title I Area Specialist to ask for assistance.

Assessment/Accountability Security and Reporting

In compliance with federal and state regulations, the Cherokee County School District administers a secure, standardized assessment program. This ensures that accountability information based on this assessment program is one of quality and integrity. The District has procedures in place for monitoring and improving the ongoing quality of its assessment and accountability system. Written procedures are in place for the distribution and return of secure test materials as well as for addressing test security breaches, including what constitutes a violation and potential consequences of those actions. Assessment security procedures are reviewed annually with School Test Coordinators, designated by appointment from the Principal, who are expected to redeliver this information to all employees who will be involved in testing at the school level. Additionally, School Test Coordinators are expected to maintain documentation of this training, including content, attendance, date(s) and time(s). All District employees complete training on the Georgia Code of Ethics for Educators on an annual basis. Standard 10 of this Code addresses the fair and ethical administration of state-mandated assessments.

District Level Assessment Plan for All District/Statewide Testing

The annually published Student Assessment Handbook and the Assessment Administration Protocol Manual supplement are available electronically on the Georgia Department of Education Website. These documents are shared with all School Test Coordinators at the first District-wide test coordinator training each year. It is the expectation that these documents are annually reviewed by School Test Coordinators and all personnel who are involved with student assessment. All personnel who will be involved with testing as School Test Coordinators are required to attest by signature their understanding of these expectations, including the ethical guidelines. School Test Coordinators are encouraged to collect the same documentation from any school-level staff involved with standardized District/State-mandated assessment.

Training of School Test Coordinators occurs before each test administration. Documentation of attendance at these trainings is maintained by the District Office of Assessment. School Test Coordinators are expected to redeliver training to all examiners at the school level and maintain documentation of the content, attendance, date(s) and time(s) of these trainings at the school level.

The Georgia Department of Education Student Assessment Handbook outlines the responsibilities of each person involved in testing by role. The expectations are reviewed annually as part of the Fall School Test Coordinator Training previously described.

A District-wide testing calendar is developed each year by the Superintendent's Ad Hoc Testing Calendar Committee following the guidelines established by the State. This calendar is published in the annual Cherokee County School District Student/Parent Handbook and on the District webpage. This calendar is also distributed internally to schools. All testing windows adhere to published State testing schedules. All schools/personnel are expected to adhere to published testing calendar dates.

The annually published Accessibility and Accommodations Manual, available electronically on the Georgia Department of Education Website, outlines the policies and procedures for providing student accessibility to the current assessment systems. This includes accessibility features available to all students and allowable accommodations for special populations. These updates are shared annually with School Test Coordinators, as well as with district leadership team members who provide oversight to program for Students with Disabilities (IEP/504) and/or English Learner students. Testing accommodations are reviewed annually (at a minimum) in IEP/TPC/504 plans to create a testing plan that allows students to participate in a testing program that fairly and accurately measures student outcomes while also adhering to prescribed accommodation protocols.

All secure test materials and paper score reports are delivered to a secure testing warehouse with limited access. A full-time Testing Warehouse Clerk, under the supervision of the Director of Assessment, provides oversight for the inventory and secure processing of these materials. Materials scheduled for delivery to the local school ship via a special, District courier and require a signature of receipt from the Principal. School Test Coordinators and Principals are alerted to delivery dates and receive, in advance, a packing list of materials to expect. Overage materials (not shipped to schools) are stored in the limited access secure testing warehouse. School Test Coordinators are directed to inventory materials immediately upon receipt, report any errors to the Office of Assessment and store these materials in a secure, locked area that has limited access to others. At the conclusion of testing, materials are returned via designated, scheduled District courier to the secure testing warehouse, where only the Testing Warehouse Clerk and Assessment Department staff members handle the materials. All test materials, including secure test tickets, are returned to the Office of Assessment for scoring or for shredding. School Test Coordinators and Principals are notified regarding dates and times for pick-up. If testing materials are not ready for pickup at the scheduled time, the School Test Coordinator must securely transport the materials themselves to the District Testing Warehouse by the end of the day. Once materials are returned to the secure testing warehouse, they are re-inventoried, and discrepancies are resolved with school level personnel.

New for the 2021-2022 School Year, the State and District have moved away from providing paper score reports to parents and guardians to document student progress and performance. The secure Parent Square electronic communication system is now used to transmit student score reports directly from the District to a parent or guardian. Additionally, each parent or guardian who has created a CANVAS observer account now has access to the SLDS Portal which houses multiple years' worth their student's Individual Score Reports from State-mandated assessments taken in any public school district in Georgia.

Accountability Reporting

Each year, the District's Communications Division reports Districtwide performance on the ACT, SAT, AP and Georgia Milestones assessments on the District webpage. Additionally, reports are provided about District Performance on the Georgia College and Career Ready Performance Index Scores (CCPRI), High School Graduation Rates, and School Climate Scores. Finally, each school provides a link to the GOSA School Report Card in the School Improvement Plan section of the school webpage.

English Learner (EL) ACCESS Participation Rate

The Director of Assessment and the Supervisor of Federal Programs work collaboratively to monitor the participation rate and, if needed, collect the justification reasons if the percentage fall below 95%.

Internal Controls, Expenditures, Inventory, Drawdowns and Cost Principles

Written Allowability Procedures

Fiscal requirements apply to all federal awards, including the grants responding to the 2020 COVID-19 pandemic: Elementary and Secondary School Emergency Relief Funds (ESSER) from the Coronavirus Aid, Relief and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA), American Rescue Plan Act (ARPA) and any amendments or continuations of these grants and this statute.

Written Allowability Procedures

2 CFR 200.302(b)(7); 200.403

Any purchases made with federal funds must follow guidelines for allowable costs, must be necessary, reasonable and allocable, and should be determined as allowable throughout the grant development, budget and purchase. Cherokee County School Federal Programs will follow guidelines detailed in 2 CFR 200.420-200.475. All federal purchases will adhere to needs as described in the CLIP, School Improvement Plans (SWPs and TAPs) and ESSER Plans. During school and budget planning, all questionable expenses will be directed to the Georgia Department of Education Area Program Specialist for further clarification.

All expenditures must be made within the grant period. Expenditures must adhere to the District's Conflict of Interest Policy. The Executive Director of Curriculum and Instruction and each grant administrator approves every federal expenditure to confirm they are supplemental. Except for the ESSER grants, the ESEA grants comply with the supplement, not supplant provision. All expenditures are reviewed using the Allowability Checklist per 2CFR, Part 200.420-200.475 in EDGAR to ensure the following:

Allowable

Title I and other federal purchases will adhere to needs as described in the CLIP, SWP/TAP and ESSER Plans. Essential Questions for Determining Allowability of Grant Expenditures:

- Does the activity/strategy meet the purpose of the grant? [ESSA Sec. 2001]
- How is the activity/strategy aligned to District Comprehensive Needs Assessment and District Improvement Plan? [ESSA Sec. 2102]
- Is the activity/strategy supplementing (not supplanting) non-federal funds that would otherwise be used for activities authorized under each grant? [ESSA Sec. 2301]
- If applicable, is each participant allowable under the use of grant funds? [ESSA Sec. 2103]
- If professional development, does the professional development align with the Title VIII definition? [ESSA SEC. 8101]
- Will the LEA be able to determine and report how the activity/strategy improved teacher, principal or other school leader effectiveness? How will the effectiveness of each activity/strategy be documented? [ESSA Sec. 2104]
- Is the activity/strategy evidence-based using the Title VIII definition? [ESSA Sec. 801]
- Does the activity/strategy comply with the Code of Federal Regulations? [2 CFR Part 200, 34 CFR Part 76, and 34 CFR Part 81]

A Resource Allocation Methodology Plan (RAM/P) is an individualized and a locally developed document that explains how an LEA plans to equitably allocate its state and local funds to operate all the schools in the district. For practicality, only expenditures that directly affect instructional practices in a school will be included.

Reasonable and Necessary use of Funds

Comprehensive and School Improvement Plans are used to determine and establish appropriate coordination and use of federal funds. All grant development and budget processes are connected to these plans which use the District and school data to establish necessity. In addition, when considering a purchase with federal funds, ask:

1. Do I really need this?
2. Do I need to spend these funds to meet the purposes and needs of the program?
3. Do I have the capacity to use what I am purchasing?
4. Does the purchase come with fair rate, and can I prove it?
5. Would I be comfortable defending this purchase?
6. Is the proposed cost consistent with the underlying needs of the program?

Capital Outlay Equipment

All equipment with a per-unit cost of \$5,000 or more must have prior written approval from the assigned GaDOE Program Specialist containing the detailed expenditure, cost (and quotes if already acquired) and purpose/use of the expense. All approvals must be within the period of performance.

Requisition and Purchase Order Process for Approval of Federal Grants

Requisition Generated at District Level –

- Requestor discusses the proposed purchase with grant administrator.
- Administrative Assistant:
 - Enters requisition for purchase in Munis ensuring requisition complies with federal program requirements;
 - Attaches appropriate supporting documentation to requisition in Munis.
 - Maintains a copy of requisition for program files (including supporting documentation); and
 - Releases requisition to the next level of approval in Munis.

Requisition Approval – District Level

- The Requisition Clerk reviews requisition entered by program administrative assistant to be sure purchase is following District purchasing policies (bids/approved vendors) and approves the requisition. The approved requisition is routed to the appropriate grant administrator .
- Grant Administrator:
 - Reviews and approves requisition in Munis; and
 - Checks to ensure purchases are:
 - Allowable, necessary, reasonable and allocable; and
 - Appropriately based on SWP/TAP/CLIP.
- Administrative Assistant:
 - Maintains a spreadsheet of all expenditures, budget and current balances; and
 - Reviews and approves requisition in Munis.
- Budget Clerk:
 - Reviews and approves requisition in Munis.

- Director of Federal Programs:
 - Reviews and approves requisition in Munis for all Title grants
- Executive Director of Curriculum and Instruction:
 - Reviews and approves requisition in Munis;
 - Checks for appropriate use of funds; and
 - Gives final approval for expenditure by approving in Munis.

Requisition Approval – Finance Division Level

- Finance Division produces a purchase order for all fully approved requisitions and ensures that order is placed with the vendor.

Requisition Generated at School Level (Title I, Part A/ESSER III, ESSER Opportunity Grant) –

- Select staff complete a requisition request form and submits to administration for pre-approval.
- School bookkeeper prepares a requisition in Munis, once requisition request form is approved by school-level administration:
 - Ensures requisition complies with requirements listed by the federal grant
 - Attaches appropriate supporting documentation to requisition in Munis
 - Maintains a copy of requisition for school files (including supporting documents); and
 - Releases requisition to the next level of approval in Munis.

District Level Approval of School Level Requisitions –

- Requisition Clerk:
 - Reviews requisition entered by the school to be sure purchase is following District purchasing policies (bids/approved vendors) and approves requisition; and
 - The requisition is routed back to the school for school principal review and approval.
- Federal Program Administrative Assistant:
 - Reviews the requisition using Title I Requisition Checklist;
 - Approves, makes a copy of requisition, attaches supporting documentation from school, if appropriate, and routes the approved requisition to the applicable grant administrator; and
 - Maintains a spreadsheet of all expenditures, budget and current balances.
- Grant Administrator:
 - Reviews and approves requisition in Munis; and
 - Checks to ensure purchases are:
 - Allowable, necessary, reasonable and allocable; and
 - Appropriately based on SWP/TAP/CLIP.
- Budget Clerk:
 - Reviews and approves requisition in Munis.
- Director of Federal Programs:
 - Reviews and approves requisition in Munis for all Title grants
- Executive Director of Curriculum and Instruction:
 - Reviews requisition, checks for appropriate use of funds and gives final approval for expenditure by approving in Munis.

Requisition Approval – Finance Division Level

- Finance Division produces purchase orders for all fully approved requisitions and ensures that order is placed with the vendor.

Requisition Checklist

For Title I, Part A, Title II, Part A, Title III, Part A, Title IV, Part A and ESSER, requisition checklists are used for requisition approval at the District level.

Purchase Order Process

Once the Finance Division has placed the order by faxing or emailing the Purchase Order, the verification of the order is performed by the grant administrator or support staff. The grant administrator /support staff is responsible for the validation of the receipt of all line items listed on the Purchase Order. Quantities and pricing are also confirmed upon delivery of the goods/services. Any price or quantity variances are then communicated to the vendor and resolved prior to invoice payment. Once the order verification has been completed, the grant administrator/support staff officially receives the Purchase Order within the District purchasing system. This receipt notification gives Finance the authority to pay invoices upon receipt.

RAM/P Development

The grant administrator of each federal program maintains records of all purchase orders and expenditure reports. For Title I, Part A, the District ensures that equitable resources are provided to schools with consideration given to grade bands. Federal funds are supplemental to what is allocated to the schools. The Resource Allocation Methodology Plan (RAM/P) is used to determine the equitability of services provided. Allowability is reviewed to determine if federal funds may be used. Title II, Part A; Title III, Part A; Title IV, Part A; and IDEA, federal funds are not used to take the place (supplant) of local, state or other federal funding and are not utilized to provide services to children when the same services are provided for children with non-federal funds.

To ensure compliance with state and federal guidelines, the Director of Federal Programs attends the federal compliance session at the annual Title I Conference in June as well as other webinars/meetings throughout the year and shares the information with the Chief Academic Officer, Chief Financial Officer and Chief Human Resources Officer.

Segregation of Duties

GAO-14-704G Standards for Internal Controls for the Federal Government 10.03;10.12-10.14; 2 CFR 200.303(a)

The Supervisor for Accounting and Budget reconciles and ensures accuracy against the Consolidated Application. Supporting documentation is compared to a list of allowable and unallowable expenditures by the Director of Federal Programs. The school system has sufficient staff to allow for adequate segregation of duties in review and authorization of costs. Per the Requisition Approval Procedures, all expenditures will be requested and approved in Munis (CCSD accounting system) at the school level by the principal and the District level by the Requisition Clerk, administrative assistant, grant administrator of each federal program and the Executive Director of Curriculum and Instruction. Accountability for authorization is fixed in a position of authority (Director of Federal Programs) and an individual who is trained and knowledgeable of the requirements for determining activities allowed and allowable costs. The District permits the expenditure of funds for identified and allowable grant initiatives prior to full budget approval (Pre-Budget) at the beginning of the School Year. The total grant allocation is not available in Munis until each Federal Program budget is approved by the GaDOE. The Supervisor for Accounting and Budgets is responsible for inputting the approved budget in Munis.

Signatures for review and authorization of documents are accepted in the following formats:

- Physical signature and date
- Electronic signature with authorization code, date and time stamped (DocuSign)
- Digital signature and date (Adobe)
- Typed name with accompanied time date stamped (Microsoft forms)

Written Procurement Procedures

2 CFR 200.317- 200.322; 200.324-325; 200.327 Appendix II Sections (A)(B)

****Excerpts are taken from the Cherokee County School District Procurement Services Department Policies and Procedures.***

The District must buy supplies and services from the business community to operate. The Cherokee County Board of Education appropriates funds that will be used by the Superintendent through his agent, the Executive Director, School Nutrition and Procurement Services, to procure the required goods and services. The guidelines, in which the purchasing function shall operate, including local funds, are as follows: Authority to obligate Board funds to an agency outside the District is vested solely in the Superintendent who shall use the Executive Director, School Nutrition and Procurement Services, as the purchasing agent for CCSD. The Executive Director, School Nutrition and Procurement Services, under the direction of the Chief Financial Officer, shall have the authority to purchase materials, supplies, equipment, construction and other services as required.

Purchasing

Purchases shall be made by the local schools/departments and approved by Procurement Services under the authority granted to the Executive Director, School Nutrition and Procurement Services. Procurement Services shall not approve the purchase of goods or services without a properly executed and approved document (purchase order or purchase card) with approved funds. Authorization for payment will be made to the CCSD Accounts Payable Department by the ordering school/department who has acknowledged receipt of the goods or services when orders have been received completely and in satisfactory condition.

Purchases shall be made only after the School Board has appropriated funds. All purchasing activities on behalf of CCSD will be in accordance with these policies, and the laws of the State of Georgia. If a conflict exists between these policies and applicable Federal/State/local laws, grant regulations or other governing regulations, or if additional requirements are imposed by applicable Federal/State/local laws or grant terms, then the higher-level governing law, regulation or requirement shall control and/or the additional requirements included, as applicable. All purchases and/or contracts shall be awarded contingent upon an appropriation having been made and the availability of funds. If federal funds are no longer available, multiple year contracts will include the opt-out clause. All purchases and/or contracts paid with federal funds must be allowable, reasonable, necessary and allocable, per the Allowability Procedures. Procurement transactions will be conducted providing full and open competition.

The District awards the contract to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement document. The District considers such matters as contractor integrity and business ethics, compliance with public policy, ability to complete the project on time in accordance with specifications, record of past performance and the contractor's financial and technical resources when making a contract decision.

The District uses the Invitation for Bid (IFB) process, Request for Proposal (RFP) process and an Independent Contractor agreement process to enable all contractors to enter into contracts. The District will award a contract to a contractor who has the appropriate experience, expertise, qualifications and any required certifications necessary to perform the work. Contractors should also have financial resources to sustain the project while the initial work is being completed and during each service period until he or she submits invoices for payment to the District as work is evaluated and completed. Contractors should have the proper equipment necessary to complete the contracted work.

Entering into a contract

Contracts are required for all consultants and purchased services. Agreements are entered into between the Cherokee County School District and the consultant. Contracts are generated by the appropriate grant administrator or principal. Each contract contains the following:

- Specific services being purchased/provided;
- Names entering into contract;
- Contract Rate;
- Timeframe;
- Location of Services; and
- Signature/Date.

Each contract is signed by the following: contractor, principal (if school-based), the appropriate grant administrator and correlating Chief of the division or designee. The grant administrators ensure that all contractors' work is complete and that subrecipient requests have been evaluated before funds are released for reimbursement. Artifacts, daily sign-in sheets and completion of all workshops are kept on file by the supervising grant administrator or school if Title I.

Evidence of Contract Fulfillment for Purchased Professional Services/Professional Development

The following artifacts are collected:

- Quote and Contract
- Consultant's work product and related documents such as:
 - Summary or Agenda/Notes/Presentation documenting planning week
 - Schedule of school visits
 - Sign-in sheet with teachers who were visited
 - Summary or Agenda/Notes/Presentation of topics covered
 - Invoices and work product submitted after each "weekly" visit
 - SAM database search each time an invoice is processed

Completing Cost/Price Analysis

In compliance with Section 2 CFR 200.319, any purchases more than \$150,000, including contract modifications, will require a cost or price analysis, sealed bids, and/or competitive proposals. Cost analysis means evaluating the separate cost elements that make up the total price, including profit. Price analysis generally means evaluating the total price. The District assesses purchases over \$25,000 based on the Best Value after a cost and or price analysis. The Best Value process is an assessment that evaluates the total life cycle cost of an item including the functionality of the item, using a cost/benefit analysis to define the best combination of quality, services, time and cost considerations over the useful life of the acquired item.

Gathering Independent Estimates

The District will request independent estimates of the goods and services being procured before receiving bids or proposals to get an estimate of how the goods and services are valued in the current market. To accomplish this, quotes are solicited, then based on results, bids and proposals are sought. Prior to awarding a contract or if a contract is modified, the District will conduct either a price analysis or cost analysis, depending on the type of contract, in connection with every procurement with federal funds in excess of \$250,000.

Verification of Services Provided/Delivered

Payment for any item delivered pursuant to an order may be withheld by CCSD until all requirements of the contract or order have been complied in full. Consultant services will be paid and invoiced after services are rendered.

Record Maintenance of Procurement

It is the responsibility of the Executive Director, Nutrition and Procurement Services, to determine which method of procurement to use to contract for the purchase or acquisition of supplies, materials, equipment and services as may be required for CCSD, ensuring all contract actions are in compliance with applicable local, state and federal laws and regulations. The formal contract/agreement is determined by the commodity purchased. Each formal solicitation is evaluated and scored by a committee of Subject Matter Experts using a pre-established rubric to determine the contractor selection or rejection. All solicitation records, supporting documents, award letters and contracts are kept on file and maintained for 7 years from the date of award. All federal grant financial records, supporting documents, statistical records and all other non-federal entity records pertinent to a federal award are retained for at least 5 years from the date of the final expenditure report.

The following internal controls have been created and designed to provide reasonable assurance regarding the achievement of objectives in the reliability of reporting for internal and external use. Copies of completion reports for the previous fiscal year will be kept on file in the Business Services Department. Accounting records to support the results of outlays (expenditures indicated in the completion report) will be kept on file in the Division of Finance. Copies of expenditure (cumulative) reports for the respective quarter for total expenditures reported to GaDOE will be kept on file in the Division of Finance. Grant administrators will examine budget summary and detailed expenditure reports for their respective budgets. School principals, in which federal funds have been allocated (Title I), are required to analyze budget summary reports at least quarterly. Completion reports are annual reports required by the Georgia Department of Education (GaDOE) for all grant funds. Reports are due thirty days after the end date for each grant. Prior to preparing the completion report, the general ledger report for each grant will be reviewed to ensure that all expenditure postings are correctly recorded.

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

The Division of Finance completes these steps in the system financial software:

- The Director of Accounting and Budgets will run an account activity summary report in the system financial software for all related expenses for the grant (July through September of current year for grants ending on September 30th or previous July through June for grants ending June 30th).
- The Supervisor of Accounting and Budgets will send the summary report to the Chief Financial Officer and Director of Federal Programs for sign-off.

Written Method of Conducting Technical Evaluations of Competitive Proposals and Selecting Recipients

2 CFR 200.320(d)(3); 200.318(d)(e)(f); 200.319

Micro Purchases, Small Purchases, Competitive Sealed Bids and Request for Proposals

Except for purchases made in accordance with other provisions of this policy, all purchases, or contracts to purchase goods or services, regardless of funding, shall be based on competitive quotations, bids or proposals as follows:

- Aggregate purchases less than or equal to \$5,000.99 and not already on an existing contract may be accomplished without multiple quotes. Purchaser should use their best professional judgment to obtain the best price when making the purchase.
- Aggregate purchases from \$5,001.00 to \$49,999.99 and not already on an existing contract may be made at the local school/department level provided two written quotes are obtained and maintained at the school/department, reviewed/approved by the principal/department head at least monthly and available for periodic audit. Date of receipt should be kept on file for all items ordered. For expediency and best value, schools may wish to contact Procurement Services for recommended vendors.
- Aggregate purchases from \$50,000.00 to \$124,999.99 and not already on an existing contract may be made at the local school/department level provided three written quotes are obtained and maintained at the school/department, reviewed/approved by the principal/department head at least monthly and available for periodic audit. Date of receipt should be kept on file for all items ordered. For expediency and best value, schools may wish to contact Procurement Services for recommended vendors.
- Aggregate purchases of more than \$125,000 and not already on an existing contract require a formal IFB or RFP process. Procurement Services will issue the IFB/RFP and make every attempt to solicit at least three responsive and responsible offers.

Considerations: Aggregate amounts are for a single requisition. Requisitions cannot be split to avoid purchasing/procurement guidelines. Product difference and elapsed time are considered. Aggregate by vendor is considered at the \$125,000.00 amount and above.

The Executive Director of School Nutrition and Procurement Services will determine the most applicable method for a solicitation. Once Procurement Services has implemented the competitive solicitation process, the selected method of solicitation will not be changed. To obtain the most favorable price and to ensure a reliable source of supply, the Executive Director of School Nutrition and Procurement Services is authorized to include an escalation and/or deescalation clause in the solicitation conditions, such as a standard price or index as published by a Government Agency, Board or Bureau

Sealed Bids

Sealed Bids may be used to solicit offers for goods or services when price is the primary deciding factor for award. When sealed bidding is required, an Invitation for Bid (IFB) will be posted on the Procurement Services website, posted on the Georgia Procurement Registry, and notification sent to all or a portion of prospective vendors on CCSD's Vendor List for the requested commodity or service. IFB solicitations will designate a date and time bids will be publicly opened and read. Bid responses will not be accepted after the stated time and a location other than that which has been stated. Bid responses must be submitted in a sealed, separate envelope or package; signed, sealed and mailed/delivered to the address shown on the solicitation document. It is imperative that the

vendor place the bid number and the vendor's name on the outside of the envelope since this is the means by which it is to be identified. CCSD cannot be responsible for the receipt of bids/proposals not properly identified or mailed/delivered to the wrong address. When all bid responses are unreasonable or unacceptable as to terms and conditions, are non-competitive or the low bid exceeds available funds and it is determined in writing by Procurement Services that time or other circumstances will not permit the delay required to re-solicit competitive bids, a contract may be negotiated provided that each responsible vendor who submitted such a bid under the original solicitation is notified of the determination and is given a reasonable opportunity to negotiate. In cases where the bids received are noncompetitive or the low bid exceeds available funds, the negotiated price shall be lower than the lowest rejected bid of any responsible vendor under the original solicitation. For all purchases accomplished by IFB, the award will be made to the lowest responsive and responsible vendor. This is the vendor who submits the lowest price, whose bid meets the specifications, terms and conditions set forth in the IFB, and who is clearly capable of delivering the product or services specified. The lowest responsible vendor will not, therefore, always be the vendor who has submitted the lowest monetary bid. Award of bids will be made in the best interest of CCSD. An award letter will be issued to the awarded vendor(s). The Executive Director of School Nutrition and Procurement Services is authorized to waive informalities, technicalities, irregularities and administrative mistakes in bids. A tabulation of all bids received will be developed for review.

Request for Proposal

A Request for Proposal (RFP) may be used to solicit offers for goods or services when price is not the sole determining factor being considered for award or when the Executive Director of School Nutrition and Procurement Services determines that the use of competitive sealed bidding is not advantageous to CCSD. Adequate public notice of the RFP shall be given in the same manner as provided for competitive sealed bidding. The RFP shall state the relative importance of price and other evaluation factors. Price will be included as part of the determination of best value.

An evaluation committee will evaluate responses based upon published evaluation criteria. All voting members of the evaluation committee must be identified prior to beginning the evaluation process and will be required to sign an electronic Declaration of Conflict of Interest form. Non-voting members may be identified and allowed to participate in all or part of the evaluation meetings on an as needed basis when it is determined to be in the best interest of the District. The evaluation committee may call upon individuals from within or outside the school district to assist with interpretation of information provided by vendors in response to a solicitation when the evaluation committee does not believe they have adequate knowledge to analyze the response. These individuals will be considered non-voting members of the evaluation committee. Committee members should refrain from discussing responses outside of evaluation meetings. A member of Procurement Services must be present at all meetings between responding vendors and evaluation committee member(s) during the evaluation period. This includes meetings about projects outside the scope of the solicitation (i.e. existing contracts).

The Executive Director of School Nutrition and Procurement Services is authorized to waive informalities, technicalities, irregularities and administrative mistakes in proposals. When all proposal responses are unreasonable or unacceptable as to terms and conditions, are non-competitive, or the best value response exceeds available funds and it is determined in writing by Procurement Services that time or other circumstances will not permit the delay required to re-solicit competitive proposals, a contract may be negotiated provided that each responsible vendor who submitted such an offer under the original solicitation is notified of the determination and is

given a reasonable opportunity to negotiate. In cases where the proposals received are non-competitive or the best value exceeds available funds, the negotiated price shall be lower than the lowest rejected offer of any responsible vendor under the original solicitation. A tabulation and evaluation of proposals shall be prepared and made available after award of contract for review. An RFP award will be made to the responsive and responsible vendor whose proposal is determined in writing to be in the best interest of (best value to) CCSD, taking into consideration price and the evaluation factors set forth in the RFP document. The RFP file will contain the scoring template used to evaluate all proposals and determine an award. An award letter will be issued to the awarded vendor(s).

Statewide Contracts

CCSD accepts the use of Georgia Department of Administrative Services Statewide Contracts which are established for the benefit of both State and Local government entities throughout Georgia. By leveraging the State's purchasing power, statewide contracts may be used for a variety of products, services and equipment. State and Local governments benefit from the convenience and competitive pricing of these preestablished contracts. Contracts may include commonly used commodities such as office supplies, office furniture, motor vehicles, temporary staffing, building supplies and many other commodities and services.

To the extent that a need exists for purchasing contracted services or equipment with federal funds, CCSD may utilize Georgia's statewide contracts for the procurement of services in the same capacity as state agencies and universities. The use of statewide contracts may benefit federal programs in that these contracts can, oftentimes, fill a need for specialized supplemental supports such as interpreting and translation services. In exercising this option for the procurement of services, CCSD will follow the ordering instructions listed on the individual contract information sheets and the system's internal processes. Products on State Contract are not required to be bid. The following should be adhered to:

- If utilizing a statewide contract for a federal purchase between \$5,001.00 and \$124,999.99, a statewide contract should suffice without additional quotes. The school/department must obtain the statewide contract and attach to the requisition.
- If using a statewide sole source contract, the school/department attain the sole source document and attach to the requisition.
- If utilizing a statewide contract for a purchase in excess of \$125,000, CCSD must ensure all federal requirements are met. The school/department must obtain the statewide contract and any other required documentation and attach to the requisition.

Noncompetitive Proposals (2 CFR 200.320(f))

Procurement Services recognizes that there are circumstances where full and open competition is not in the District's best interest. If the requesting school or department is utilizing grant funds or other special funds, it is their responsibility to verify that the funds do not require a competitive solicitation prior to citing one of the exceptions. The following situations can necessitate exceptions to full and open competition through a competitive solicitation.

1. The aggregate dollar amount does not exceed the micro-purchase threshold of \$5,000.99.

2. The Item is available only from a single/sole source.

Sole/single source refers to when supplies or services are readily available from only one responsible source. Use of this authority may be appropriate in situations such as the following (the examples are not intended to be all-inclusive and do not constitute authority in and of themselves):

- When there is a reasonable basis to conclude that the minimum needs can best be satisfied by unique supplies or services readily available from only one source with unique capabilities.
- Schools/departments must use the “Sole/Single Source Justification” form, available on the Procurement Services intranet website to submit the following information:
 - Explain why this is the only product or service that can meet the need of the purchasing agency.
 - Explain why this vendor is the only practical available source from which to obtain this product or service.
 - Describe what efforts were made to conduct a negotiation to get the best price, delivery, warranty and payment terms for CCSD. Procurement Services reserves the right to negotiate further with the vendor for discounts, the best value, etc.
 - Include any documentation from the manufacturer or publisher to support the sole source status.

3. The public emergency for the requirement will not permit a delay resulting from publicizing competitive solicitation.

- Emergency Requirement can be cited when the need for supplies or services is of such unusual and compelling urgency that the school or the school district would be seriously injured unless it is permitted to limit the number of sources from which to solicit bids or proposals.
- Use of this authority applies in those situations where delay in award would result in serious injury, financial or other, to CCSD.
- The Superintendent shall approve use of this exception, upon recommendation by the Division Chief of the user department. It is the customer’s responsibility to gain the appropriate approval.

4. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requirements from the non-federal entity.

5. After soliciting a number of sources, competition is determined inadequate.

6. Additionally, items approved through the State RFP process will be considered an exception.

Price/Rate Quotes

The end-user is responsible for obtaining price/rate quotes and evidence of the quotes must be attached to the purchase order/requisition in the financial software program. Quotes should be numbered in the top right hand corner, with quote number one being the vendor of choice.

Written Conflict of Interest Policy

2 CFR 200.318(c)(1)

Definition of Conflict of Interest

All CCSD employees are strictly forbidden from accepting gratuities or discounts for personal gain. These include but are not limited to those arising due to a purchase made for the school or the school system. By accepting a gratuity or discount, a conflict of interest is created.

District employees shall not engage in unethical behavior or compromising practices in relationships, actions and communications with present or potential suppliers, contractors or sub-contractors. Further, District employees shall avoid the intent or appearance of unethical behavior or compromising practices in relationships, actions and communications with present and potential suppliers, contractors or sub-contractors.

Standards of Conduct

District employees or consultants are expressly prohibited from soliciting, demanding or accepting directly or indirectly, any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor or service in connection with the following:

- Approving, disapproving, recommending or preparing any part of a program requirement or purchase request;
- Influencing the content of any specification or procurement standard, rendering of advice, investigation or audit; and
- Awarding a contract.

No employee, officer or agent may participate in the selection, award or administration of a contract supported by a federal award if he/she has real or apparent conflict of interest.

Purchases from Board members or companies in which the Board member or a member of his/her immediate family has a controlling interest are prohibited. Purchases from employees or companies in which the employee, spouse or children have a controlling interest and are in a procurement decision-making role are prohibited.

Chain of Command

Any District employee who observes or suspects unethical behavior in the procurement of goods or services should report that behavior to the following individuals or offices, as appropriate under the circumstances:

1. The individual's supervisor;
2. The Executive Director, Nutrition and Procurement Services;
3. The Chief Financial Officer;
4. The Chief Human Resource Officer;
5. The Superintendent's Office; or
6. The Board of Education.

Nominal Items

Nominal items are described as an item having a value of under \$25, such as vendor paid for lunch.

Best Practices

Through Bonfire (CCSD's online procurement solicitation portal), the District requires all committee members making award decisions to sign and submit a Conflict of Interest certification prior to serving on the committee. The employee cannot advance and proceed to the scoring documents until the certification is signed. If a committee member indicates a conflict of interest exists, they are excused from serving on the committee.

Written Personal Compensation Policies (Time and Effort to include salaries, substitutes and stipends)

2 CFR 200.430(a)(1); SBOE 160-3-3-.04

Time and effort records are maintained for all employees whose salaries or other compensation are paid in whole or in part with federal funds from July 1 through June 30, not to exceed 100%. Periodic certification is required when local educational agencies (LEAs) use federal funds to pay employees' compensation. When LEAs pay employees' compensation using a single federal fund,

the employee or direct supervisor must sign a form called a *Periodic Certification*. If the LEA pays employees from more than one funding source (federal and non-federal), the employees must complete a form with more detailed information, commonly referred to as a time log. Time logs must be completed at least once per month. Kronos timecards serve as time logs for teacher and paraprofessional positions.

Cherokee County School District typically begins school in the first week of August and ends the last week of May. The “after-the-fact periodic certification” is conducted of all federally funded personnel annually. The Executive Director of Special Education and Director of Federal Programs begin the process at the end of the academic year by directing principals or the appropriate grant administrator to verify that an attached list of staff members was paid 100% with federal funds and performed duties in compliance with the laws and regulations associated with those funds. The communication includes a copy of the *Periodic Certification* form. All periodic certifications must be signed and dated after-the-fact. The Director of Federal Programs is charged with collecting the forms and each grant administrator will review for accuracy and completeness and ensure all appropriate personnel submit a form.

- The Periodic Certification form must be completed and signed by a supervisory official having first-hand knowledge of the work performed by the employees listed on the form and must be completed annually.
- Substitutes for teachers paid from federal programs must have a periodic certification on file. Schools and the District will use **Kronos and Smart Find Express reports** to reconcile the substitutes used for professional learning, sick and leave days. Periodic certifications are reviewed monthly by principals and/or grant administrators verifying that the list of staff are correct for the leave for the previous pay period. The grant administrator verifies the list of names and time using a report generated and cross-referenced with Kronos and SmartFind Express.
- Tutors for Homeless and Neglected and Delinquent (Title I, Part A): When face-to-face tutoring occurs, tutors and/or facilities will submit sign-in sheets monthly. When virtual tutoring occurs, tutors will submit Microsoft Teams meeting sign-in sheets or a screen shot of meeting attendees to include a date/time stamp weekly. The grant designee will submit the tutoring schedule. The Kronos report will be used to verify work paid by Title I, Part A funds for tutoring services monthly, including summer. Periodic Certification will be completed annually.
- Tutors and Teachers for Family Literacy Classes (Title III): Tutors and Teachers will submit sign-in sheets monthly. Coordinator for Federal Programs will submit tutoring schedule. Kronos report will be used to verify work paid by Title III, A funds for tutoring services monthly, including summer. Periodic Certification will be completed annually.
- Immigrant Teacher (Title III): Teachers submit sign-in sheets monthly. The coordinator will submit immigrant tutoring schedule. Kronos report will be used to verify work paid by Title III, A funds for tutoring services monthly, including summer. Periodic Certification will be completed annually.
- Temporary Remedial Teachers (part-time) (Title I, Part A): Title I schools and high schools with homeless students will submit timecards monthly via Kronos. The Principal or designee will submit remedial schedules. The Kronos report will be used to verify work paid by Title I, Part A funds for remedial services monthly. Periodic certification will be completed annually.

- Summer School Staff (IDEA and ESSER (ARP)): The Summer School schedule will be submitted by schools. Kronos Report will be used to verify work paid by IDEA funds for work completed. Periodic certification will be completed annually.

Cherokee County School District personnel compensated with more than one funding source (known as split-funded personnel), where one of those sources is a federal fund, must account for all activities and time allocable to the federal program from which he/she is compensated. As such, the following procedures are to be followed by the employee so compensation can be monitored by the employee's immediate supervisor with oversight and technical assistance from the grant administrator of the federal funding source (typically the Director of Federal Programs).

All split-funded personnel are required to maintain a daily activity log that describes specifically and as exactly as possible the activities performed that are related directly and are allocable to all funding sources, regardless of source and include the following:

- After the fact distribution of the actual activity of the employee;
- Account for the total activity and time for which each employee is compensated;
- Prepared at least monthly and must coincide with one or more pay periods;
- Be signed by the employee; and

Budget estimates or other distribution percentages determined before the services are performed do not qualify as support for the charges to federal awards but may be used for interim accounting purposes provided that:

- the government unit's system for establishing the estimates produces a reasonable approximation of the activity actually performed;
- at least quarterly, comparisons of actual costs to budgeted distributions based on the monthly activity reports are made; and
- the budget estimates or other distribution percentages are revised at least quarterly, if necessary, to reflect changed circumstances.

The split-funded employee is responsible for maintaining documentation including, but not limited to, a calendar and time log that verifies and confirms such activities and how they are directly related to the funding sources from which compensation is derived. The amount of time expended for each activity must, as closely as possible, match the pro-rata portion from which compensation is derived. For example, if an employee is compensated 50% from Title I, Part A and 50% Title I, Part C Migrant, the employee's activity log must delineate precisely 50% activities directly related to Title I, Part A and 50% activities related directly to the Title I, Part C Migrant program.

Additionally, all split-funded employees must complete, sign and date the *Time Log* on a monthly basis. The split-funded employee's immediate supervisor must verify, sign and date the *Time Log* as well. Finally, if part of the funding for the split-funded employee's compensation is derived from federal funds, the appropriate grant administrator must verify, sign and date the *Time Log*. Failure by the employee to maintain all documentation may lead to poor employee evaluation and dismissal. Payroll records will be compared to time and effort reports at least quarterly. Completed Time Logs are forwarded to the appropriate grant administrator for review and approval.

Additional Compensation Procedures

Other Salaries and Compensation

Additional Compensation are salaries associated with job codes and duties not classified elsewhere. It is requested work that is performed during off contract time.

Professional Learning Instructors

Professional Learning Instructors (PLI) are defined as staff that oversee stipend activities and are responsible for project completion, required documentation and who are providing pre-approved training for off-contract time. They report to Program Managers regarding stipend activities. For some stipend activities, the Program Manager may act as the PLI. The CCSD rate for employees providing professional development instruction outside of contract hours is \$40 per hour, not to exceed \$280 per day.

When determining the total cost of the activity, PLI cost should be calculated if being utilized. FICA must be paid on the PLI hourly salary (7.65%). PLI hours worked are recorded in Kronos using a preapproved work-rule provided by the Office of the Executive Director for Curriculum and Instruction.

Pre-Approval Process for Professional Learning Instructors and Additional Compensation

The Project Manager submits the [C&I Additional Work/Extra Workdays Request Form](#) a minimum of two weeks in advance of the activity date. This form is to identify and approve employees who will serve as PLI during off-contract time scheduled for professional development. Instruction hours only are paid. Preparation hours are not paid. Work may not begin until approval by the appropriate Supervisor.

The Project Manager submits this form a minimum of two weeks in advance of the activity date. The form is approved/denied by the Program Manager. The Executive Director for Curriculum and Instruction approves/denies the Extra Work form. The Executive Director for Curriculum and Instruction's office shares the information with the Budget Clerk. The Budget Clerk sends the information to the Supervisor of Payroll to provide a work rule on the Kronos timecard designated _____ for _____ the _____ PLI.

The Office of the Executive Director for Curriculum and Instruction sends an approval e-mail, with directions for use of a Work Rule to the employee and the person that approves that employee's timecard, along with the Project Manager, Funds Manager and Budget Clerk. (A shareable spreadsheet is created from this survey by the Office of the Executive Director of Curriculum and Instruction.)

To meet the Kronos deadline of the 15th of each month for employee timecard approval, the occurrence of training activity near or on this date require that all PLI time entries have been entered by this deadline. Entry must be completed by individual PLI and is approved through the regular pay period Kronos Timecard approval procedure. (Other Divisions requesting instructor pay for certified employees must contact the Program Manager/grant administrator of the appropriate State or Federal Program).

Stipend Awards

Stipends are defined as funds awarded to qualified certified personnel for having successfully completed formal educational opportunities occurring at any time during the fiscal year outside of an employee's normal contract hours in accordance with an approved professional development plan. Eligibility for stipend is defined by completion of the work outlined in the stipend agreement through a District work product and/or Participation that also provides evidence that the knowledge, skills, practices and dispositions developed through participation in, or facilitation of professional learning have been implemented/demonstrated in the classroom/work setting. The

stipend amount awarded to employees for pre-approved participation in professional learning activities during off-contract time is \$210 daily (\$30 per hour) for eligible certified employees.

Stipend awards are consistent with policies and procedures that apply uniformly to both federally financed and other activities of the LEA. Reference SBOE rule 160-3-3-.04 and [School Board Policy GAD](#).

Stipends may be awarded only if the following conditions exist:

- There is evidence that the knowledge, skills, practices and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- There is evidence that the knowledge, skills, practices and dispositions developed through participation in or facilitation of professional learning have been implemented/demonstrated in the classroom/work setting; and
- Participation occurs beyond regular contract hours, days or school year.
- The fund grant administrator has provided pre-approval.
- Stipends are paid based on full completion of the stipend assignment.

State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the LEA.

Procedures for Stipend Payment

CCSD leadership staff collaboratively work with Program Managers/Grant Administrators and will determine professional learning that requires a participant stipend. The grant administrator determines if the activity is allowable, reasonable and necessary by checking with the correlating plan from which the federal funds are being requested. A Stipend Eligibility Agreement is created to reflect the scope of participation required. The FY23 [Stipend Eligibility Agreement](#) is used as a prior approval and commitment to the virtual project or face-to-face course. Stipend commitments are signed and pre-approved by the grant administrator before the activity begins. These must be on file in the grant administrator's office. This information is required to check eligibility and confirm budget.

The PLI will complete and collect appropriate documentation (supporting documentation indicating implementation of what was learned, agendas, minutes, handouts and/or presentation materials) for each professional development session.

At the completion of the Stipend Activity, the Stipend Verification Form will be signed by the PLI(s) or by the supervisor that had first-hand knowledge of the work performed by the employees listed on the form with the Stipend Request Payment Spreadsheet (in Excel Format), attached, reflecting only participants who have met stipend eligibility.

The Stipend Request Payment Spreadsheet (in Excel Format) should be completed by the Program Manager/Grant Administrator. Name and 99 number can be obtained from the [FY23 Stipend Eligibility Form](#). Enter the employee name as shown in Kronos.

After the Stipend Verification Form is signed, the Budget Clerk completes the Stipend Payment Request Memorandum, and the Grant Administrator signs the memorandum. The Budget Clerk sends the Stipend Payment Request Memorandum to Human Resources and Payroll with the same Stipend Request Payment Spreadsheet (in Excel Format) attached.

All stipend payment requests must be submitted to Human Resources by the 10th of each month in order to post in the current payroll period. Stipend requests submitted after the 10th will be delayed until the next payroll.

Monthly Stipend Periodic Certification Procedures

The grant administrator or designee maintains a spreadsheet of source documentation of all applicable and approved payroll items pertaining to stipends. This list is created from stipend payroll sheets and sent to grant administrators each month once payroll is approved. Each grant administrator is responsible for ensuring that all staff are listed on the Periodic Certification Form. After each pay period, the grant administrator or designee collects the applicable artifacts for the grant: payroll report reflecting the pay period and stipend spreadsheet.

Since payroll is processed after the fact, the processing of periodic certifications will begin after the payroll has been finalized. These reports are cross-referenced to the maintained spreadsheet to ensure that all charges are accurate. Any coding errors are moved to the appropriate general ledger code. After expenditure verification, the grant administrator or designee then creates the Periodic Certification Form. This form is cross-referenced with the verification form that was approved by the supervisor that had first-hand knowledge of the work performed by the employees listed on the form. Any corrections are made as needed by the grant administrator. Since the Periodic Certification Form is an after-the-fact certification of time worked, the grant administrator will sign and date verifying the work of the listed employees after the period of time. Grant administrators should upload documentation into the SLDS Platform.

Written Travel Policy

200.474; 200.475; OCGA §50-5B-5; OCGA §20-2-167(b); SBOE 160-5-2-23

All travel expenses must be pre-approved. Travel may be reimbursed for pre-approved professional learning activities (PDARF) that align with the CLIP and SIP, SWP and TAP. The appropriate grant administrator must approve the professional learning activity prior to the start of the activity. Travel costs include transportation/mileage, lodging, subsistence and related travel costs (e.g., parking). Travel costs must be reasonable and consistent with written reimbursement/travel policy or follow GSA 48 CFR 31.205-46a. All employees must complete the Travel Expense Statement and include documentation per District [Travel Expense Guidelines](#). When the state reimbursement rate conflicts with the approved or requested rate, the employee may place additional travel information on the response form for written justification. In the event that a state rate is not used, a conference rate or rate based on limited availability at the time of booking, or a rate due to safety concerns may be used for preapproval. PDARF for travel for professional learning must include a copy of the conference or training agenda attached for allowability.

Mileage allowance is the state of Georgia rate of mileage from work location to workshop/conference and return. This rate is subject to change.

Parking fees are reimbursable with a receipt if necessary, for the purpose of the pre-approved professional learning activity.

Meals may be reimbursed at the state of Georgia in-state per diem rates. High-cost areas are allowable if they correlate with the high-cost counties as outlined by the state. Meals that are included with the professional learning activity are not reimbursed.

Lodging expenses may be reimbursed. Employees traveling overnight are responsible for ensuring the most reasonable lodging rates are obtained. To accomplish this, employees should make reservations through the District identified travel agency in advance and inquire about the government rate available or the conference lodging rate accommodations (except when safety is a concern). Upon arrival, employees shall present Hotel/Motel Occupancy Tax Exempt Forms at check-in. Lodging requests should be submitted to the grant administrator of the grant for which funds are being used with enough time to allow it to be processed and for Accounts Payable to provide a check. The check along with the Hotel/Motel Occupancy Tax Exempt Forms should be provided upon check-in. A receipt for lodging should be submitted to Accounts Payable upon return.

Travel Approval

Federal program expenses are approved by the principal, appropriate grant administrator and the Executive Director of Curriculum and Instruction. Out of state travel is also approved by the Superintendent, the Board of Education and Division Chief, pursuant to the [Travel Expense Guidelines](#). Once travel expenses are approved, the appropriate Travel Expense Form is completed and returned to the appropriate grant administrator along with supporting documentation. There must be verification of attendance which may come in the form of a signed verification of attendance form, a sign-in sheet, an email verifying attendance, a certificate or a copy of the agenda. After being signed by the grant administrator and Executive Director of Curriculum and Instruction, the Travel Expense Forms are forwarded to Accounts Payable for payment and recorded in Munis.

Travel Approval for Private School Staff Members

Private school staff will complete a professional learning request for travel preapproval that will be approved by the grant administrator and the private school administrator. The travel must align to the private school's implementation plan for the identified grant. All expenses will be prepaid for travel except for: mileage, parking, food following GSA per diem guidelines and/or other transportation services (i.e uber). Origin of cost is not a factor in authorizing reimbursement for PD. CCSD will reimburse the traveling staff member.

Travel Cancellations

Trip cancellation may come in the form of conference cancellation, inability of traveler to complete the travel and/or unavailability of a substitute traveler. Every effort to maintain the travel plans for the benefit of the District/school should be made.

If travel is cancelled for any reason after the airline ticket, hotel and/or registration fees have been purchased, the traveler must contact the grant administrator immediately. Non-refundable travel costs/service(s) to CCSD may be reimbursed by the traveler.

If travel is cancelled, the traveler must complete the following:

- Complete the *Travel and Expense Report* form for all expenses;
- Submit a check/money order for all non-refundable expenses made payable to CCSD to the assigned grant administrator; and
- Submit the *Travel Expense Report* form with attachments to the respective federal program department.

If a private school staff member does not attend non-refundable PD and has not communicated with CCSD prior to the travel, funds may be considered declined to the private school as

determined by the grant administrator. The private school may have to reimburse CCSD for prepaid expenses.

Mileage Reimbursement for Federal Programs

Federal programs personnel who are authorized to travel within the District or outside of the District on official District business as part of their assigned duties shall be reimbursed for actual mileage at the current rate provided by the state as long as the duties are allowable for the federal grant(s). The Executive Director of Curriculum and Instruction approves mileage reimbursement and the forms are forwarded to Accounts Payable for payment and recorded in Munis.

Mileage Forms are utilized for reimbursement for intradistrict travel. Forms are updated each January based on the current state mileage rate. Intradistrict travel is between schools or another CCSD location as well as when traveling between a school and a neglected/delinquent facility or private school. Mileage between an employee's residence and primary school/department is considered a personal commuting expense and must be deducted from the total mileage per trip.

Neglected and delinquent tutors are reimbursed for mileage under the following conditions:

- From the school to the neglected/delinquent facility for after-school tutoring or
- From home to and from the neglected/delinquent facility for non-school day tutoring.

Hazard Pay

Employees may receive hazard pay and recruitment/retention bonuses for a national or local emergency or to perform critical services. Instances when this might happen may include a pandemic or natural disaster. Employees will be compensated for fully completing an objective from a supervisor related to the conditions.

Suspension and Debarment

34 CFR 85.110; 2 CFR 180.220; 2 CFR 200.327 Appendix II Section H

The following circumstances will require that a vendor be checked against the Federal System for Award Management (SAM) database:

- A single requisition for \$5,000 or more and
- Once a vendor has crossed the \$20,000 threshold for the fiscal school year.

The Accounts Payable Department will develop a list of vendors once they have crossed the \$20,000 threshold. This information will be updated monthly on SharePoint. All Grant Administrators/Support Staff and Title I Bookkeepers are expected to review this report monthly. Once a vendor has reached this threshold every purchase has to have an accompanying SAM screenshot attached to the requisition. Budget Clerks are required to attach search results to the requisition in the Munis accounting program. The screenshot must have the time/date stamp. If a search indicates that a company is excluded, a deeper analysis of the situation is required. If a company the District is currently doing business with is listed as excluded, staff will ensure that no federal funds are used to pay invoices for that company for work completed to date and no further contracting will be done with that company until such time as it is removed from the excluded parties list. Companies that believe they are listed as excluded erroneously may submit documentation to that effect to the Chief Financial Officer, who may investigate further and render a decision relative to additional contracting with the company. The decision of the Chief Financial Officer is final and no appeals with the District are available. The Procurement Department and Federal Programs Support Staff/Grant Administrators will ensure that requisitions that do not have the supporting SAM documentation are not approved.

2 CFR 200.62(c); 2 CFR 200.313(d)

Inventory Procedures for ESSA

All equipment purchases must be signed off by the grant administrator to ensure that purchases are allowable, supplemental and consistent with academic needs. Technology purchases are determined and approved during the District/school improvement planning process. The requisition for the purchase of equipment follows the District's internal control procedures.

Grant Administrator Responsible for Inventory

- Title I, Part A (including Neglected and Delinquent) - Administrator on Special Assignment, Title I
- Title I, Part C - Supervisor Federal Programs
- Title III, Part A - Supervisor Federal Programs
- Title IV, Part A - Director, Student Services
- IDEA - Executive Director, Special Education
- ESSER - Director Federal Programs

Equipment purchased with Title I, Part A funds may only be used for the educational benefit of children in Title I schools. The District does not purchase real property with the U.S. Department of Education funds.

Acquisition

All requisitions for computer-type equipment should be "Shipped To" Building 1010 for setup and inventory purposes.

- Change Ship to Default Address from school code to 64 plus your appropriate school code.

- Include the school name and staff member information in the “Reference” area on the requisition so that Technology knows where to deliver the asset once they have completed their procedures.
- Use the correct Title Organization Code in the General Ledger Account field.

All other non-computer equipment is shipped to the ordering school or District site.

Inventory Management System

- Inventory is maintained for pilferable real property including:
 - Computer equipment
 - Non-computer equipment with a warranty of one year or greater

Items are inventoried based on their individual unit cost.

Description	Examples	Inventoried
Consumables	<ul style="list-style-type: none"> • Supplies • Kits that have Consumable Parts/Parts that are no Longer Available • Scientific Calculators 	No
Books	<ul style="list-style-type: none"> • Books for Student Instruction • Professional Learning Books for Staff 	No (School-level inventory only)
Technology Supplies	<ul style="list-style-type: none"> • Earbuds • Headphones • Webcams 	No
Non-Computer Equipment/Real Property (No warranty or less than a one-year warranty)	<ul style="list-style-type: none"> • Sneeze Guards • Science Kit with Electronic Components 	No
Non-Computer Equipment/Real Property (With warranty of equal to or greater than one-year)	<ul style="list-style-type: none"> • Laboratory Scales • Graphing Calculators • Desks • Chairs • Bookshelves/Displays • Sphero 	Yes
Computer Equipment	<ul style="list-style-type: none"> • Laptops • Chromebooks • iPads • Monitors • Scanners • Printers • Charging Carts • Interactive Panel 	Yes

Computer-type Equipment:

- Once any Title equipment is received at Building 1010, a special Title asset tag will be applied by the Inventory Control Clerk or Warehouse personnel.
- All equipment purchased with Title funds is entered on the school/District spreadsheet that includes the description and all required components by the grant administrator or

designee once received by the warehouse via the requisition process. All items will be entered after processing by the Technology Division.

- The item is added to Destiny (inventory management system) and sent to the appropriate location. Once received at the location, the Technology Division will work with the principal to distribute the equipment to the appropriate location, then scan and record the appropriate location.
- All equipment should be checked out to a specific location in Destiny through normal procedures.
- Surplus equipment will be offered to other Title I schools first before being surplus.
- No Title I, Part A, Title I, Part C, or Title III equipment can be moved to another school or surplus without first contacting the Inventory Control Clerk. The Inventory Control Clerk will contact the grant administrator for authorization to surplus the equipment. If approved by the grant administrator, the Inventory Control Clerk will email the Technology Specialist and indicate if it was approved/not approved/other instructions.

Non-computer equipment:

- Once equipment is received by the site, the grant administrator or designee adds the information to the school/District spreadsheet that includes the description and all required components.
- The grant administrator or designee will send identification tags to the site. The equipment contact will place the labels on the equipment and send the room number and staff name to the grant administrator/designee to add on the school/District spreadsheet. The identification tag color is as follows:
 - Title I-Yellow
 - ESSER-Silver

Off-Site Use of Equipment

- Employees are only allowed to take equipment purchased with federal funds off-campus if approved by their immediate supervisor for instructional use or professional development.
- Technology and/or computer equipment purchased with federal funds may be checked out by students for families to use for instructional or parent engagement activities on an as-needed basis. Technology will be checked out to the student using the Destiny Management System. Families must sign an acceptable use agreement.
- Computer equipment is inventoried twice yearly. Grant administrators/designees conduct a physical inventory check in the fall and technology conducts its inventory in the spring. Additional checks may be conducted throughout the year as needed.

Conducting Physical Inventory

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part with grant funds, until disposition takes place will, at a minimum, meet the following requirements:

- Until a standard procedure for the equipment inventory is established by the Chief Financial Officer, each principal is responsible for reporting and maintaining an equipment inventory of all federally funded technology equipment and non-technology equipment with an expected lifespan greater than one year, which gives:
 - FAIN Number
 - Grant (who holds title) and percentage if not 100%

- Description
- Serial ID Number (or other identification number)
- Vendor
- Purchase/Acquisition Date
- Unit Cost
- Funding Source
- Location
- Use
- Condition
- Disposition Date (including disposal date)
- Date Added to Inventory
- Once the disposition date is greater than three (3) years, the item will be removed from the inventory records document.
- A physical inventory audit of the property is taken each fall and the results reconciled with the inventory records annually.
- A physical inventory for Title I funded laptops and/or Wi-Fi hotspots that are checked out to digital learners during the school year will be conducted in the spring during post-planning. Schools will keep a record of Title I funded devices checked out and returned throughout the school year and note the information during inventory.
- The status of federally funded equipment that has been stolen, lost or damaged will be noted on the District's Federal Inventory and will include the date of the event.

Disposition

A device may be considered for disposition for the following reasons:

1. Non-Working Condition - Equipment is no longer working and cannot be repaired (broken beyond repair).
 - Broken beyond repair means that the devices are unusable and not able to be repaired by the Division of Technology or by third-party repair sources.
 - This description may also be used if the cost to repair a damaged item is higher than the item's current fair market value.
2. Incompatibility - Equipment is no longer being supported by the Division of Technology.
 - No longer supported means that the devices are unusable within the District due to network incompatibilities, unsupported hardware specifications or outdated Operating Systems (OS).
3. Utility - Equipment is no longer usable to support instruction, professional development or parent engagement and is more than 3 years old.
 - No longer usable to support instruction, professional development or parent engagement means that the devices are unusable within the school or department due to instructional formats that are no longer used (ex: cassette players, VCR players), due to being peripherals of items that were previously disposed (ex: computer monitors and keyboards from desktop towers that were disposed and there are no items or locations to use them within the school/department/District) or due to consumable items from learning kits (ex: Sphero parts) that have been used and replacement items are no longer available.

When original or replacement equipment acquired under a grant or subgrant is no longer needed for the original project/program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with a current per-unit fair market value of less than \$5,000 and more than 3-years-old may be retained, sold or otherwise disposed of with no further obligation to the awarding agency.
- Items of equipment with a current per-unit fair market value more than \$5,000 may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment at \$500 or 10% of sales.
- Schools are required to perform physical inventory audits of all equipment at the close of the school year and records are maintained at the school location. Additional inventories may be performed by District personnel at various times to verify school compliance with federal, state and local requirements.
- When a Title I school is dissolving/closing:
 - If students are being redistricted to multiple Title I schools, the Title I equipment will be distributed proportionally.
 - If students are being redistricted to both Title I and non-Title I schools, all equipment will go to the Title I school.
 - If students are being redistricted to non-Title I schools, the equipment will be offered to other Title I schools in the District.
- The District is authorized to sell the property upon surplus and proper sales procedures are established and followed to ensure the highest possible return.
- In the case of Title I equipment, if the Title I equipment is in good working order, the Director of Federal Programs or designee will send an email to the other Title I schools offering the item to their school. If no Title I schools accept the item, it is then offered to all schools within the District. If no schools accept the item, it is then surplus.
- Records of surplus/disposed of equipment will be maintained on the District spreadsheet.

Safeguards Related to Loss, Damage or Theft

The following procedures are for reporting lost, stolen or damaged equipment. Information is reported to the Inventory Control Clerk and grant administrator or designee as soon as the incident occurs. Loss, theft or damaged equipment will follow the normal Technology Property Loss guidelines.

In the event of loss, theft or damage to any District-owned technology item *OFF* District premises, the procedures below must be followed:

- If the item is stolen while not on District premises, immediately notify the local police to report the theft and be certain to **record the case number** assigned to your incident so that you may be able to get a copy of the police report once it has been generated.
- In the case of either loss or damage, inform your immediate supervisor and the grant administrator within three business days of discovery and complete a General Technology Request in CCSD's Help Desk system located at the following url: <https://helpdesk.cherookeek12.net/helpdesk>. Be certain to document the description and model of the missing or damaged item and include the serial number(s) when possible. Provide as much detail surrounding the circumstances of the loss or damage as possible. CCSD Technology Services will route this information to your Principal for their acknowledgement and signature.
- During off-school days (summer break, holidays), submit the help desk ticket as soon as possible or immediately upon your return to work.

- The grant administrator or designee will notify Risk Management, Finance and/or School Police of the loss, theft or damage.
- The grant administrator or designee and/or Technology Services will notify Risk Management, Finance and/or School Police who will review the circumstances and documentation submitted to determine the appropriate action to be taken.
- Technology Services will complete a Federal Programs Technology Property Loss Notice indicating details for the loss, damage or theft.
- CCSD will invoice the local school for the property loss based on the full replacement cost of the device or for the cost of repairs for damage. The local school will have discretion to charge students and employees as deemed appropriate for the situation.
- If circumstances of loss, theft or damage were beyond all reasonable means taken by the employee for properly securing the property, then the District will take the appropriate action for replacement.

In the event of loss, theft or damage to any District-owned technology item ON District premises, the procedures below must be followed:

- Immediately (within one hour of discovery), inform your supervisor of the damage, theft or loss and complete a General Technology request in CCSD's Help Desk ticketing system located at the following url: <https://helpdesk.cherookeek12.net/helpdesk>. Be certain to document the description and model of the missing item and include the serial number(s) when possible. **Provide as much detail surrounding the circumstances of the property loss as possible.** CCSD Technology Services will route this information to your Principal/Supervisor for their acknowledgement and signature.
- Within 24 hours of discovery, report the lost, stolen or damaged item to the CCSD Police Officer assigned to the location so that a CCSD police report can also be completed.
- CCSD's Police Department may investigate to determine if a crime has been committed or to determine if the loss, theft or damage was the result of neglect, misuse or abuse and inform Technology Services and the grant administrator or designee of its findings.
- Technology Services and the Federal Programs designee, in cooperation with School Police, Finance and Risk Management, will determine if neglect, misuse or abuse was involved.
- Technology Services will complete a Title I Technology Property Loss Notice indicating details for the loss, damage or theft.
- CCSD will invoice the local school for the property loss based on the full replacement cost of the device or the cost of repairs for damage. The local school will have discretion to charge students, employees, support staff/volunteers, contractors, et. al., as deemed appropriate for the situation.
- If circumstances of loss, theft or damage were beyond all reasonable means taken by the employee for properly securing the property, then the District will take the appropriate action for replacement.

The following are safeguards to prevent lost equipment:

- A control system (alarm system, video cameras, motion detectors, locking doors/cabinets, etc.) is in place at each school/district location to ensure adequate safeguards to prevent the loss, damage or theft of the property. Any loss, damage or theft is investigated by the appropriate authority.

- Employees and students are not authorized to take equipment purchased with federal funds off school campus unless prior approval is granted by grant administrator and/or Executive Director of Technology.
- Computer equipment will be inventoried twice yearly. The local school will conduct a physical inventory check in the fall and technology will conduct an inventory in the spring. Grant administrators/designees conduct an inventory in the fall to include computer and non-computer equipment. Additional checks may be conducted throughout the year as needed.
- Each individual iPad or laptop used by students must be signed out and signed in, by the teacher, each day to the individual student to maintain control.
- All iPads or laptops must be locked in a cart and stored in a locked classroom at the end of each day.

Safeguards Against Unauthorized Use or Disposition

- All iPads will be set up with student restrictions in TabPilot.
- If teachers use iPads, they can be used in the classroom for instructional purposes to connect to the projection system. They cannot be setup with Apple ID, email or taken home by staff members.
- No Title equipment can be moved to another school or surplused without first contacting the Inventory Control Clerk. The Inventory Control Clerk will contact the grant administrator for authorization to surplus the equipment. If approved by the grant administrator, the Inventory Control Clerk will email the Technology Specialist and indicate if it was approved/not approved/other instructions.
 - Items may be declared surplus by the administrator of the facility.
 - To surplus Title funded technology equipment, the school must contact the Inventory Control Clerk (Office of Technology and Information Services) who will, in turn, contact Central Office (applicable grant administrators) for authorization to surplus the equipment. If approved by the grant administrator, the Inventory Control Clerk will email the Technology Specialist and indicate if it was approved/not approved/other instructions.
 - The Technology Specialist will complete the “Federal Programs-Surplus/Relocation Approval Form” and submit to the grant administrator for approval. All information requested on the form must be completed prior to any approval being made. Once the Director of Federal Programs signs the “Federal Programs-Surplus/Relocation Approval Form”, it will be forwarded to the Inventory Control Clerk.
 - Disposal of items will follow normal Technology Property Loss guidelines.
- All property approved for surplus becomes the property of the District’s general and/or surplus inventory to be transferred, inventoried, salvaged for parts, sold or destroyed per county, state and federal regulations.

Equipment Use for Title I, Part A Targeted Assistance Programs and Private School

Equipment shall be used by the District in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by federal funds. For Title I purposes, equipment purchased in a Targeted Assistance Program in the District and at participating private schools shall only be used for the benefit of those children identified as eligible for Title I services based on multiple selection criteria. Non-Title I students are unable to use Title I equipment. When no longer needed for the original program or project, the equipment

may be used in other activities currently or previously supported by a federal agency. In regard to maintaining and safeguarding equipment for private schools, the aforementioned procedures will be followed.

Maintenance Procedures

All equipment is inspected annually during the inventory. See the aforementioned inventory procedures. Maintenance procedures are in place to ensure property remains in good condition. See aforementioned procedures under damaged equipment.

Maintenance of Property

Grant administrators/designees, school staff and technology staff inspect equipment on an ongoing basis to determine condition and if any maintenance repairs are needed. If repairs are needed, Technology Services will determine if the device will be surplus based on the above criteria or if repairs are needed. Technology will follow the CCSD Guidelines for the Use of District Technology Assets. Technology Services will complete:

- Federal Programs – Surplus/Relocation Approval Form for poor condition/non-working items that cannot be repaired or do not meet criteria for repair due to age or fair market value; or
- Invoice for Damaged/Lost Equipment.

Dissemination of Title I, Part A, Title I, Part C and Title III, Part A Inventory Procedures

Each July at the annual Title I administrative meeting, the Director of Federal Programs reviews inventory procedures, along with allowable use procedures with Title I administrators. They are asked to share this information with their staff at the beginning of the year. Additional meetings where inventory guidelines are discussed include the Beginning of the Year Bookkeeper's Meeting and Technical Assistance Meetings when warranted. Inventory procedures for Title I, Part C and Title III, Part A are reviewed in August at the annual administrative meeting.

Inventory Management Procedures for IDEA

CCSD uses the Follett Destiny Library Manager system to document inventory including a description of the property, a serial number or other identification number, the source of funding for the property (including the FAIN), who holds title, the acquisition date, and cost of the property, percentage of federal participation in the project costs for the federal award under which the property was acquired, the location, use and condition of the property, and any ultimate disposition data including the date of disposal and sale price of the property.

Physical Inventory

- SPED is required to perform a physical inventory of equipment and materials, per federal guidelines, once every two years; however, CCSD conducts a physical inventory for SPED items annually. Per the Cherokee County Board of Education policy, a current inventory must be maintained (Reference: [CCSD Board Policy DIC](#)). The SPED Inventory Clerk performs the physical inventory at school sites and SPED offices along with maintaining SPED inventory records.
- SPED utilizes the Follett Destiny Library Manager system to conduct and reconcile the physical inventory. The SPED Inventory Clerk will perform the physical inventory under the direction of the Executive Director of Special Education.
- The Destiny system allows us to track equipment and materials by checkout to individual teachers/staff and available items at the SPED office. The inventory process includes a physical inventory of checked out items and available items. If items are not located, the

Destiny system will mark items as lost if not found during the SPED inventory. Additional attempts are then made to locate any missing items.

Use of Equipment/Materials

- Purchased SPED equipment/materials are used to support special education students. The Cherokee County School District does not purchase real property with the U.S. Department of Education funds. SPED equipment/materials shall be used by SPED as long as needed, whether or not the program or project continues to be supported by the awarding agency.
- The District shall make SPED equipment/materials available for use 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 program for which it was originally acquired.
- The District and school must not use SPED equipment/materials acquired with grant funds to provide services for a fee to compete unfairly with private companies that provide equivalent services unless specifically permitted or contemplated by federal statute.
- When acquiring replacement SPED equipment/materials, the District may use the equipment/materials to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property, subject to the approval of the awarding agency.

Off-Site Equipment/Materials Use

- SPED equipment/materials being used by students in a home setting must have a [SPED Student Device Equipment Agreement Form](#) signed by Parent/Guardian, school and SPED staff representatives. The form will be placed in school's SPED student file and copy sent to SPED Inventory Clerk. Per Student/Parent Handbook guidelines, it shall be the responsibility of the Parent/Guardian to reimburse the Cherokee County School District for the full replacement cost if items are lost or stolen, and if damaged, the actual cost of repair or replacement cost.
- For SPED equipment/material that is taken off-site by staff/students and the equipment/material is lost, damaged or stolen, reference the section below regarding SPED Lost, Damaged or Stolen Equipment.
- SPED equipment/materials are used at all school sites throughout the District. SPED currently does not have any equipment/materials in private schools. In the future, if the District has any SPED equipment/materials being used in private schools, all procedures outlined will apply to the private school and will only be used for identified SPED students.

Lost, Damaged or Stolen Equipment/Materials & Replacement

- For equipment purchased with Title VI-B funds, any lost or damaged item should be logged in the SpEd Property Loss log.
- The Executive Director of Special Education will review the circumstances of the loss or damage and determine if the school or federal funds will be used to repair or replace the equipment.
 - The school will be invoiced if the damage or loss occurred due to staff misuse, mismanagement or abuse.
 - The school will be invoiced but may invoice the parent of the student if the damage or loss occurred due to student misuse, mismanagement or abuse unrelated to the student's disability,

- Title VI-B will be invoiced if the damage or loss occurred due to the student's disability and the equipment is necessary to provide the student with a free and appropriate public education per the student's IEP.
- A control system (alarm system, video cameras, motion detectors, locking door/cabinets, etc.) is in place at each school/District site to ensure adequate safeguards to prevent loss, damage or theft of property. The appropriate authority will investigate any loss, damage or theft. Below are the reporting protocols.
- All lost, damaged or stolen SPED equipment/materials must be reported to the SPED Inventory Clerk no matter the value.
- Please see the following additional reporting protocols. The following is the link to the CCSD Property Loss Notice - Damage to County Property Form referenced.
- **Lost SPED Equipment/Materials-**
 - Lost SPED equipment/materials having an original value exceeding \$250 must be reported by staff/students within 24 hours to the following:
 - SPED Supervisor/Administrator & SPED Inventory Clerk
 - A CCSD Property Loss Notice – Damage to County Property Form must be completed. Contact the SPED Inventory Clerk to assist with completing this form. Once completed, please forward the completed form to the SPED Inventory Clerk. The SPED Inventory Clerk will retain a copy and will forward the original completed form to the Risk Management Department.
 - Any lesser-valued lost SPED equipment/materials must be reported to the SPED Inventory Clerk.
 - Financial restitution for lost equipment is required for staff/students.
- **Damaged SPED Equipment/Materials**
 - Damaged SPED equipment/materials having an original value exceeding \$250 must be reported by staff/students within 24 hours to the following:
 - SPED Supervisor/Administrator & SPED Inventory Clerk
 - A CCSD Property Loss Notice – Damage to County Property Form must be completed. Contact the SPED Inventory Clerk to assist with completing this form. Once completed, please forward the completed form to the SPED Inventory Clerk. The SPED Inventory Clerk will retain a copy and will forward original completed form to the Risk Management Department. If damage involves suspected of foul play, it must be noted on the form and reported to the District's Office of Safety and Security. Any act of negligence or intent must be included on the form.
 - Any lesser-valued damaged SPED equipment/materials must be reported to the SPED Inventory Clerk.
 - Financial restitution for damaged equipment is required for staff/students.
- **Stolen SPED Equipment/Materials**
 - Stolen SPED equipment/materials having an original value exceeding \$250 must be reported by staff/students within 24 hours to the following:
 - SPED Supervisor/Administrator & SPED Inventory Clerk
 - Office of Safety & Security
 - If stolen from off the school/District site, a municipal police report must be filed immediately. A copy must be provided to the SPED Inventory Clerk.
 - A CCSD Property Loss Notice – Damage to County Property Form must be completed. Contact the SPED Inventory Clerk to assist with completing this form. Once completed, please forward the completed form to the SPED Inventory Clerk. The SPED Inventory Clerk will retain a copy and will

forward original completed form to the Office of Safety and Security and the Risk Management Department.

- Any lesser-valued stolen SPED equipment/materials must be reported to the SPED Inventory Clerk.
- If stolen and negligence or misuse of equipment/materials can be proven, financial restitution is required for staff/students.
- **Replacement of SPED Equipment/Materials**
 - Any student equipment/material required in the student's IEP will be replaced as soon as possible. Any other items will be considered for replacement if reported in a timely manner.
 - If equipment repairs are needed, staff shall contact the appropriate program area to determine repair cost in order to contact approved vendors for repairs.

Equipment Maintenance Procedures

- SPED staff shall inspect equipment on an ongoing basis to determine condition and if any maintenance repairs are needed. If repairs are needed, staff shall contact the appropriate program area to determine repair cost in order to contact approved vendors for repairs.

Equipment/Materials Disposition (Surplus)

- Any request to surplus SPED equipment/materials must be made to the SPED Inventory Clerk. Equipment/materials must be transferred to the office of SPED and attention to the SPED Inventory Clerk. The SPED Inventory Clerk, with a consultation with the appropriate Program Area, will determine if the equipment/materials should be surplus or are still usable. All SPED equipment/materials must receive approval by the Executive Director of Special Education or Supervisor of Special Education before being surplus.
 - If determined that the equipment or materials should be surplus and are no longer needed, the District is authorized to sell the property upon surplus and proper sales procedures and followed to ensure the highest possible return.
 - The policy following state and federal guidelines for eliminating the equipment from inventory purchased with federal funds includes the following:
 - <\$5,000 or more than 3 years old: may be retained, sold or disposed of, with no further obligation to GaDOE.
 - >\$5,000: may be retained or sold and the GaDOE shall have the right to amount calculated by multiplying current market value or proceeds from sale share of equipment.
 - Disposition should be documented, and documentation retained.
- A separate hard copy record will be retained by the SPED Inventory Clerk for surplus disposition records. SPED is working to the goal of using another platform of the Follett Destiny Management system called Destiny Resource Manager. This platform will be able to retain an electronic disposition record of the equipment or material. At this time, a separate hard copy record will be retained for any items for surplus.
- The process for surplus depends on the particular SPED item. The following are examples of items in SPED inventory and surplus procedures. Also, the following is the link to CCSD Surplus Property procedures and the forms referenced: [CCSD Surplus Forms](#)
- SPED Equipment – Standers, lifts, activity chairs and other equipment of this type will be surplus using the CCSD Furniture-Equipment Surplus Property Removal Form. All information requested on the form must be completed prior to any approval being made. The form will need the approval of the Executive Director of Special Education or

Supervisor of Special Education. The form will be submitted to the Director of Procurement for approval. After the form has been submitted and approved, the Supervisor of Warehouse Operations will schedule a pickup and dispose of the items. A copy of the form will be retained by the SPED Inventory Clerk.

- All property approved for surplus becomes the property of the District general and/or surplus inventory to be transferred, inventoried, sold or destroyed per county, state and federal guidelines.
- SPED Assistive Technology – Assistive Technology devices or software will be surplus through the Office of Technology and Information Services. A spreadsheet will be submitted to the Instructional Technology Facilitator and Senior Logistics Specialist with the same required information as the CCSD Furniture Equipment Surplus Property Removal Form. A CCSD Central Distribution Work-Transfer Form will be completed. The form will need approval by the Executive Director of Special Education or Supervisor of Special Education. The original form will be submitted to the Supervisor of Warehouse Operations for transfer of items to the Office of Technology and Information Services and will be processed for surplus through the approved Technology surplus vendor. A copy of the form and spreadsheet will be retained by the SPED Inventory Clerk.
- All property approved for surplus becomes the property of the District's general and/or surplus inventory to be transferred, inventoried, sold or destroyed per county, state and federal regulations.
- SPED Curriculum – Any Special Education curriculum-based material (books, kits, etc.) will be surplus using the Textbook and Media Material Surplus Property Removal Form. The surplus form will be completed with the required information. The form will need approval by the Executive Director of Special Education or Supervisor of Special Education. The form will also need the final approval by the Executive Director of Curriculum & Instruction. Once the form is approved, it will be sent to the Supervisor of Warehouse Operations for transfer of the items to the Textbook Clerk for Curriculum & Instruction. The items will be processed for surplus through the approved vendor for Curriculum & Instruction textbook surplus. A copy of the form will be retained by the SPED Inventory Clerk.
- All property approved for surplus becomes the property of the District general and/or surplus inventory to be transferred, inventoried, sold or destroyed per county, state and federal regulations.

Cash Management and Drawdowns

2 CFR 200.302(b)(6); 2 CFR 200.305

Monthly the Budget Clerk reconciles each federal grant to Munis, the general ledger system. Grant administrators meet at least quarterly with the Budget Clerk to discuss and confirm information noted during the reconciliation process. At the meeting, a checklist is completed and signed. Documentation is maintained with the grant administrator. The Supervisor of Accounting and Budgets will draw down funds, at a minimum, quarterly from the Georgia Department of Education for Federal Award Payments. Only funds that have been expended previously can be requested for reimbursement, ensuring reimbursements are only after costs have been incurred and that drawdowns are for actual needs. Once payroll and expense journal entries are identified, MUNIS year-to-date reports will be used to ensure the amount of the drawdown is based on actual expenditures. All pending journal entries are subtracted from the actual year-to-date expenditure total. Once the general ledger report (Munis) consisting of all payroll and year-to-date expenditures for each program are approved by the appropriate grant administrator, the Director of Federal Programs will forward the approved Drawdown Summary Spreadsheet to the Supervisor of Accounting and Budget. A GAORS form DE0147 will be created by the Supervisor

of Accounting and Budgets to request each grant. The Chief Financial Officer will submit each DE0147 for approval after review of all documentation. The Supervisor of Accounting and Budgets will notify the Chief Financial Officer and the Director of Federal Programs that reimbursements are prepared and ready for review. YTD reports will be provided for each grant requesting reimbursement. The Chief Financial Officer will submit the DE0147 in the portal once the documentation is reviewed. The Cherokee County School District does not have any sub-recipients of federal or state funds.

Completion Reports

Annually, the Supervisor of Accounting and Budgets will process completion reports from the Georgia Department of Education for Federal/State Awarded Payments. Once final payroll journal entries are posted, MUNIS year-to-date reports will be run to ensure the amount of the drawdown is based on actual expenditures for the fiscal year. A form DE0147 is automatically created if funds are still available for reimbursement. The Chief Financial Officer will submit each completion report for approval and review of all documentation. The Supervisor of Accounting and Budgets will email portable document format versions of YTD reports to the Chief Financial Officer and Director of Federal Programs to review. Upon approval, the Chief Financial Officer will submit completion reports to the GaDOE. The Supervisor of Accounting and Budgets will save a portable document format copy of each closed (GaDOE approved) completion report for department and audit documentation.

Complaints

A formal complaint may be filed when an organization or individual believes that a recipient of funding has violated a requirement of a federal statute or regulation related to the administration of a program. The complaint must allege a violation that occurred not more than one year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic.

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

1. A statement that the local school, School District, GaDOE, agency or consortium of agencies has committed fraud, waste or abuse of funds and/or 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 (including the citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant's position; and
7. The address of the complainant.

The complaint must be addressed to:
Cherokee County School District
Office of School Operations
Attention: Chief Operations Officer
1205 Bluffs Parkway
Canton, GA 30114

The federal programs for which formal complaints may be filed and investigated are:

1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged
2. Title I, Part C: Education of Migratory Children
3. Title I, Part D: Programs for Neglected and Delinquent Children
4. Title II, Part A: Supporting Effective Instruction
5. Title III, Part A: Language Instruction for English Learners and Immigrant Students
6. Title IV, Part A: Student Support and Academic Enrichment
7. Title IX, Part A: McKinney-Vento Assistance Act
8. IDEA: Special Education Services and Supports
9. ESSER: Elementary and Secondary School Emergency Relief

Program Specific Procedures

Title I, Part A Within District Allocation Procedures

Allocating Funds to Attendance Areas

ESEA: Sec. 1113; 34 CFR 200.70 and 200.71

The Eligible Attendance Area Worksheet is to be completed as early in the fiscal year as possible by the Director of Federal Programs after being provided the information by the Director of School Nutrition. If the Cherokee County School District is not opening new schools, not adding/removing grade levels from existing schools or reconfiguring attendance areas of existing schools, the worksheet may be completed in July of the current fiscal year using data from the previous year. However, if the District is opening new schools or reconfiguring attendance areas, data from the previous or the current year may be used, which entails obtaining enrollment and free/reduced meal eligibility from the October FTE count.

Model 1 - The following procedures are used to complete the annual Eligible Attendance Area Worksheet when no new schools are opened, no grade level spans are altered and/or attendance areas are reconfigured. In this case, data from the previous fiscal year October FTE count is used.

1. FTE Enrollment by Grade Level Report for October of the previous fiscal year is downloaded from the Georgia Department of Education (GaDOE) website.
2. Free/Reduced Price Meal Eligibility Report for the previous October FTE count is obtained from the Director of School Nutrition.
3. The Director of Federal Programs enters data from all schools on the Eligible Attendance Area Worksheet in the Consolidated Application.
4. Schools are ranked, Districtwide, based on highest to lowest percentage of students eligible for Free/Reduced Price Meals.
5. Schools with 75% or more Free/Reduced Price Meals eligibility are ranked first; then remaining schools are ranked, Districtwide.
6. Annually, the District identifies a cut-off poverty (Free/Reduced Price Meal eligibility) percentage to determine which schools will be served under Title I, Part A.
7. Allocations are made on a per-pupil basis, with the highest per-pupil amount allocated to the schools with the highest percentage of low-income children. The per-pupil amount for lower-ranked schools will not exceed the per-pupil amount allocated to the next highest ranked school.
8. Backup data is retained in the Eligible Attendance Area Worksheet file for future reference/review by monitors.

Model 2 - The following procedures are used to complete the annual Eligible Attendance Area Worksheet when a new school is opened, grade levels are added/removed from an existing school or attendance areas are reconfigured. In order to obtain the most accurate information possible, the District typically opts to use current-year enrollment, Free/Reduced Price Meals eligibility and Pre-K data in order to complete the Worksheet.

1. FTE Enrollment by Grade Level Report for October of the previous fiscal year is downloaded from the GaDOE website. Students are counted at the new school, expanded grade level or attendance area reconfiguration for the current fiscal year and subtracted from the previously attended school.
2. Free/Reduced Price Meals Eligibility Report for October of the previous fiscal year is obtained from the Director of School Nutrition.
3. The Director of Federal Programs enters data on the Eligible Attendance Area Worksheet in the Consolidated Application.
4. Schools are ranked, Districtwide, based on highest to lowest percentage of students eligible for Free/Reduced Price Meals.
5. Schools with 75% or more Free/Reduced Price Meals eligibility are ranked first; then remaining schools are ranked, districtwide.
6. Annually, the District identifies a cut-off poverty (Free/Reduced Price Meal eligibility) percentage to determine which schools will be served under Title I, Part A.
7. Allocations are made on a per-pupil basis, with the highest per-pupil amount allocated to the schools with the highest percentage of low-income children. The per-pupil amount for lower-ranked schools will not exceed the per-pupil amount allocated to the next highest ranked school.
8. Backup data is retained in the Eligible Attendance Area Worksheet file for future reference/review by monitors.

The Cherokee County School District ranks all of its school attendance areas (the geographic area from which a public school draws its children) according to their percentage of poverty. The same measure of poverty is used to identify eligible school attendance areas, determine the ranking of each area and determine the allocation for each area. The poverty measure used is the number of children eligible for free/reduced-price meals under the National School Lunch Act. School attendance areas are ranked based on percentage of students qualifying for free/reduced meals/total enrollment. Per pupil amounts are allocated to schools based on a review of data and needs identified by each school. The Cherokee County School District has no residential treatment facilities.

Title I, Part A Reservation of Funds

ESEA: Sec. 1113; 34 CFR 200.70 and 200.71

After receiving notification of the Title I, Part A grant amounts from the Georgia Department of Education (GaDOE), reservations are set aside for required or applicable components such as Homeless Children and Youth, Neglected and Delinquent Children, Parent and Family Engagement and Private Schools. Administrative costs, which are not part of schools per pupil amounts, are also part of the reservations.

Homeless Children and Youth

Title I local education agencies (LEAs) are required to set aside funds within their budgets to meet the needs of homeless children and youth. Using Method #1 in the Title I Procedures Handbook, the District determines the needs of homeless students and sets aside sufficient funds to meet their needs. The District has set aside \$10,800 for homeless students.

Neglected and Delinquent Children

The District sets aside the appropriate amount based on the allocation from the GaDOE.

Parental and Family Engagement

A minimum of ninety percent (90%) of one percent (1%) of the entire Title I allocation is allocated to schools. If a school or all Title I schools within the District decide to use its share of the 1-percent reservation for parental and family engagement under the Every Student Succeeds Act (ESSA) of 2015 to support a District activity, then each participating Title I principal must sign the District Parent Activity/Project Assurance.

Private School Proportionate Share

Cherokee County School District must reserve funds to provide comparable services for eligible children in participating private schools. At the beginning of March prior to the service year, the Director of Federal Programs or designee requests enrollment data from the private school for November 1st (year prior to implementation). The data requested includes last name, first name, grade and address. The private school is asked to submit the data by the end of March. The Director of Federal Programs or designee reviews the enrollment list and verifies the addresses to determine the number of students residing in Cherokee County School District Title I attendance zones on the November 1st count day. The District consults with the private school through meetings, phone and/or email to discuss how poverty information will be collected. The District and the private school agree upon a method for income determination. For Title I, Part A, income determination is collected for students who attend the private school and reside in Cherokee County. The Director of Federal Programs or designee shares the current information with the private school contact at the beginning of March. A deadline for completion is also given to the private school (end of March). The private school proportionate share is determined by the GaDOE.

Carryover Funds

The Every Student Succeeds Act (ESSA) of 2015 permits LEAs to carryover Title I funds not expended within the awarded fiscal year to the next fiscal year. While the law permits LEAs to carryover funds, LEAs are encouraged to expend the fiscal year allocation within that fiscal year. The law specifies requirements for the expenditure of carryover funds exceeding the 15 percent carryover limitation. However, the waiver process allows LEAs to request waivers from the GaDOE once every three years when the LEA fails to expend at least 85% of the allocated funds within the fiscal year utilizing the Title I, Part A Local Educational Agency (LEA) Carryover Waiver Request Form. Parent and Family Engagement Carryover is calculated by using the expenditure detail worksheet and carryover worksheet. The 15 percent carryover limitation may also be waived through an Ed-Flex Waiver.

The Cherokee County School District will expend carryover funds by exercising one of the four options allowable by federal law:

- Allocate the funds to eligible schools by increasing the per-pupil amount (PPA), maintaining rank order, basing that amount on the total number of children from low-income families in each area or school.
- Allocate the funds for District level activities (e.g., professional development) ensuring that private schools have equitable participation, if appropriate.
- Allocate the funds back to the eligible schools that originally earned the dollars and give that school an opportunity to spend the funds. This carryover amount is not to be included

in the PPA for the current fiscal year. The Director of Federal Programs will request a plan from the school(s) to expend such funds.

- Allocate the funds back to all the schools on an equal basis and give each school an opportunity to spend the carryover funds. The Director of Federal Programs will ask the school(s) for a plan to expend such funds.

The District will not allocate funds to schools on a grant basis as this will violate the rank-order requirement.

If applicable, the Director of Federal Programs will recalculate set-asides for parent and family engagement and equitable services for private school participants to include an equitable proportion of carryover funds. The following procedures will be followed:

- For parent and family engagement, the Director of Federal Programs will compare the required set aside from the previous fiscal year to the amount actually expended in that year by looking at expenditures reported under Function 2100. If the amount required in the previous fiscal year is greater than actual expenditures reported in Function 2100, the difference will be allocated to schools to be expended as carryover in the subsequent fiscal year for parent and family engagement purposes.
- Relative to the private school set-aside, in general, carryover funds are not allowable. If carryover is permitted it is due to extenuating circumstances and approved by GaDOE Ombudsman. The District retains control of the federal funds carried over into the following year. No funds are provided directly to private schools.

Using an amended Consolidated Application and budget sheet, amendments detailing the use of carryover funds are uploaded using the same procedures followed when uploading the original Consolidated Application and budget sheets. When the official carryover amount is received from Grants Accounting, these funds must be amended into the federal program budget. Budget amendments must be approved by the GaDOE before they may be expended.

Rank Ordering Within Schools for Targeted Assistance Schools, Initiatives for Select Students in Schoolwide Program at the District Level and Private Schools

ESEA: Sec. 1115

- Rank order lists must be completed for Schoolwide Schools where initiative participation is offered to a select group of Title I students, in a Targeted Assistance School, when a District-level (set-aside) initiative is offered to select students and for services provided for CCSD Title I zoned at-risk students in private schools.
- Funds from a school or District approved Title I budget may be used for allowable initiatives for select students only identified as failing or most at-risk of failing to meet State academic achievement standards based on Multiple Selection Criteria (MSC). Private schools may use Title I funds to support needs identified by MSC for students identified as failing or most-at-risk of failing to meet State academic achievement standards.
- Initiatives must meet evidence-based criteria as defined by the Every Student Succeeds Act (ESSA) and must be listed in the school's Comprehensive Needs Assessment and Targeted Assistance Plan/Schoolwide Plan or private school's plan.
- Eligible students must be identified by the school using the MSC which includes multiple (at least two), educationally related, objective criteria as established by the District and supplemented by the school for each core content area (English language arts, math, science and social studies) and grade level being served. A rank order list should be completed ranking students by greatest need based on the listed methods.

- A separate rank order list must be created for each targeted core content area.
- Rank order lists must include every student in the targeted core content area and grade level. Students may only be excluded if the intervention is not appropriate (i.e. based on their Individualized Education Program (IEP) Plan).
- Rank order lists for each core content area and grade level being targeted must be completed using the most recent available data.
- New students enrolling during the semester will be assessed on the identified criteria or comparable criteria will be utilized. Students will be placed on the rank order list for determination of services (based on total points) for ongoing initiatives during the period of implementation.
- Rank order lists must be reviewed and approved by the Director of Federal Programs or designee prior to the start of services for the identified students.

Selecting Multiple, Educationally Related, Objective Criteria for Rank Ordering:

- Eligibility of select students for allowable initiatives must be based on multiple educationally related, objective criteria--two allowable criteria should be used for rank order lists.
- Examples of educationally related, objective criteria that may be used for rank ordering students are listed below:
 - Georgia Milestones
 - Report Card Grades
 - Benchmark Assessments (easyCBM, iReady and Scholastic Next Steps GuidedReading Level)

Creating the Rank Order List:

- Rank order lists must contain required data for **every** student in the core content area and grade level being targeted.
- Rank order lists should be completed in an Excel spreadsheet for ease of sorting students by rank order of total points assigned based on the multiple, educationally related, objective criteria used.
- The Excel spreadsheet must contain the following column headings for student data:
 - Student ID Number
 - Last Name
 - First Name
 - Grade
 - Criteria #1 Name
 - Criteria #1 Points
 - Criteria #2 Name
 - Criteria #2 Points
 - Total Points
 - Comments
- The rank order list file name should reflect the school name and name of the initiative.
- Once the two allowable criteria for ranking students are selected, data should be imported into the Excel spreadsheet.

Addressing Missing Data for Selected Criteria for Students:

- Every student on the rank order list must have data for each selected criteria or descriptive comments must be noted on the rank order list to explain why the student is missing

specific data, if alternative data is utilized and/or why the initiative is not appropriate for the student, if applicable.

- If missing data for any student on the rank order list is not provided by the school as requested by the deadline established by the Director of Federal Programs, the rank order list will not be approved and the start of services may be delayed.
- Students may be missing data for selected criteria for multiple reasons such as:
 - SPED students who are being served under the adapted curriculum.
 - Students transferring from another Georgia school district or other states who have not previously taken an assessment selected as criteria.
- If a student is missing data for selected criteria, the following must occur as applicable:
 - For students receiving SPED services: Determination that the initiative is not appropriate for the SPED student based on the current curriculum being delivered must be documented in the student's Individualized Education Program (IEP) Plan and verified by the Special Education Department.
 - For students transferring from another Georgia school district or from out of state: The selected assessment used as criteria should be administered to the student as soon as possible in an upcoming assessment window. Alternate but comparable criteria may also be utilized if there is not an upcoming window.
- Occurrences of missing data for students for selected criteria under circumstances not listed above will be reviewed by the Director of Federal Programs. Actions necessary to determine the eligibility of the student will be coordinated with the school and other District staff as needed.

Documentation Required for Students Exempted from Services:

- For students receiving SPED services and for whom the initiative is not appropriate: Current IEP listing the type of curriculum the student receives (reviewed upon request).

Assigning Points to Selected Criteria:

- Points must be assigned to each selected criterion in order to calculate total points for each student on the rank order list.
- To assign points to assessment scores or credit deficiencies, a chart listing ranges for all assessment scores or credit deficiency totals should be created with points assigned to each range.
 - Ranges should be equally distributed.
 - All student scores or credit deficiency totals reported on the rank order list must be included in the ranges.
- To assign points to a qualifying, comparable assessment score being used in place of a selected assessment, point ranges must be of the same number as the compared values.
- Charts assigning points to selected criteria should be entered in the Excel spreadsheet for easy reference.

Calculating Total Points and Sorting the Rank Order List:

- The points assigned for each criteria selected must be totaled for each student and entered on the rank order list.
- The Excel spreadsheet will be used to calculate total points to avoid errors and ensure accurate calculation of points.

Determining Students to Serve Based on the Rank Order List:

- All students at a total point value selected and above must be served.
 - Additional point levels may be added if space becomes available due to the following:
 - Students who have withdrawn or transferred.
 - Students who have tested out of the initiative.
- For services being delivered to eligible students via classroom instruction during the school day, the maximum spaces available in the total number of classes offered should be determined.
 - Total points for students on the sorted rank order list should be reviewed to determine how many eligible students can be served in available classes.
- For services being delivered to eligible students through an extended learning program outside of the school day, the maximum spaces available in the extended learning program should be determined.
 - Total points for students on the sorted rank order list should be reviewed to determine how many eligible students can be assigned to available spaces in the extended learning program.

Addressing Student Withdrawals and Transfers on the Rank Order List:

- Students on the rank order list who withdraw from or transfer out of the District should be marked as such in the comments section.
- In the event a student being served withdraws or transfers from the District and then returns to the school within the same school year with the same rank order, the student must retain their ranking on the rank order list and resume services upon reenrollment at the school. Denote the reenrollment date and the effective date services are resumed in the comments section of the spreadsheet.

Addressing Discontinuation of Services for Students on the Rank Order List:

- Services may be discontinued for students who test out of a specific program or class based on predetermined criteria after review and approval by the Director of Federal Programs.
 - Student information on the rank order list for those who test out of a class or program should denote “Tested Out” and the effective date should be entered in the comments section.
 - Testing evidence will be maintained by the schools.
- Test-outs are not applicable to students receiving services through an extended learning program.

Timeline for Submitting Rank Order Lists for Review and Approval:

- Rank order lists must be reviewed and approved by the Director of Federal Programs prior to starting any services for eligible students.
- Rank order lists must be submitted at least 10 school days (excluding holidays) prior to the anticipated start date of services.

**Equitable Services Plan Development Timeline for Title I
January/February**

- Collection of students in Title I attendance zone and students receiving free/reduced meals data

- Determination of the Multiple Selection Criteria to be used to determine eligible students with private schools
- Review of options for service providers
- Decide on dates for future meetings

March/April

- Obtain list of names, addresses and grades of private school students who meet the criteria for Title I services
- Select for Title I services those students most at-risk of failing as decided upon in consultation
- Rank the students by greatest need for service
- Discuss professional development needs of the private school teachers based on the most recent student assessment data
- Determine the criteria that will be used to measure the effectiveness of professional learning
- Discuss the needs of the parents and how they can better support their child's instruction
- Determine the criteria that will be used to measure the effectiveness of parent and family engagement
- Discuss how the program will be evaluated: standards, assessments, benchmarks used for annual progress and percentage of participants required to show progress to measure effectiveness
- Establish the date that services will begin
- The District will complete the Comprehensive Needs Assessment for the Private School

May/June

- Finalize the designs of the program and ensure materials have been ordered
- Ensure that District personnel who are providing services are in place and service start date is firm
- Finalize and establish a calendar for professional learning activities for private school teachers
- Establish and finalize a calendar for family engagement programs and activities for parents of private school students
- Complete form A in ES4PS Platform
- The District will complete the Annual Plan and Evaluation (components) for the Private School

Implementation Timeline

August/September

- Begin services for students identified the previous spring as participants or as requested by participating private schools
- Obtain a list of newly enrolled students who meet eligibility criteria and consult with private school officials on how new students might be accommodated in the program
- For Title I, review criteria to be used for evaluation of the effectiveness of the Title I program including the following areas: academic, parent and family engagement and professional development.
- For Title I, host/co-host the Title I Parent Information Meeting

October/November/December/January/February/March

- With established Private Schools, conduct onsite visit for physical inventories of equipment in the fall of each year
- Meet with private school officials periodically to determine if the program is operating smoothly and effectively
- Meet with private school teachers periodically to determine if the program is operating smoothly and effectively
- Make on-going adjustments to ensure student needs are being met
- For Title I, monitor implementation of the parent and family engagement component of the program
- If applicable, monitor implementation of the professional development component of the program
- Ensure conference(s) are occurring between the Title I teacher and the private school teacher(s) and parents of participating students
- Conduct teacher observations periodically to verify effectiveness of teaching skills and instruction

April/May

- For Title I, distribute the parent survey (service feedback)
- Gather documentation to evaluate the effectiveness of the program based on the criteria established at the beginning of the school year and evaluate the effectiveness of the program
- Based on the evaluation, adjust and make changes to improve the program
- The District will complete the data for the Annual Plan and Evaluation for the Private School

Professional Development

All Title I schools will complete a Comprehensive Needs Assessment to assess areas of weakness, develop school goals and a plan of action which will include a school budget. Title I Schools that allocate funds for Professional Development must follow the procedures below:

- All In-District PD will be preapproved through PowerSchool Professional Learning Portal by the Director of Federal Programs or designee and the Supervisor of Professional and Staff Development.
- All Out-of-District PD will be preapproved via the Professional Development Activity Request Form (PDARF) by the principal, Director of Federal Programs, Supervisor of Professional Development and the Executive Director of Curriculum and Instruction.
- All purchases and/or contracts shall be awarded contingent upon an appropriation having been made and the availability of funds. Contracts will have to be preapproved by the Procurement Department.
- After the Professional Development Training is completed, the school will submit the sign-in sheet, agenda, notes/PowerPoint presentation and PD evaluation surveys.
- Periodic Certification for any substitutes paid with federal funds will be completed monthly.
- Principals are notified of the procedures at the Beginning of the Year Principal Meeting.

Temporary Remedial Teachers (Part-time)

The purpose of Title I is to ensure all students have an opportunity to obtain a high-quality education and to achieve proficiency on high academic standards. Funds should be used to assist

the most at-risk students. Funds may be used to hire temporary part-time remedial teachers using the following guidelines:

General Guidelines

- Work with the most at-risk students in core content areas
- Provide evidence-based strategies for at-risk students
- Work within the maximum number of hours per week/month (include lunch break, if applicable)
- Ensure staff does not exceed the allocated budget amount

Unallowable Duties and Responsibilities

- May not provide enrichment
- May not perform secretarial or administrative duties
- May not administer local or state mandated assessments
- May not provide special educational services as required by an IEP
- May not progress monitor for the purpose of RTI
- May not upload data, manage RTI Point Plans or attend RTI meetings

Kronos

- Record time daily
- Verify Kronos on or before the 15th of every month
- Ensure the monthly amount has not been exceeded (Exceeding maximum monthly hours will jeopardize retirement benefits.)
- Review monthly total to stay within Title I budget limits

All temporary remedial teachers (part-time) will apply each year via CCSD PowerSchool TalentEd and are paid a flat rate as designated by the District Employee Compensation and Salary Allocation Handbook. Staff certification is verified against CCSD Professional Qualification requirements.

Professional Qualifications

20-Day Notification Procedures

The Human Resources (HR) Staffing Executive Directors will work in coordination with the Executive Director of Student Information Systems in monitoring certification as it relates to Professional Qualifications for the School District. The HR leadership team will be responsible for written procedures for compliance which include a timeline of notification (within 10 days following the four consecutive weeks) as well as ensuring that verification of content, verifying dissemination of notification and maintaining notification documentation.

When it is determined that a teacher does not meet Professional Qualifications, the appropriate Executive Director of Staffing will contact the principal and complete the following:

- Prepare appropriate 20 Day Notifications and finalize distribution plan.
- Procedures should include:
 - Day/month/year of notification
 - Name of the teacher who has not met professional qualification requirements
 - Name of the LEA and/or school/program and the point of contact, by position
 - Statement that the teacher has not met state certification or LEA charter/strategic waiver professional qualification requirements for the grade level(s) and/or subject area(s) in which the teacher is assigned.

- Grade level and/or subject area must be identified
- The process for notifying parents, ensuring that all parents have the opportunity to receive the information in multiple formats and to the extent practicable, in a language that they may understand.
- Set up a meeting with the principal and impacted employee to work on a remediation plan and/or solution to the PQ issue.

Copies of the 20-Day Notification Letter will be maintained at the local school, one copy maintained by HR and one copy sent to the Director of Federal Programs.

Right to Know Procedures

Within 30 calendar days from the start of school or upon enrollment, parents/guardians are provided the Right to Know notification via the Student/Parent Handbook as part of the Back-to-School Gateway Registration and/or ParentSquare email. . The Right to Know letter is located in the Cherokee County Student/Parent Handbook on the Federal Programs webpage located on the Cherokee County Website. The Student/Parent Handbook is also available upon request. The handbooks is provided in English and Spanish. Parents/guardians are required to acknowledge (parent/student agreement) that they have received the Student/Parent Handbook which includes the letter via Gateway. The parent/student agreement is date and time stamped. Registrars at each school provide school principals verification of completed beginning of the year and completed registration information which includes the Right to Know notification. Documentation is maintained in Gateway. The Right to Know Notification section of the Student Parent Handbook is reviewed annually by the Chief Operations Officer, Executive Directors in OSO and the Director of Federal Programs prior to publication for stakeholders in the spring of each year. These procedures are also reviewed annually to determine if revisions are needed on the Federal Programs page of the Cherokee County School District website.

Title I, Part A-Notice to Parents

ESEA Sec. 1112(e)(3)(A); Sec. 1112(e)(3)(B); Sec. 1112(e)(3)(D); Sec. 1112(e)(4)

Procedures for Notice to Parents of English Learners (ELs) Participation in Title I or Title III

Supplemental Language Programs

No later than 30 calendar days after a student's enrollment in school the Title I Department, in consultation with Title III, identifies English Learners participating in a supplementary language program funded by Title I, Part A or Title III, Part A. The notification must include:

1. The reasons their child was identified and in need of placement in a language program;
2. The child's level of English proficiency and the assessment used to determine that level;
3. The method of instruction used in the program and how it differs from other programs;
4. How the program will meet the needs of the student and how it will help them develop English;
5. Notify the parents as to what level of English proficiency their child needs to be exited from the program and what the expected graduation rate is for students in the program;
6. For EL student swith disabilities, an explanation to parents is required on how the program aligns with their child's Individual Education Plan (IEP); and
7. The parent's right to refuse the student's participation in the language program and their right to participate in another program of choice if there is more than one.

School(s) with student(s) participating in a supplementary language program funded by Title I, A or Title III, A notify parents of English Learners within 30 days after the beginning of the school year or during the first 2 weeks of the EL being placed in the supplemental program during the school year. The notification to parents is sent by ESOL teachers and is provided in English and a language parents can understand. When letters are sent to parents via the student, a copy is placed in the student's English Learner Record (blue folder) and the student's Title III status is indicated in Aspen. The date of distribution must be included on the letter. Each school signs and dates a dissemination statement (English Learners Participating in Title I/Title III Supplemental Language Programs) indicating the students that received the letter, the date it was sent, and the language(s) in which it was sent home. All documentation is sent to the Supervisor of Federal Programs for review and monitoring. Additional monitoring of the process occurs during quarterly meetings between District Title I, Part A and Title III, Part A staff.

After the initial 30 days, an email is sent every two weeks to ESOL lead teachers requesting a class roster check for new students enrolled in a supplemental language program. Once new students are identified, notification procedures previously described are enacted.

Title I, Part A-Parent and Family Engagement

ESEA: Sec. 1116(a)(2)(D); Sec.1116(b); Sec. 1116(c); Sec.1116(d); Sec.1116(f); Sec. 1112(e)(3)(C); Sec. 1112(e)(4)

Stakeholder Input

The Cherokee County School District has established the following procedures to ensure that families are included in the process of collection and review of the District/School Parent and Family Engagement Plans (PFEP) and the Title I School-Parent Compacts.

Parent Revision Meeting

Each year, Title I schools are required to provide parents of Title I students the opportunity to be involved in the joint development of the Parent and Family Engagement Plan (PFEP), School-Parent Compact, building parent and staff capacity, and input into the 1% parent engagement set-aside. The invitation to the Revision Meeting is communicated by way of emails, social media, flyers, newsletters and/or posted on the school website. The Title I school principal meets in the spring with school staff, students, parents and other stakeholders at faculty meetings, school council meetings and/or the Parent Revision Meeting to review the school's PFEP and Compact to garner input. Families are asked to complete input sheets related to building parent and staff capacity and the 1% set aside. During these meetings, the PFEP and Compact are reviewed in detail. Families are also able to provide input through an online form. Input, suggestions and revisions are encouraged and received. Parents may provide suggestions for the PFEP and Compact throughout the school year at other school meetings (excluding the Title I Annual Meeting as it is exclusively an informational meeting only) and any discussion or input regarding the revision of the PFEP and Compact will be saved for the Parent Revision Meeting held in the spring.

PFEP and Compact

The school PFEP and Compact are created in English and Spanish and may be distributed to parents at PTA meetings, Title I meetings/workshops, School Council meetings and/or the Annual Title I Meeting. The PFEP is also posted on the school website and hard copies are also available in both English and Spanish in the front office of each Title I school. The Parent Revision Meeting includes agendas, minutes, handouts and sign-in sheets that reflect the input of students (Compact only), parents, staff and other stakeholders. Documentation also includes the written suggestions

from parents and stakeholders and evidence of distribution of the finalized PFEP/Compact. The principal and Parent Engagement Facilitator at each Title I school are responsible for ensuring these actions are carried out at the school level. Each Title I school maintains a Title I file that includes documentation relative to these meetings (agendas, sign-in sheets, written suggestions, minutes, PowerPoint) for review and evaluation by the Director of Federal Programs and/or designee. During Technical Assistance visits, all documents are reviewed, principals are informed of any issues and given District-level support, as needed. These meetings are conducted at least each semester by the Director of Federal Programs and/or designee to ensure compliance.

District PFEP

The District Parent and Family Engagement Plan is available for review in the spring by all District parents. All parents are invited to the revision meeting through the CCSD newsletter (English and Spanish) from the Superintendent, via email, on the District website and/or via media notification. Families are also able to provide input through an online form. For each fiscal year, the District PFEP will be reviewed the prior spring. During the meeting, the Comprehensive Local Educational Agency Improvement Plan (CLIP) and the District Parent and Family Engagement Plan will be reviewed in detail. Input, suggestions and revisions are encouraged and received. Documentation is retained on file at the District level and includes agendas, minutes, parent comments, revision notes, meeting sign-in sheets and evidence that all stakeholders were invited. The District PFEP is available on the District website, Title I school websites and hard copies are available upon request. A copy of the District Parent and Family Engagement Plan is located in the front office of each school and parental review and suggestions for revision are encouraged throughout the school year. The plan is also shared at each school's Annual Title I Meeting.

Procedure for Title I Parent Survey and 1% Parent and Family Engagement Funds

Cherokee County School District has established the following procedures to ensure that Title I schools conduct an annual evaluation of the content and effectiveness of parent and family engagement in a consistent, thorough, accurate and timely manner.

- Principals discuss parent and family engagement and Title I with parents throughout the year in many forums and garner their feedback relative to services and needs.
- Annually, in the spring, all stakeholders, including parents, PTA, School Council members and community stakeholders, are invited to complete an annual survey via hardcopy and/or online. This survey obtains input regarding services families would like to see made available at their school and how parent and family engagement funds should be spent. Reminders for the survey completion are sent to parents through emails, social media, school website, flyers and/or various monthly newsletters. Hard copies of the survey are available at various parent meetings and in the school's front office. The survey is available in English and Spanish.
- The parent survey specifically requests information regarding suggestions for building staff capacity and additional parent programs, meetings or events they would like to see during the next school year. *A specific question related to the use of the required 1% parent and family engagement funds at the local school level is also included.* The school uses the information from this survey to plan parent and family engagement trainings, make changes to the school initiatives, evaluate current parent and family engagement practices, plan staff capacity activities and make decisions of how to spend the 1% parent and family engagement set-aside. Results of the survey and other input provided by stakeholders at the Parent Revision Meeting are used to revise the Parent and Family Engagement Plan, School-Parent Compact and Title I Schoolwide Plan. Additionally, the

Parent Revision Meeting is utilized to gather input on the 1% set-aside and topics for building staff capacity.

- The Parent Engagement Facilitator is responsible for ensuring that the parent survey has been distributed in multiple ways and for analyzing the results. Each Title I school maintains a Title I file where documentation (evidence of distribution, copy of the survey in English and Spanish, results and summary of results) is included for review and evaluated by the Director of Federal Programs and/or designee.

Providing Technical Support for Parent Engagement

Throughout the school year, the Director of Federal Programs and/or designee and other Cherokee County School District personnel meet at least each semester with principals and school staff, including Parent Engagement Facilitators (PEFs) and Academic Facilitators, to provide technical support to the Title I schools. During these meetings, the Director of Federal Programs and other District staff provide guidance relative to changes in the School Improvement Plan, the Title I Schoolwide Plan/Targeted Assistance Plan, family engagement, expenditure of Title I funds and/or federal compliance including suggesting activities to increase teacher effectiveness, assist in developing teaching/learning strategies to address the academic needs of students and planning parent and family engagement activities. Principals are also encouraged to contact the Director of Federal Programs or other appropriate District staff via phone, e-mail or office visit at any time during the year for additional guidance or assistance. Additional support for principals is provided at School Improvement Council Meetings that are conducted by various District personnel from all Divisions. As the year progresses, principals share District and school data with parents and other stakeholders during faculty meetings, School Council meetings, PTA meetings and other parent meetings/events.

Technical Assistance meetings provide support to assist schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance. Technical assistance is also provided to school Parent Engagement Facilitators through emails, phone calls and the Parent Engagement folder. Training is provided regarding how schools can build parent capacity for strong parental and family engagement through the six requirements of the law. Focus is placed on educating parents on how to assist in their child's (children's) education during the school year as well as ways to monitor progress. Staff is educated on how to implement and coordinate parent programs, communicate with and work with parents as equal partners.

All Title I schools are required to provide four building parent capacity workshops throughout the school year. These meetings focus on a variety of topics including:

- State's challenging academic content standards
- State and local assessments
- What is Title I and parent rights
- How to monitor a child's progress
- Working with educators to improve the achievement of their children
- Materials and training to help parents work with their children to improve achievement including literacy training and using technology (including education about the harms of copyright piracy)
- Parent and family engagement programs and activities coordinated and integrated with other Federal, State and local programs (including public preschool programs)

- Other activities such as school transitions and parent resource centers that encourage and support parents to fully participate in the education of their children
- Other reasonable support for family engagement activities that parents may request
- To inform parents regarding how to be involved in the education of their children and be active participants in assisting their children to
 - Attain English proficiency
 - English Language Development Standards
 - World-Class Instructional Design and Assessment
 - ACCESS for English learners overview
 - Achieve at high levels within a well-rounded education
 - Meet the challenging State academic standards expected of all students

Meetings will include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents of students assisted under Title I, Part A or Title III, Part A. All information is sent home to parents in a format and, to the extent practical in a language parents can understand. Additionally, the Parent Engagement Facilitator is required to educate teachers, personnel, principals and other staff on:

- Value and utility of contributions of parents
- How to reach out and communicate with parents and families as equal partners
- How to implement and coordinate parent and family engagement programs
- Build ties between parents and the school
- Providing notice and information to parents of all English learners in an understandable and uniform format and to the extent practicable in a language that parents can understand

Additionally, during these capacity building sessions, school staff review feedback from parents and discuss other activities that encourage and support parents in more fully participating in the education of their children. This requirement is achieved through two in-person meetings (one per semester) and two secondary communications (one per semester) with the staff at each Title I school.

The principal and Parent Engagement Facilitator are responsible for ensuring these actions are carried out at the school level. Each Title I school maintains a file that includes documentation relative to staff and parent training/workshops (agendas, sign-in sheets, handouts/PowerPoint and minutes). The Director of Federal Programs and/or designee reviews and evaluates documentation and the principal and the Parent Engagement Facilitator are informed of any issues. District support is provided as needed. Parent Engagement Facilitators are encouraged to attend regional meetings provided by the Georgia Department of Education (GaDOE) and to visit the GaDOE website frequently to obtain resources and receive information regarding parent and family engagement requirements and best practices.

Feedback is provided to principals and/or Parent Engagement Facilitators via meetings, phone calls and/or e-mails. The Director of Federal Programs and Administrator on Special Assignment, Title I maintains a phone log, copies of emails, agendas, sign-in sheets and minutes of all technical assistance.

Distribution of Parent and Family Engagement Plans

The Cherokee County School District ensures that each Title I school distributes the District and School Parent and Family Engagement Plan (PFEP) to all parents of participating children in multiple ways prior to November 1st. Distribution by Title I schools is done by including the PFEPs

or link to the PFEPs on the school website. Additionally, hard copies are available in English and Spanish in each Title I school office. The plan is shared with parents at the Title I Annual Meeting and during parent engagement events throughout the year. The principal and Parent Engagement Facilitator at each Title I school are responsible for ensuring that distribution and documentation of distribution (copies of newsletters, emails, social media, screenshots of website and picture of PFEP in the school office) is retained. Each Title I school maintains a Title I file where school documentation is included for review and evaluation by the Director of Federal Programs and/or designee. In addition to this process, visits to each Title I school by the Director of Federal Programs and/or designee are completed to review documentation. Principals and Parent Engagement Facilitators are informed of issues and given District level support, as needed.

The District Parent and Family Engagement Plan is available on the Cherokee County School District website and the Title I schools' websites. Hard copies are available upon request.

Distribution of Compacts

Compacts are distributed to families in multiple ways prior to November 1st. Title I requires that students, parents and teachers sign and date the compact. Students, parents and teachers are able to sign/date in hard copy or through an electronic format with date/time stamp. Homeroom teachers must make *three* attempts to obtain parent signatures. Documentation of these attempts must be included on classroom rosters. Completed Compacts are collected by homeroom teachers. The Parent Engagement Facilitator is responsible for ensuring all Compacts are signed, dated and that copies are kept and maintained in a central school location. Copies of the original completed Compact are included in the Title I file at the local school as additional documentation that each Title I student in the District has completed the requirement.

As new students enroll during the school year, the Compact is signed by students, parents and teachers during the initial enrollment process.

Spot-checking of Compacts by the Director of Federal Programs and/or designee occurs each semester during technical support meetings with the Principal and/or Parent Engagement Facilitator to verify compliance with this aspect of the law.

Title I Annual Meeting Procedures

Each Title I school will conduct a Title I Annual Meeting between the months of August-October (prior to November 1st) to inform parents and all stakeholders of the school's participation in the Federal Title I program, their rights under statute and requirements of Title I. Per federal guidance, the Title I Annual Meeting is an informational meeting only and should not be advertised as a meeting to garner parent input.

- Training by the Director of Federal Programs and/or designee is provided at the beginning of the year to review the guidelines and requirements of the Title I Annual Meeting.
- Prior to the Title I Annual Meeting, parents are notified of the meeting's date and time and are encouraged to attend through multiple methods (flyers/newsletters in English and Spanish, school website, social media and/or emails.)
- All Title I Annual Meeting parent notifications and PowerPoint presentations are reviewed by the Director of Federal Programs and/or designee to ensure compliance.
- The principal or designee is responsible for informing participating parents about Title I programs and explaining their rights to be involved.

- The Parent Engagement Facilitator will utilize the District-provided Speak and Listen kit for English/Spanish translation at the Title I Annual Meeting when meetings are held in person.
- The principal and Parent Engagement Facilitator, to the extent practicable, will ensure that the meeting is in a language that parents can understand through:
 - District-provided Speak and Listen kits for English/Spanish translation when meetings are held in person
 - Interpreter(s) if available
 - PowerPoint Live subtitles
 - Microsoft Live subtitles
 - Translation into Spanish for posted events
- The presentation (PowerPoint Voiceover, Facebook Live, Microsoft Teams, Face-to-Face Presentation) includes a dated agenda.
- All parents are asked to sign in to verify attendance at the Title I Annual Meeting. Sign-in sheets are dated and include the role of attendees.
- A Parent Engagement Checklist is completed by each school to ensure the annual meeting takes place. This form, along with the evidence of invitations, agenda, sign-in sheets handouts and minutes from the meeting are included in the Title I file maintained by the Parent Engagement Facilitator.
- Parents are provided with materials and training indicated by input from parent surveys, feedback and requests throughout the year.

In addition, throughout the school year parents are presented with Title I information and suggestions to understand how to help with their child's education through school and class newsletters, Curriculum Night, ESOL Night, and/or building parent capacity opportunities. Communication to parents may also be provided during parent-teacher conferences, ParentSquare and the online learning management system *Canvas* as well as both the District website and school/teacher websites.

Homeless Children and Youth

Education for Homeless Children and Youth

The Board of Education is dedicated to the guiding principle that all eligible children and youth, including the homeless, who reside within the school system, are entitled to a free appropriate public education. Written procedures for educating homeless students are reviewed annually and noted at the beginning of this document.

Identification

A "homeless student" is determined to be:

- A child or youth who lacks fixed, regular and adequate nighttime residence; and/or
- A child or youth who has a primary nighttime residence that is a supervised publicly-operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters and transitional housing for the mentally ill); an institution that provides a temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- The term "homeless" does not include any individual imprisoned or otherwise detained by an act of Congress or a state law.

Selection

In determining the “best interest” of the homeless child or youth, the School District will, to the extent feasible, keep a homeless student in the school of origin, except when doing so is contrary to the wishes of the parent or guardian. The District, usually a Social Worker or System Navigator, will communicate to the parent or guardian regarding school placement if the homeless student is sent to a school other than the school of origin or a school requested by the parent or guardian.

“Feasibility” in determining school enrollment should be a student-centered, individualized determination considering many factors including, but not limited to: (a) the age of the homeless student; (b) the distance of a commute and the impact it may have on the student’s education; (c) personal safety issues; and (d) a student’s need for special instruction.

Enrollment

A homeless student is assisted in the school admissions/enrollment process, according to the child’s or youth’s “best interest”, which is determined as the following:

- Continuation of the child’s or youth’s education in the “school of origin” for the:
 - duration of the homelessness or (in the case in which a family becomes homeless between academic years or during an academic year); or
 - remainder of the academic year (in the case in which a family becomes permanently housed during the academic year, but the residence is located outside the attendance zone for the school of origin); or
- Enrollment in the school serving the attendance area in which the homeless student is currently living.

Disputes

If a dispute arises over school selection or enrollment in a school, the homeless student will be immediately admitted to the school in which enrollment is sought, pending resolution of the dispute. The parent or guardian of the homeless student will be contacted by phone via the Homeless Liaison of the District’s decision regarding school selection or enrollment, including the rights of the parent, guardian or homeless student to appeal the decision. In the case of an unaccompanied homeless student, the Homeless Liaison will ensure that the homeless student is immediately enrolled in the school pending resolution of the dispute.

Records Requirements

The school selected for enrollment of a homeless student will immediately enroll the student, even if the student is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. While the requirement of these records is not waived, the school will not prohibit enrollment due to the immediate lack of the necessary records.

Any record ordinarily kept by the school, including immunization or medical records, academic records, birth certificates, guardianship records or evaluations for special services or programs shall be maintained so that the records are available when a homeless student enters a new school or School District.

Comparable Services

Each homeless student shall be provided services comparable to services offered to other students in the school, including the following:

- **Transportation services**

- Families in housing transition or previously declared homeless students are referred to the school district social worker. The social worker meets with the family and student(s) to determine homeless status and review services that may be needed. If necessary, a Transportation Request Form is completed and approved by the Foster Care/Homeless Liaison. Once reviewed and approved by the Foster Care/Homeless Liaison, this request is emailed to the Director of the Transportation Department to schedule student transportation. At this time, the Social Worker or System Navigator communicates the proposed bus route to the family of the homeless student. Throughout the year, the Foster Care/Homeless Liaison, Social Workers, and System Navigator communicate regularly via email with the Executive Director of Transportation regarding transportation services for homeless students. An annual meeting is held with transportation staff to review and assess the process of providing transportation to homeless students.
- **Education Services for which the homeless student meets eligibility criteria, such as Title I, educational programs for children with disabilities and educational programs for students with limited English proficiency**
 - All students that are declared homeless are eligible for educational services and resources provided through Title I, individualized education plans (IEP), and English language support through English for Speakers of Other Languages.
- **Programs in vocation and technical education**
 - All students that are declared homeless are eligible for and have access to the Career, Technical, and Agricultural Education (CTAE) programs that are offered at the middle and high school level.
- **Programs for gifted and talented students**
 - All students that are declared homeless are eligible for and have access to programs for gifted and talented students.
- **School nutrition programs**
 - All students that are declared homeless are automatically eligible and enrolled in the free/reduced lunch program.

Appeal Process

Any dispute in regard to providing a public education to a child designated as homeless will be presented to the school principal to be resolved. If the matter is not resolved at that level, the dispute shall be brought to the Superintendent or designee who will resolve the matter. If the matter is not resolved at this level, the dispute shall be brought to the Board of Education. In the event the dispute cannot be resolved locally, the parent/guardian may request a review of the dispute by the Georgia Department of Education.

Note: These guidelines are to be provided to any student, parent, guardian, or Homeless Liaison seeking enrollment for the homeless in the Cherokee County School District. These guidelines outline protocol for establishing eligibility, school admissions/enrollment, records requirements, comparable services and the appeals process for disputes.

Full/Partial Coursework Procedures for Homeless Students

- Upon enrollment of a student who meets criteria for homeless designation, the school registrar will complete a records request and send to the previous school.
- The student is placed temporarily/probationally in appropriate courses as reported by the student and/or parent.

- Upon receipt of previous school records, counselors and/or principal's designee will review course completion or credit attainment.
- In order to attain necessary credits, if the student experienced a gap in instruction due to homelessness, the school will work to support the student through:
 - Response to Intervention Plan (RTI)
 - Offer Instrumental Extension Program, EXP free tutoring
 - Credit and/or unit recovery through teacher direct instruction or learning/instructional software (e.g., Edgenuity)
 - Summer School
 - Scholarships for Summer School or credit recovery courses as needed
 - 8th period course (additional course for student)
 - Flexible start and end times for course completion

Providing Awareness and Contact Information of Homeless Liaison

At the Superintendent's Annual Leadership Symposium and/or periodically at Principals' Meetings, information regarding the homeless education program is shared by the Homeless Liaison to all District level and school-based administrators. All District employees receive information and training pertaining to the identification and declaration process for homeless children and youth through the Vector Solutions SafeSchools online training at the beginning of each school year. This information identifies the Homeless Liaison for the District and directions on how to best contact him/her with any questions regarding homelessness. Providing homeless education program information *primarily* involves Cherokee County School District's School Social Workers and System Navigator, in collaboration with the District's Homeless Liaison, consulting with parents and school staff (principals, assistant principals, counselors and secretarial staff) in the school setting. Additionally, District School Social Workers and System Navigator routinely visit parents outside of school to provide information and support services to homeless families. "Home visits" are often initiated by District and school staff referrals. A homeless family or relatives themselves will also often initiate a request for services.

The *secondary* mechanism in providing homeless education program information and awareness of the identity of the District Homeless Liaison is the involvement of the School Social Workers and the Homeless Liaison in a wide range of community panels and committees. These panels include the Cherokee County Truancy Panel, the Cherokee County Child Fatality Review Committee, the Cherokee County Board of Health, Drug-Endangered Children Committee and Cherokee FOCUS.

The District Homeless Liaison, Support Services and the District School Social Workers work with representatives of the Department of Family and Children Services, the Department of Juvenile Justice, the Public Health Department, the Child Advocacy Center, the District Attorney's office, Highland Rivers Behavioral Health and branches of public safety (school police, city police, sheriff's department and emergency services) to assure homeless student and their families are identified and served in a timely and appropriate manner. This outreach assures that homeless families know who to contact within the District in order to receive services.

Posters are located in counselors' office that identify the Homeless Liaison and contact information. Brochures include Homeless children and Youth Resources and Information, Homeless Assistance. Partnerships have been made with local relief organizations such as MUST

ministries, The Service League of Cherokee County and First Baptist Church of Woodstock, Woodstock City Church, Papas Pantry and Never Alone.

Title I, Part C-Education of Migratory Children (MEP) Services

The Migrant Education Program (MEP) is a federally funded program designed to support comprehensive educational programs for migrant children to help reduce the educational disruption and other problems from repeated moves. Migrant students are evaluated academically like other students in the school system to determine academic needs.

Identification of Migrant Students

ESEA:Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308(b)(1) –(3)

The Parent Occupational Survey (POS) is completed annually for returning students and included in the Back to School Gateway Packet. For students newly enrolled in the District, the POS is included in the Registration Gateway Packet.

Surveys that indicate a positive response to questions related to moves into the District for occupational reasons and the nature of such employment are emailed to the MEP Coordinator for review. Once qualifying indicators for potential services are confirmed, the MEP Coordinator uses the MyGaDOE secure portal to email the POS to the MEP Region 1 Recruiter. The recruiter conducts a qualifying interview with the family and makes the final eligibility decision.

The MEP Region 1 Recruiter also visits the District MEP Coordinator to pull data from the District's Student Information System as an additional identification and recruitment tool. The recruiter also uses periodic time to visit neighborhoods and employers to find and recruit new families to the area that may not have enrolled in school.

Service to MEP Students and Families

Migrant students are evaluated academically like other students in the school system to determine academic needs. Services to migrant students are coordinated and tracked using the Supplemental Services (SS) Tracking Form. The MEP Coordinator verifies services of identified students using Priority for Services (PFS) forms and the student information system. Services to those students determined to be PFS are tracked regularly and submitted to the GaDOE MEP using the PFS Student Report. Services are provided during the school day, prior to school or after school depending on what works best for the migrant student and his or her family. Individual support sessions, at-home support or virtual supports, may be provided.

Specific services to address the needs of migratory families may also be provided. Such services may include, but are not limited to, access to other educational agencies, health, nutrition and social services.

Length of MEP Services

At the time of initial identification and recruitment, the students are given a qualifying date for entry into the migrant education program. Unless an additional qualifying move is made by the families, the students' end of eligibility is three years from the qualifying date. If the end of eligibility occurs during the school year, students may continue to be served for the remainder of that semester in which eligibility ends, but funding will not be provided to the District for a continuation of services after the eligibility has expired.

Parent Advisory Council (PAC)**ESEA:Sec. 1304(c)(3); ; Sec. 1306(a)(1)(B)(ii); Sec. 1118**

Parent Advisory Council meetings are designed and held annually to allow migrant families the opportunity to provide feedback on the LEA's service delivery plans and to make recommendations for future plans and services for migrant children and youth. PAC meetings will be used to inform parents of what services may be provided to them and their children. Topics include, but are not limited to, academic supports, emergency medical needs, community services and contact information of the MEP Coordinator and MEP Tutor. At the end of each meeting, parents will be given an opportunity to give feedback on the meeting's topics, location and time.

Migrant Student Information Exchange (MSIX)**ESEA:Sec. 1301(2); Sec. 1304 (b)(3); Sec. 1308 (b)(1) –(3)**

The MEP Coordinator works with the GaDOE MEP Data Collections Coordinator to utilize the Migrant Student Information Exchange (MSIX) for recruitment, student placement and student transfers.

Migrant Funds

The MEP Coordinator ensures Title I, Part C migrant funds are allocated and used only for identified migrant students and benefits those students. Funds are allocated for contracted tutor fees, school supplies for school-age migrant students, tutoring materials, technology for preschool and school-age migrant students, migrant Out of School Youths (OSY) and Drop-Outs (DO), PAC meetings, health services and professional development.

Evaluation

The MEP Coordinator observes the delivery of the Implementation Plans (IP) and reports the feedback of those observations to the GaDOE MEP. Each IP is evaluated in terms of effectiveness at its completion. The evaluation is submitted to the GaDOE MEP office.

Consortium

For districts with a Title IC allocation less than \$15,000, the district is not considered direct-funded and will be placed in the migrant consortium operated and managed by Abraham Baldwin Agricultural College (ABAC). The MEP Consortium Coordinator and Supplemental Service Provider Specialist will collaborate with the Cherokee County Coordinator of Title IC services to identify migrant students in CCSD schools and consult on the initiation and/or continuation of services to students. All services will be the responsibility of the ABAC Consortium. The ABAC Consortium will also be responsible for the review and submission of all MEP required reports to the MEP regional office.

Title III, Part A-Language Instruction for English Learners (EL) and Immigrant (IMM) Students

Title III is a federally funded program that provides eligible Local Education Agencies (LEA) with funding to supplement the state-funded English to Speakers of Other Languages (ESOL) program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL teachers use the WIDA Consortium English Language Development (ELD) standards to ground their work with ELs. Both ESOL and Title III hold ELs accountable for progress, and attainment of, English language proficiency. Upon attainment of English language proficiency, ELs exit from **the ESOL program**.

Registration and Identification

ESEA:SEC. 3113(b)(2)

Registration for Cherokee County Schools is an online process. Students are identified through the Home Language Survey (HLS) completed during the registration process.

To assist with the identification of ELs for ESOL services, the following questions are asked on the Home Language Survey:

- Which language does your child best understand and speak?
- Which language does your child most frequently speak at home?
- Which language do adults in your home most frequently use when speaking with your child?

A fourth question is included on the HLS but is used as a data collection element only.

- In which language would you prefer to receive school information?

If the Home Language Survey reveals that a Primary or Home Language Other than English (PHLOTE) is spoken in the home, the student is eligible for ESOL Screening. The WIDA Screener for Kindergarten is administered to Kindergarten students and first semester first graders. The WIDA Screener Online is administered to students in grades 1-12. The screener is given within the first thirty days of a student's enrollment in school.

English Learners who transfer from another district within the United States with official records to support their pre-determined eligibility are placed accordingly in ESOL.

If there is no record available or records cannot be obtained within the time frame described above, it is necessary for the school to ensure it meets the appropriate deadlines for identification and screening of transfer students.

Records and Maintenance

The school registrar enters, maintains, updates and properly code all required enrollment and educational data in Cherokee County School District's Student Information System (SIS). The school registrar works with the ESOL teachers and the Supervisor of Federal Programs to verify records, as needed.

Instructional Programs

Cherokee County School District is required to send a notification, in a language and format appropriate for the reader, to parents of ELs who have been selected to participate in the Title III or Title I supplemental language program. This letter titled, Title I Parent Notification of Supplemental Language Program is sent annually. ESOL teachers print the Supplemental Language Support Notification Letter. The letter accompanies the student's Notification of Initial English Language Program Placement letter or Notification of English Language Program Continuation letter (as applicable for the student). A copy of the Notification Letter is maintained in the EL Student Record (Blue Folder). This notice also permits the parent to waive participation in the Title-funded supplemental services. Instructional programs must ensure they are effective and demonstrate success in increasing the English language proficiency and academic achievement of students participating in the programs.

Professional Development

ESEA Sec. 3115(c)(2)(B)

Professional development designed to improve the instruction and assessment of ELs are provided to District staff who have the responsibility of instructing or assessing ELs.

- Teachers and administrators of ELs are provided PD opportunities related to understanding and implementing curricula, assessment measures and instructional strategies that will increase EL's English Language Proficiency (ELP) and academic achievement.
- Registrars, SIS Coordinators and Federal Program staff participate in training related to data entry requirements.
- Documentation of professional development opportunities with sign-in sheets, agendas, activities and specific handouts are kept on file in the district's learning management system, Canvas.

EL Parent, Family and Community Engagement Activities

ESEA:Sec. 3115 (c)(3)

In addition to the Parent/Family Engagement activities provided to all parents and families of students in the schools, the ESOL teacher communicates regularly with the parents of EL's to ensure that their needs are met and they have the ability to help their child achieve academic success. The District website provides access to the District's Translation and Interpretation Services Plan. CCSD makes every effort to provide communication in a language and format responsive to the language needs of families.

Services for EL Students Purpose

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12. The ESOL program plan is designed to provide consistent and non-discriminatory procedures throughout each school within Cherokee County as recommended by the U.S. Office for Civil Rights, Department of Education. The Civil Rights Acts of 1964 requires local school districts to provide an alternative program of service when there are students who are limited English proficient and are unable to participate effectively in the District's regular instructional program.

Cherokee County Schools have EL students who are served by an ESOL teacher who integrates English Language Development Standards with the Georgia Standards of Excellence to enable ELs to both communicate in English and demonstrate their academic, social and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of the ELs are accommodated. Students are served using Push-In, Pull-Out, Sheltered or Innovative Delivery models for instruction.

Assessment of ESOL Eligibility WIDAScreener for Kindergarten and WIDA Online Screener

ESEA:SEC. 3113(b)(2)

Cherokee County School District follows all GaDOE eligibility criteria for placement in language support services. Students whose parents answered any one of the Home Language Survey questions with a language other than English shall be administered the appropriate WIDA Language Screener, for Kindergarten students or the WIDA Online Screener for Grades 1-12. Assessments are given within 30 days of enrollment to determine the student's English language proficiency level.

The WIDA Screeners measure a student's listening, speaking, reading and writing abilities in both social and academic skill areas. Language assessment results and documentation from other states may be considered when enrolling students. A student is limited to only one administration of the WIDA Screener. If a student has been screened and determined ineligible for language support services, the student may not be screened again at a future date for a reconsideration of eligibility.

WIDA Screener for Kindergarten (2nd Semester Pre-K through First Semester Kindergarten)

- If the student's combined Listening and Speaking Score is <5.0 , then the student is an English Learner and should be coded EL-Yes. The student requires language support services.
- If the student's combined Listening and Speaking Score is ≥ 5.0 , then the student is not an English Learner and should be coded EL-No. The student does not require language support services.

WIDA Screener for Kindergarten (2nd Semester Kindergarten through First Semester First Grade)

- If the student's overall proficiency level for listening, speaking, reading, and writing is <5.0 then the student is an English Learner and should be coded EL-Yes.
- If the student's overall proficiency level for listening, speaking, reading, and writing is ≥ 5.0 then the student is not an English Learner and should be coded EL-No.

WIDA Online Screener (Grades 1-12)

- If the student's grade-level adjusted Overall Composite Score is <5.0 , the student is an English Learner and should be coded EL-Yes.
- If the student's grade-level adjusted Overall Composite Score is ≥ 5.0 , the student is not an English Learner and should be coded EL-No.

Responsibilities and Procedures Following Identification

Once eligibility has been determined, ESOL teachers complete and collect in the student's EL Student Record (Blue Folder) the following forms of documentation:

Parental Notification of Services

The Initial Notification of Eligibility for English for Speakers of Other Languages (ESOL) Services or the Continuing Notification of Eligibility for English for Speakers of Other Languages (ESOL) Services are notification letters that must be sent to the parents of every student who initially qualifies or continues to qualify for ESOL services. These letters are available on the District's ESOL Canvas site and the GaDOE ESOL website. The letters are available in multiple languages. The Notification of Initial/Continuing ESOL Eligibility letter is completed by ESOL teachers and sent home annually. The letters identify the student's qualifications to participate in ESOL services based on test scores and notify the parent/guardian of the choice to waive English language services for their child.

The ACCESS for ELLs / The Alternate ACCESS

The ACCESS for ELLs is administered annually to all English learners in Georgia. It is a standards-based, criterion-referenced English language proficiency test designed to measure English Learners' social and academic proficiency and progress towards obtaining English language proficiency. It assesses social and instructional English as well as the language associated with language arts, mathematics, science and social studies within the school context and across the four language domains of speaking, listening, reading and writing. Continued eligibility is determined based on the results.

The Alternate ACCESS for ELLs is an individually administered test that is intended only for English learners with significant cognitive disabilities severe enough to prevent meaningful participation in the ACCESS for ELLs assessment. Alternate ACCESS for ELLs is not intended for ELs who can

be served with special education accommodations on ACCESS for ELLs. Decisions regarding a student's participation must be made by an IEP team.

Exit Criteria ACCESS for ELLs

Cherokee County School District follows all GaDOE exit criteria for English Learners' exit from language support services.

Utilizing state flexibility, CCSD requires a Composite Proficiency Level score of 4.3 or higher on ACCESS for ELLs in order for students in grades 1-12 to be considered for exiting language assistance services (ESOL). Cherokee County schools also require that a second indicator be met to be considered for the exit. (-see *Cherokee County School District ACCESS for ELLs ESOL Exit and Reclassification Criteria*).

An English Learner Reclassification meeting must be held for ELs scoring between 4.3 – 4.9 on ACCESS for ELLs. School staff with knowledge about the student must meet to complete the reclassification form. This form must be completed collaboratively based on observations of the English learner (EL) in content classes in which English is the medium of instruction. Where available, ESOL endorsed staff should lead the meeting. At a minimum, participants shall include a content teacher, an ESOL teacher and a school administrator. Additional staff or parents may also attend. The form documents the Reclassification Review Determination for the student as either:

1. Exit ESOL services or
2. Continue in ESOL

EL students scoring a Composite Proficiency Level of 5.0 or higher must exit from the school's ESOL program.

English Learners in Kindergarten who score a Composite Proficiency Level ≥ 5.0 in Listening, Speaking and Reading and ≥ 4.5 in Writing must be exited from the school's ESOL program.

Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs

Cherokee County School District follows the GaDOE guidelines to exit an English Learner with a disability who is on a GAA. The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who have been assessed yearly on WIDA's Alternate ACCESS for ELLs English Language Proficiency assessment when the student has reached the following standardized statewide threshold:

- Alternate ACCESS Overall CPL of P2 (Emerging) for two consecutive years with the IEP team's recommendation OR any other Alternate ACCESS CPL with the same score for three consecutive years with the IEP team's recommendation.

In order to make the recommendation for an exit, the IEP team documents evidence that the EL's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

The IEP Team, at a minimum, shall include an ESOL teacher, a Special Education teacher or facilitator, and a school administrator. Additional staff or parents may also attend. This EL Reclassification / IEP Team collaboratively completes the state-provided rubric and make a final determination to 1) Exit the student from EL status and code the student monitored Year 1 or 2) Not to exit the student from EL status.

Post-exit Procedures for ELSWD Students

For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education staff to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation is maintained in the exited student's EL Student Record (Blue Folder). The IEP team, with consultation from an ESOL teacher, could revisit the EL Reclassification decision during the two-year post-exit period of monitoring. If the team determines the student would benefit from language assistance services as provided by the ESOL language program, the status of the English Learner would be changed from EL-M1 to EL-Y.

English Learner Student Record

Student information is kept in the EL Student Record commonly referenced in CCSD as the Blue Folder. Biographical and ESOL service information, classroom performance and assessment scores should be reviewed and updated annually.

Monitoring Students

Monitoring the success of English learners who have exited the ESOL program is vital for sustained English proficiency and academic achievement. After exiting the language assistance program, students are monitored for two academic years.

Monitored Students (EL-M)

ESOL teachers are responsible for monitoring EL-M students. The ESOL teacher collects information using the Monitoring Form for Exited ESOL Students. Monitored EL students are eligible for standard accommodations in the regular classroom and on state assessments. In the District's SIS, monitored ELs are coded EL- Monitored Y1 or EL- Monitored Y2. ELs who have completed two years of monitoring after exiting ESOL are coded EL-Monitored Y3 or Y4 or EL-Former depending on their exited status.

Parental Waiver of Direct ESOL Services

Parents of students identified as an EL may choose to waive language assistance services for their child; however, school districts are still required to provide language support under the Office for Civil Rights law. The District must find alternate means of providing the student with support for language development and proficiency outside of structured ESOL classes. Parents who waive services must do so in writing on an annual basis and the District must maintain evidence of the written documentation. A form for waiving services is available on the ESOL SharePoint. Although the parents may have chosen to waive language assistance services, the student remains identified and coded as an EL. The student continues to hold this status until he reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations on standardized tests and their English language proficiency skills must be assessed on an annual basis.

2022 ACCESS ESOL Clear Exit and Reclassification Criteria



Cherokee County School District

2022 ACCESS ESOL Clear Exit and Reclassification Criteria

Student Roster Report- 2022																		
STUDENT NAME STATE STUDENT ID	Tier	Cluster	Listening		Speaking		Reading		Writing		Oral Language ^a		Literacy ^b		Comprehension ^c		Overall Score ^d	
			Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level	Scale Score	Prof Level
Kindergarten																		
<ul style="list-style-type: none">All Kindergarten students who meet the criteria below MUST be exited from the ESOL program.<ul style="list-style-type: none">Overall Proficiency Level of 5.0 or higher AND4.5 or higher in <u>Writing</u> AND5.0 or higher in each of the remaining domains of <u>Listening</u>, <u>Speaking</u>, and <u>Reading</u>.																		
Clear Exit Grades 1-12																		
<ul style="list-style-type: none">All students meeting the criteria below MUST be exited from the ESOL program.<ul style="list-style-type: none">Overall Score Proficiency Level of 5.0 or higher																		
Reclassification Grades 1-12																		
<p>*Mandatory GaDOE Reclassification Meeting (Face to Face or Teams) required for ALL STUDENTS with an</p> <ul style="list-style-type: none">Overall Score Proficiency Level of 4.5 - 4.9 ANDLiteracy Proficiency Level of 4.3 or higher <p>A Reclassification Meeting Form must be completed by the host of the meeting. Copies should be saved and filed in the student's EL Record (Blue Folder)</p> <p>Reclassification meetings for fifth, eighth, and twelfth graders should take place first. Conduct ALL other reclassification meetings by Wednesday May 25th.</p> <p>Participants must include an administrator along with an ESOL teacher and content teacher familiar with the student's performance in school. Parent invitation/participation is optional.</p>																		
Alternate ACCESS (ELSWD)																		
Meetings for students who took the Alternate ACCESS and qualified for exit will take place in August in collaboration with the Special Education Department.																		

Notification of Exit Letters from the ESOL Program will be sent home to parents/guardians with students by the last day of school. It is very important that accurate records of exits and reclassification meetings are kept to ensure proper notifications and filings in the EL Records (Blue Folders).

Notification of Exit Letters from the ESOL Program will be sent home to parents/guardians with students. It is important that accurate records of exits and reclassification meetings are kept to ensure proper notifications and filings in the EL Records (Blue Folders).

Immigrant Children and Youth

ESEA:Sec. 3115 (e)

Cherokee County School District (CCSD) collaborates with local schools to monitor and identify the needs of the EL population, as well as students identified as immigrant.

Definitions:

Key Term	Definition
Immigrant Children and Youth	<p>The term immigrant means individuals who:</p> <ul style="list-style-type: none"> (A) are aged 3 through 21; (B) were not born in any State²; and (C) have not been attending one or more schools in any one or more States for more than 3 full academic years
	<p>This includes each of the 50 States, the District of Columbia, and Puerto Rico. This definition is for Title III purposes only and is unlike</p>

State	the definition of “State” in Section 9101 of the Elementary and Secondary Education Act (ESEA), which applies generally to ESEA programs. Section 9101 does not include the outlying areas.
-------	---

As these students enter the school sites records are reviewed and appropriate services are reviewed, considered or recommended. The educational services offered to all students are regular education settings, remedial education services, special education services, English Learner services, gifted services and mentoring/counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis.

Immigrant funds are used to pay for activities that provide enhanced instructional opportunities for immigrant children and youth and their families. These activities may include but are not limited to school supplies, immigrant resource guides, family literacy programs, and professional development from organizations or other entities with expertise in working with immigrants.

Individuals with Disabilities Education Act (IDEA)

All expenditures, except salary and benefits, with a per unit cost of \$5,000 or more must have prior written approval. This includes software purchases. The purchaser must send an email to the assigned GaDOE Budget Liaison containing the detailed expenditure, cost (and quotes if already acquired) and purpose/use of the expense. All approvals must be within the period of performance.

Proportionate Share

[34 CFR 300.130 – 144; 612 \(a\) \(10\)\(A\)](#) For IDEA, the proportionate share is determined within the Consolidated Application after the Executive Director of Special Education enters the number of 3-12 and 3-5 students per the worksheet. The number of funds to be spent on home and private school students is then entered as a line item in the Consolidated Application. The Executive Director of Special Education, Budget Clerk and other appropriate Special Education staff document and deduct the appropriate expenditures based via the consultation process and notification of how funds would be used. If CCSD is awarded any additional allocations within the fiscal year, the Executive Director of Special Education will use the worksheet within the Consolidated Application to re-determine the proportionate share amount. This amount will be updated via a budget amendment and the proportionate share plan for the year is revised to reflect the amended amount. Any amount not spent will be added to the following year’s proportionate share amount as carryover funds.

Consultation occurs annually in the month of November for the next school year. Invitations to the consultation meeting are sent to the parents of home school students (accessible in SLDS) and to all private schools in the county. During the meeting, data will be shared with the participants on the use of and effectiveness of services to home/private school students in the prior school year. The participants will be solicited to provide information and a rationale for the requested services. Participants will sign written affirmation of participation in the consultation process. CCSD will notify all who were invited to the consultation meeting of the decision to use the funds for the next school year. All services provided via the proportionate share funds will be tracked, documented appropriately in Service Plans, if applicable and all CCSD financial procedures will be followed regarding payments.

Indirect Costs

Indirect costs represent the expenses of doing business that are not readily identified within IDEA but are necessary for the general operation of the organization and the conduct of activities it performs. IDEA allows CCSD to collect indirect costs, up to the indirect cost rate, as appropriate. The Executive Director of Special Education annually coordinates with the Chief of Financial Officer after the special education allocations have been released the indirect cost rate to be applied to VI-B, not to exceed the predetermined amount provided in the allocation. The specified amount is added to the VI-B budget spreadsheets and entered in the Consolidated Application.

High-Cost Grant and Residential/Reintegration Grants

On an annual basis, the Executive Director of Special Education, Budget Clerk and appropriate designees, will submit an application for reimbursement of high costs of providing special education services to students with disabilities who meet the established criteria set forth by the GaDOE, per 34 C.F.R. § 611 (e) (3) of the IDEA 2004. IDEA 2004 requires the eligibility for reimbursement for a high needs student be at least three times the average per-pupil expenditure as defined in Section 9101 of the Elementary and Secondary Education Act of 1965. For Residential Reintegration grants funding will be awarded based on priority set forth in GaDOE State Board Rule 160-4-7-.18.

Once the HCG application platform opens, the appropriate documentation and supporting documents are entered and submitted. For the RRG process, the application located on the GaDOE's website will be completed and submitted before the deadline. Upon receipt of notification of an additional allocation for HCG or RRG, the Executive Director of Special Education works with the Budget Clerk to make the appropriate amendments within the Consolidated Application, using the appropriate function and object codes.

Coordinated Early Intervening Services (CEIS)

[34 CFR 300.208](#); [34 CFR 300.226](#)

During the budget submission process, the Executive Director of Special Education will complete the CEIS tab within the Consolidated Application. If CCSD has not been identified as disproportionate, "NA" will be selected. If CCSD has been identified as disproportionate, then the worksheet will be completed to determine the number of funds to be spent for early intervening services for students without disabilities. These funds will be budgeted and entered into the Consolidated Application. The funds and expenditures will be tracked and reported as appropriate.

Elementary and Secondary School Emergency Relief (ESSER)

In response to the economic outcome of the COVID-19 pandemic in the United States, Congress passed three bills that provided immediate and direct financial assistance to State and local educational agencies through the Elementary and Secondary School Emergency Relief funds. These funds were provided to support areas with the greatest need, where the academic and non-academic components of school districts had the most significant impact due to COVID-19. As additional funding was provided, the funds were intended to support States and local school districts' efforts to safely reopen schools, address significant gaps in learning and support measures of implementation that will continue to reduce the effects of COVID-19 on students and families. These acts include:

- CARES Act-Coronavirus AID, Relief and Economic Security (CARES) Act;
- CRRSA Act-Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act;
- and
- ARP Act-American Rescue Plan (ARP) Act.

Section 2001 of the ARP Act-American Rescue Plan (ARP) Act- Section 2001

Cherokee County must reserve at least 20 percent of funds to address learning loss by implementing evidence-based interventions and ensure that those interventions respond to students' social, emotional and academic needs as well as address the disproportionate impact of COVID-19 on underrepresented student subgroups. Remaining funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA) or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE).

Appendix

Timelines

Federal Programs Calendar
July
Submit RAM/P; Deadline for Comparability
PQ Contact from HR to meet with principals prior to start of school to ensure proper assignment of teachers.
Conduct Federal Programs Handbook Meeting
Collect Annual Periodic Certifications (12-month employees)
August
In-Field Portal Opens
Reach out to Private Schools for Collection of DE1111 Forms
Parent "Right to Know" Notifications must occur within 30 calendar days from the start of school or upon enrollment.
Begin disseminating 20-Day Parent Notifications (if applicable). Please note: Notifications should occur within 10 business days after the 20-Day period.
September
Revise Federal Programs Procedures
October
Conduct Private School Initial Consultation
Budgets due in Con App
GEPA 427 and Superintendent Prayer Certification
Send notification invitation to Private Schools for all Federal Programs
Prior to official CPI collections and Student Class, PQ Contact should meet with data collection personnel to ensure correct reporting.
Completion Reports DUE
Host Initial Consultation for Equitable Services
Form A Amendment Due for Equitable Services in ES4PS
Archive all previous fiscal year's program implementation documentation for audits and monitoring purposes
November
Collect and Submit Form B in ES4PS for Equitable Services
Begin Collection of Form A in ES4PS for Equitable Services
December
Run Comparability Report
Complete CLIP Mid-Year Self-Monitoring
Form B Due for Equitable Services to verify services in ES4PS
CLIP Progress Monitoring First Semester
January
Revise RAM/P in conjunction with Human Resources
Conduct Federal Programs/Title I Determination Ad Hoc Committee Meeting

PQ and In-Field Team meet to discuss the In-Field Data Review in the In-Field Portal
February
Continue to disseminate 20-Day Notifications as needed for 2nd semester (if, applicable). Please note: Notifications should occur within 10 business days after the 20-Day period
Review In-Field Portal Data and record coding issues to be corrected in Cycle 2 CPI and Student Class when the In-Field Portal opens; Meet with PQ and In-Field Team to prepare for Cycle 2 CPI and Student Class Submission
March
CLIP Revision-CNA, DIP, DPFEF, Transportation Plan and ID&R
Prior to official CPI collections and Student Class, PQ Contact should meet with data collection personnel to ensure correct reporting.
April
CLIP Revision-CNA, DIP, DPFEF, Transportation Plan and ID&R
Review In-Field Portal Data and record coding issues to be corrected in Cycle 2 CPI and Student Class when the In-Field Portal opens; Meet with PQ and In-Field Team to prepare for Cycle 2 CPI and Student Class Submission
May
CLIP Revision-CNA, DIP, DPFEF, Transportation Plan and ID&R
Complete CLIP End of the Year Self-Monitoring
CLIP Revision Meeting
CLIP Progress Monitoring Second Semester
June
Equitable Services for Participating Private Schools Form A DUE
Complete RAMP, garner approval and upload to the General Attachments Tab in the Consolidated Application
Submit CLIP (DPFEF, Transportation, ID&R)
Review In-Field Portal Data and record coding issues to be corrected in Cycle 3 CPI and Student Class when the In-Field Portal opens; Meet with PQ and In-Field Team to prepare for Cycle 3 CPI and Student Class Submission
Ongoing
Participate in Federal Program webinars, regional meetings and trainings
Review and approve requisitions
Review budgets and drawdowns with Budget Clerk monthly
Meet with program staff and school leaders to measure progress and effectiveness on accomplishing the goals and action steps in the school improvement plans and develop short term action plans as appropriate
Provide technical assistance to schools and program staff
Maintain evidence and artifacts, according to the district's written procedures and archive all previous fiscal year's program implementation documentation for audits and monitoring purposes
Update District website with Federal Program information
Plan and Attend CCSD Federal Programs Meeting
Attend Federal Programs Consortium Meetings
Revise and update the District's Written Procedures as needed
PQ Contact in HR checks students' schedules for change in teachers for 20 Day Notifications and send 20 Day Notifications (if applicable)

Cherokee County School District Title I Calendar/Checklist	
	Semester 1
	July
District	Submit RAM/P; Deadline for Comparability
	PQ Contact from HR to meet with principals prior to start of school to ensure proper assignment of teachers.
	Collect Annual Periodic Certifications (12 month employees)
	Check for new Neglected and Delinquent (N & D) Facilities
	Technical Assistance (TA): Conduct BOY Meeting with Timekeepers and Bookkeepers
	TA: Conduct BOY Meeting with N & D Facilities
	Title I Schools Pre-Budgets Due
	TA: Conduct Beginning of the Year (BOY) Meeting with Administrators - TEAMS
	Participating Private School Meeting
	Beginning of the Year Homeless and Foster Care Meeting
	Complete Eligible Attendance Worksheet
	TA: Conduct Budget Meetings with Individual Schools
	TA: Conduct BOY Meeting with Parent Engagement Facilitators (PEFs)
	Submit CLIP (DPFEP, Transportation, ID&R)
Schools	TA: Timekeepers and Bookkeepers - BOY TA Meeting Topics: Review Title I Requisition Checklist, SWP with Parent Engagement (PE), SAM, Periodic Certification, Inventory, and ExP
	Pre-Budget Due
	TA: Admin - BOY Meeting Topics: Review Program Evaluation from Previous Year, Complete Comprehensive Needs Assessment (CNA), Complete Schoolwide Plan (SWP), Receive Compliance Updates and Best Practices, Begin Budgeting Process
	TA: Admin & Designee(s) - Original Budget Planning Meetings w/ Individual Schools
	TA: BOY PEF Topics: Documentation, Job Targets, Parent Engagement Events, PLCs, and Inventory
	Revised Parent and Family Engagement Plan (PFEP) using survey results and Compacts [Must be dated (mm/dd/yy)] DUE

August	
District	In-Field Portal Opens
	Complete Eligible Attendance Worksheet
	TA: Conduct BOY Meeting with Academic Facilitators (AFs) and/or Instructional Lead Strategist (ILS)
	TA: Budget & SWP/PE Alignment Meetings with Individual Schools
	Participating Private School Meeting
	Post N & D Tutoring Vacancy Notice
	Q1 Homeless/Foster Care Liaison Meeting
	TA: Q1 PEF Meeting
	Not later than 30 days after the beginning of the school year or during the first 2 weeks of an English Learner (EL) being placed in a language instruction education program, notify parents of ELs participating in Title I or Title III funded supplemental English language support services
	Enter Title I Budget in Con App ask for sign off on GEPA 427, Assurances, and Superintendent Prayer Certification
	Review Title I School Budgets and SWPs to Prepare for Submission to GaDOE
	Complete GaDOE CNA/SWP Checklist for Title I Schools
	Pull Title I Funded Staff Schedules from ASPEN
	Parent "Right to Know" Notifications must occur within 30 calendar days from the start of school or upon enrollment.
	Begin disseminating 20-Day Parent Notifications (if applicable). Please note: Notifications should occur within 10 business days after the 20-Day period.
Schools	TA: BOY AF and/or ILS Topics: Professional Development (PD), Job Targets, Logic Model Rationales (LMRs), and Inventory
	Last Day to Make Personnel Changes (w/o extenuating circumstances) DUE
	TA: Admin, PEF & Designee(s) - Budget & SWP/PE Alignment Meetings with Individual Schools
	Supplement Attestation Forms DUE
	SWP Updates based on Budget w/ Stakeholder Meeting Documentation DUE [Agenda, Sign-In Sheet, Notes]
	AF and PEFs Job Targets DUE
	TA: Q1 PEF Meeting

	Title I School Budget & CNA/SWP DUE
	Schedules of Title I Funded Staff (NOT in Aspen) - Title I Teachers, Part-time PEFs, and Paraprofessionals Daily Schedules [Use Templates] DUE
September	
District	Participating Private School Meeting
	Conduct Federal Programs Handbook Meeting
	TA: Conduct N & D Tutor Training (4:30 pm)
	Verify information on the Public School Allocation tab of the Title I, Part A budget within the Consolidated Application: all schools listed, school type (elementary, middle, high, other), program type (SWP, TA) and grade span
	Compare payroll report to the number of Title I funded personnel on the school allocation page and ensure accuracy
	Tutoring for N & D Students Begins
	Education for Homeless Children and Youth (EHCY) Annual Homeless Education Survey
Schools	BOY Title I Checklist and Items Due
October	
District	Set Window and send N & D Survey to Facilities and check for new N & D facilities
	Inventories at Title I Schools, Private Schools, and N & D Facilities
	First Semester Fidelity Check - Learning Walks
	Revise Federal Programs Procedures
	Title I Budget DUE to GaDOE in Con App (GEPA 427 and Superintendent Prayer Certification)
	Send notification invitation to Private Schools for all Federal Programs
	Prior to official CPI collections and Student Class, PQ Contact should meet with data collection personnel to ensure correct reporting.
	Participating Private School Meeting
	TA: Conduct Q1 N & D Facility Meetings (Observe Tutors/Inventory/Etc)
	TA: Conduct BOY Logic Model Rationale (LMR) Meeting
	Completion Report DUE
	Archive all previous fiscal year's program implementation documentaiton for audits and monitoring purposes
Schools	Title I Inventory
	First Semester Fidelity Check - Learning Walks

	AF and PEF Logs DUE
	Documentation of District & School PFEP Distributed in Multiple Ways; Host Annual Title I Meeting with Parents (Sign-In Sheets & Agenda); Documentation of Compacts distributed and signed (Three attempts noted on class roster) DUE
	TA: AF and/or ILS - LMR BOY Meeting
November	
District	Collect and Submit Form B in ES4PS for Equitable Services
	Begin Collection of Form A in ES4PS for Equitable Services
	TA: Q2 PEF Meeting/Potentially Contracted Services
	TA: Budget Amendment 1 Planning Meetings w/ Individual Schools
	Participating Private School Meeting
	Q2 Homeless/Foster Care Liaison Meeting
Schools	TA: Q2 PEF Meeting
	TA: Admin & Designee(s) - Budget Amendment 1 Planning Meetings w/ Individual Schools
December	
District	Run Comparability Report
	Gather FTE and Poverty Data to complete Attendance Area Worksheet
	TA: Conduct Q2 N & D Facility Meetings (Observe Tutors)
	Complete CLIP Mid-Year Self-Monitoring
	CLIP Progress Monitoring First Semester
	Conduct Initial Private School Consultation Meeting (if any School Indicates Interest in Participation on the Consultation Notification in Title I Services)
Schools	BOY LMR Checklist Items DUE
	First TWO Building Capacity for Family and Parent Engagement - Parent AND Staff Documentation (including Secondary Communication) DUE
	AF and PEF Mid-Year Job Targets & Logs DUE
Semester 2	
January	
District	Revise RAM/P in conjunction with Human Resources
	Participating Private School Meeting
	TA: Conduct Middle of the Year (MOY) LMR Meeting
	TA: Q3 PEF Meeting/Potentially Contracted Services

	TA: MOY Meeting with Administration (CNA/SWP SLDS Introductions)
	TA: Budget Amendment 2 Planning & Middle of the Year SWP Progress Monitoring Meetings w/ Individual Schools (Dependent on CO)
	Conduct Federal Programs Ad Hoc Committee Meeting
	Complete MOY LMR Checklist for Schools
	PQ and In-Field Team meet to discuss the In-Field Data Review in the In-Field Portal
Schools	TA: AF and/or ILS: LMR Middle of the Year (MOY) Meeting
	TA: Q3 PEF Meeting
	TA: Admin & Designee(s) - Budget Amendment 2 Planning & Middle of the Year SWP Progress Monitoring Meetings w/ Individual Schools (Dependent on CO)
	Attend Federal Programs Ad Hoc
	MOY LMR Checklist Items DUE
	MOY Title I Items & Checklist DUE
February	
District	Continue to disseminate 20-Day Notifications as needed for 2nd semester (if, applicable). Please note: Notifications should occur within 10 business days after the 20-Day period
	Participating Private School Meeting
	TA: SWP SLDS Plan Intro
	Revise and Translate Title I Parent Survey (if applicable)
	Q3 Homeless/Foster Care Liaison Meeting
	Send Title I Allotment Information to Schools
	Review In-Field Portal Data and record conding issues to be corrected in Cycle 2 CPI and Student Class when the In-Field Portal opens; Meet with PQ and In-Field Team to prepare for Cycle 2 CPI and Student Class Submission
Schools	TA: Admin, PEF & AF - SWP SLDS Plan Intro
March	
District	CLIP Revision-CNA, DIP, DPFEP, Transportation Plan and ID&R
	Prior to official CPI collections and Student Class, PQ Contact should meet with data collection personnel to ensure correct reporting.
	Second Semester Fidelity Check - Learning Walks at Select Title I Schools
	TA: EOY PEF Meeting
	Participating Private School Meeting
	TA: Q3 N & D Facility Meetings (Observe Tutors/Inventory/Etc)

Schools	Administer Parent Title I Parent Survey
	Second Semester Fidelity Check - Learning Walks at Select Title I Schools
	TA: EOY PEF Meeting
	Last Day to Submit Title I Purchases - Requisitions must be entered, released, and approved by Principal (Exceptions: Contracted Services/PD/PE)
	AF & PEF Logs DUE
	Title I Survey Findings DUE
	Parent Revision Meeting Window Opens
April	
District	CLIP Revision-CNA, DIP, DPFEP, Transportation Plan and ID&R
	Attend Title I School Parent Revision Meetings
	Plan N & D Summer Program
	Post N & D Tutoring Vacancy Notice for Summer Services
	Q4 Homeless/Foster Care Liaison Meeting
	Review In-Field Portal Data and record condong issues to be corrected in Cycle 2 CPI and Student Class when the In-Field Portal opens; Meet with PQ and In-Field Team to prepare for Cycle 2 CPI and Student Class Submission
Schools	Last TWO Building Capacity for Family and Parent Engagement - Parent AND Staff Documentation (including Secondary Communication) DUE
May	
District	CLIP Revision-CNA, DIP, DPFEP, Transportation Plan and ID&R
	Gather FTE, poverty and rezoning data to complete the attendance area worksheet
	N & D Program Surveys of Students, Tutors and Facilities
	Participating Private School Meeting
	TA: Q4 N & D Facility Meetings (Observe Tutors/Inventory/Etc)
	Complete CLIP End of the Year Self-Monitoring
	TA: Conduct End of the Year (MOY) LMR Meeting
	Last Amendment Budget Submitted in Con App
	Completed Title I Allotment of Employees DUE
	CLIP Revision Meeting
	CLIP Progress Monitoring Second Semester
Schools	Parent Revision Meeting Window Closes
	TA: AF and/or ILS: LMR End of the Year (MOY) Meeting

	Completed LMRs DUE
	AF and PEF Job Targets and Logs DUE
	EOY Program Evaluation DUE for SWP, TAP and Private Schools
	Draft CNA, SWP, PFEP, and Compact
	EOY Title I Items and Checklist DUE
June	
District	Review Completed LMRs
	Collect Annual Periodic Certifications
	FY 2023 Calendar Planning
	Equitable Services for Participating Private Schools Form A DUE
	Complete RAMP, garner approval and upload to the General Attachments Tab in the Consolidated Application
	Review In-Field Portal Data and record condong issues to be corrected in Cycle 3 CPI and Student Class when the In-Field Portal opens; Meet with PQ and In-Field Team to prepare for Cycle 3 CPI and Student Class Submission
Schools	Complete annual periodic certification forms for fully funded federally funded teachers
Ongoing/As Required	
District	Participate in Federal Program webinars, regional meetings and trainings
	Review and approve requisitions
	Review budgets and drawdowns with Budget Clerk monthly
	Meet with principals and other school leaders to measure progress and effectiveness on accomplishing the goals and action steps in the school improvement plans and develop short term action plans as appropriate
	Provide technical assistance to schools and program staff
	Maintain evidence and artifacts, according to the district's written procedures and archive all previous fiscal year's program implementation documentaiton for audits and monitoring purposes
	Update District website with Federal Program information
	Plan and Attend CCSD Federal Programs Meeting
	Attend Title I Consortium Meetings
	Revise and update the District's Written Procedures as needed
	Check students' schedules for change in teachers for 20 Day Notifications and send 20 Day Notifications (if applicable)

	Meet with Homeless and Foster Care Liaison concerning homeless and foster care program and needs
	Monitor that parents are being notified of EL supplemental services
	Monitor stakeholder and parent and family engagement
	Add qualifying purchased items to inventory as ordered and received
	Add approved professional leave requests to Title funded spreadsheet
Schools	Periodic Certifications Due for Substitutes and Stipends
	Notify parents of Parent Resource Room
	Add qualifying purchased items to inventory as ordered and received
	Update school websites with Title I information

2022-2023 Parent Engagement Facilitator Calendar/Checklist

Semester 1
July
Parent Engagement Facilitators Beginning of Year Meeting, Virtual, 9:00-10:00
Submit draft School Parent and Family Engagement Plan and School-Parent Compact for approval to Ashley McLemore via email
August
Send calendar invites for family events to Ashley McLemore, Jillian Seibert and Lynda Wallace
Submit Parent Engagement Facilitator Job Targets to Ashley McLemore via email
Q1 Parent Engagement Facilitators Meeting, Hasty ES, Room 411, 8:30-11:30
Submit Parent and Family Engagement Plan and School-Parent Compact documentation to Ashley McLemore via shared folders
<i>(1. Parent and Family Engagement Plan, 2. FY23 Checklist - 9.4 School Parent and Family Engagement Plan, 3. School-Parent Compact, 4. FY23 Checklist - 9.5 School-Parent Compact)</i>
September
New Student Orientation Packets shared with registrar (include District Parent and Family Engagement Plan, School Parent and Family Engagement Plan, School-Parent Compact). Load in shared folder
October
Submit Parent Engagement Log (July 27, 2022-October 7, 2022) to Ashley McLemore via email
School & District Parent and Family Engagement Plan distributed in multiple ways (picture in front office, school website picture, social media screenshot, parent resource picture, etc.). Load in shared folders
<i>(1. FY23 Checklist - 9.3 Multiple Distribution of District Parent and Family Engagement Plan, 2. FY23 Checklist - 9.3 Multiple Distribution of School Parent and Family Engagement Plan)</i>
School-Parent Compact distributed and signed. All 3 attempts noted on a student roster with date of attempts. Load in shared folder
<i>(FY23 Checklist - 9.3 Multiple Distribution of School-Parent Compact)</i>
Conduct Title I Annual Meeting (dissemination of information only). Load in shared folder
<i>(FY23 Checklist - 9.6 Building Capacity of Parents - Primary)</i>
November
Q2 Parent Engagement Facilitators Meeting, Hasty ES, Room 411, 8:30-11:30
December
Conduct first TWO Building Capacity Events and Secondary Communication for PARENTS (#1 & #2). Load in shared folders
<i>(1. FY23 Checklist - 9.6 Building Parent Capacity - Primary (one for each event), 2. FY23 Checklist - 9.6 Building Parent Capacity - Secondary (one for Aug.-Sept. and one for Nov.-Dec.))</i>
Conduct first TWO Building Capacity (Primary and Secondary Communication) for STAFF (#1 & #2). Load in shared folders
<i>(1. FY23 Checklist - 9.6 Building Staff Capacity - Primary, 2. FY23 Checklist - 9.6 Building Staff Capacity - Secondary)</i>

Submit Parent Engagement Log (October 10, 2022 - December 23, 2022) to Ashley McLemore via email
Semester 2
January
Q3 Parent Engagement Facilitators Meeting, Hasty ES, Room 411, 8:30-11:30
Submit Job Targets with Mid-Year Progress data to Ashley McLemore via email
February
March
Administer Title I Parent Survey
EOY Parent Engagement Facilitators Meeting, Hasty ES, Room 411, 8:30-11:30
Submit Parent Engagement Log (January 9, 2023 - March 17, 2023) to Ashley McLemore via email
Submit Title I Parent Survey Assessment of Findings and documentation due. Load in shared folder
FY24 Title I Parent Revision Meeting Window OPENS
April
Conduct last TWO Building Capacity Events and Secondary Communication for PARENTS (#3 & #4). Load in shared folders
<i>(1. FY23 Checklist - 9.6 Building Parent Capacity - Primary (one for each event), 2. FY23 Checklist - 9.6 Building Parent Capacity - Secondary (one for Jan.-Mar. and one for Apr.-May))</i>
Conduct last TWO Building Capacity (Primary and Secondary Communication) for STAFF (#3 & #4). Load in shared folders
<i>(1. FY23 Checklist - 9.6 Building Staff Capacity - Primary, 2. FY23 Checklist - 9.6 Building Staff Capacity - Secondary)</i>
May
FY24 Title I Parent Revision Meeting Window CLOSES
Conduct revision meetings (staff, families and students) for School Parent and Family Engagement Plan, School-Parent Compact, Input on School Staff Capacity and Input on 1% Set-Aside. Load in shared folders
<i>(1. FY24 Checklist - 9.1 Parent and Family Engagement Input - Primary, 2. FY24 Checklist - 9.1 Parent and Family Engagement Input - Secondary, 3. FY24 Checklist - 9.6 Building Staff Capacity - Primary, 4. FY24 Checklist - Student Input - Primary)</i>
Submit Job Targets with End-of-Year Progress Data to Ashley McLemore via email
Submit 2022-2023 <u>draft</u> School Parent and Family Engagement Plan (RMMES and TMS PFEP must include N&D info) and School-Parent Compact to Ashley McLemore via email
Submit Parent Engagement Log (March 20, 2023 - May 26, 2023) to Ashley McLemore via email
June
Yearlong
Notify parents of Parent Resource Room (in multiple ways) after report cards are distributed and during parent engagement nights

Cherokee County School District Annual Title II Part A Timeline

July	
Central Office	Submit CLIP
	Annual Periodic Certifications Completed
	Submit Effectiveness Plans
August	
Central Office	Review Monthly Expenses
	Process Periodic Certifications for Substitute Teachers
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
September	
Central Office	Review Monthly expenses
	Budget Due
	Process Periodic Certifications for Substitute Teachers
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
October	
Central Office	Review Monthly Expenses
	Send Private School Letters
	Process Periodic Certifications for Substitute Teachers
	Private Schools: ES4PS Invitations sent through SLDS; verify non-profit status
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
November	
Central Office	Conduct Private School Meeting
	Review Monthly Expenses
	Process Periodic Certifications for Substitute Teachers
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
December	
Central Office	Review Monthly Expenses
	Process Periodic Certifications for Substitute Teachers
	Biannually Monitoring of the Title II Part A Funded District Improvement Plan Strategies (SLDS)
	Submit Budget Amendment for Carryover and Allocation Adjustments
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
January	
Central Office	Review Monthly Expenses
	Process Periodic Certifications for Substitute Teachers
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
February	
Central Office	Review Monthly Expenses
	Process Periodic Certifications for Substitute Teachers
	Administer Stakeholder Survey
	Complete and Submit Periodic Certifications for Substitute Teachers
	Begin Meeting/Planning for Title II Part A Needs Assessment and Prioritization of Need
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
March	
Central Office	Review Monthly Expenses

	Process Periodic Certifications for Substitute Teachers
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
April	
Central Office	Review Monthly Expenses
	Process Periodic Certifications for Substitute Teachers
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
May	
Central Office	Review Monthly Expenses
	Process Periodic Certifications for Substitute Teachers
	Biannually Monitoring of the Title II Part A Funded District Improvement Plan Strategies (SLDS)
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
June	
Central Office	Review Monthly Expenses
	Process Periodic Certifications for Substitute Teachers
	Complete Periodic Certification Forms for Title II Part A Funded Personnel
	Submit ES4PS Form A (in collaboration with Federal Programs Director)
Schools	Complete and Submit Periodic Certifications for Substitute Teachers
Ongoing/As Required	
Central Office	Participate in Federal Programs Webinars and Training
	Attend District Federal Programs Meetings
	Collect Documentation to support Title II Part A Funded Strategies
	Update System Website with Federal Program Information
	Communicate with State Title II Part A Technical Assistants

Federal Programs Calendar / Checklist

Title I, Part C	Title III, Part A	Both Programs
July		
	Update Parent Occupational Survey	
	Implement and Submit Summer Implementation Plans (as applicable)	
August		
	Review CER and Occupational Survey updates	
	Finalize and submit Implement Implementation Plans	
	ESOL teachers review Home Language Surveys and screen students for whom a language other than English is indicated	
	ESOL teachers complete EL Ed Plans in SIS and complete TPC meetings for all EL and EL-M students (M1-2).	
	Meeting 1 of 3 with ESOL Administrators from each school to review program updates, federal, and state compliances	
September		
	Budgets Due	
	Fall inventory of equipment (as applicable)	
	Send ID roster of eligible students to schools with PFS students indicated	
	Review CER and Occupational Survey updates	
	Host fall Parent Advisory Council (PAC) Meeting	
	Meeting 2 of 3 with ESOL Administrators from each school to review program updates, federal, and state compliances	
	Send schools ID rosters of students identified as immigrant	
October		
	Review CER and Occupational Survey updates	
	FTE Count – review schedules and segments	
	Title III / ESOL Family Engagement Activity/Event hosted by each school	
	Monitor progress of EL-Ms	
November		
	Review CER and Occupational Survey updates	
December		
	Review CER and Occupational Survey updates	
	ACCESS 2.0 Training	
	Monitor progress of EL-Ms	
	1 st Semester review of EL Student Record (blue folder)	
January		
	Review CER and Occupational Survey updates	
	Monitor progress of EL-Ms	
	Administer ACCESS 2.0	
February		
	Review CER and Occupational Survey updates	
	Host winter Parent Advisory Council (PAC) Meeting	
	Administer ACCESS 2.0	
March		
	Review CER and Occupational Survey updates	
	FTE Count – review schedules and segments	
	Monitor progress of EL-Ms	

April	
	Spring inventory of equipment (as applicable)
	Review CER and Occupational Survey updates
	Title III / ESOL Family Engagement Activity/Event hosted by each school
	Meeting 3 of 3 with ESOL Administrators from each school to review program updates, federal, and state compliances
May	
	Review CER and Occupational Survey updates
	Host spring Parent Advisory Council (PAC) Meeting and CNA meeting
	Monitor progress of EL-Ms
	Review ACCESS 2.0 scores, determine eligibility, send home parent notifications
	Finalize EL Student Record (blue folder) – record transfers as applicable
June	
	Review CER and Occupational Survey updates
	Review Implementation Plans
Ongoing as required	
	Monthly budget review meeting with budget clerk
	Periodic certification completion each payroll period
	Add qualifying purchases to inventory spreadsheets
	Migrant schedule adjustments
	New Participant Report and End of Eligibility Review
	Self-monitoring with corrective actions as needed

Cherokee County School District Title IV Timeline	
July	
District	Conduct Beginning of the Year Technical Assistance with project managers: PL, Stakeholder Involvement, Documentation-Monitoring Effectiveness Summary and Logic Models
	Conduct Beginning of the Year Technical Assistance with timekeepers, support staff and nurses as needed
	Submit CLIP-CNA and DIP
	Support Staff: Suspension/Debarment and quotes
Schools	Periodic Certifications due for substitutes
	Timekeepers: Periodic Certification and Nurses: Inventory
August	
District	Completed Budget Rationales DUE from Project Managers
Schools	Periodic Certifications due for substitutes
September	
District	Conduct First Quarter Technical Assistance Meeting with Title I School
	Enter Title I Budget in Con App
	Federal Programs Supervisor sends notification invitation to Private Schools for all Federal Programs for Initial Consultation Meeting
	Completion Report DUE
Schools	Periodic Certifications due for substitutes
October	
District	Revise Title IV Procedures in Federal Program Manual
	Title IV Budget DUE to GaDOE in Con App
	Conduct Initial Consultation Meeting for Private Schools
	Second Quarter Stakeholder Meetings Due
	Conduct Inventories at Schools
Schools	Periodic Certifications due for substitutes
	Complete Title IV Inventory
November	
District	Conduct Second Quarter Technical Assistance Meeting with Title I Schools
Schools	Periodic Certifications are due for substitutes
December	
District	Revise Budget to include carryover
	Conduct CLIP Progress Monitoring
Schools	Periodic Certifications are due for substitutes

January	
District	Participate in Federal Programs Ad Hoc Committee Meeting
	Last Day to Submit Title “Consumable” Purchases (Exceptions: Contracted Services/PD)
	Second Quarter Stakeholder Meetings DUE
Schools	Periodic Certifications are due for substitute
February	
District	Attend ESEA Conference
	Third Quarter Meeting with Participating Private School
Schools	Periodic Certifications are due for substitutes
March	
District	CLIP Revision-CNA
	Attend GCEL Conference
	Third Quarter Stakeholder Meetings Due
Schools	Periodic Certifications are due for substitutes
April	
District	CLIP Revision-CNA and DIP
Schools	Periodic Certifications are due for substitutes
May	
District	CLIP Revision-CNA and DIP
	Fourth Quarter Stakeholder Meetings DUE
	Monitoring Effectiveness Summaries and Logic Models DUE (Depending on project)
	Next Year’s Preliminary Budget Due from Project Managers
	Conduct CLIP Progress Monitoring
	Final Amendment DUE
Schools	Periodic Certifications are due for substitutes
June	
District	Collect Annual Periodic Certification
	End of year review-Time Log
	Monitoring Effectiveness Summaries and Logic Models DUE (Depending on project)
	Attend Federal Programs Conference (when held)
	Complete CLIP Final Revisions
Schools	Periodic Certifications are due for substitutes

Ongoing/As Required	
	Participate in federal program webinars, regional meetings and trainings
	Review monthly expenses
	Prepare monitoring files
	Update system and school websites with Federal Program information
	Add qualifying purchased items to inventory as ordered and received
	Add approved professional leave requests to Title funded spreadsheet
	Plan and attend CCSD Federal Programs Meeting

Cherokee County School District ESSER Timeline	
July	
	Collect Annual Periodic Certifications (12 month employees)
	Review staff for correct coding to grant
August	
	Review SharePoint to ensure all ESSER (CARES, CRRSA, ARP) documents are updated and available to project managers
September	
	Send out Stakeholder Survey
	Prepare for inventory
October	
	Conduct inventory at schools and private schools
	MOEquity Due
	Six-Month Documentation Review
November	
	Complete inventory
December	
	Gather data for Middle-of-Year Logic Model Review
January	
	Complete gathering data for Middle-of-Year Logic Model Review
	Middleof-Year Logic Model Rationale Review
February	
	Begin budget planning/revision for next fiscal year
	Begin development of Logic Model Rationales
March	
	Send out Stakeholder Survey
	Preparation of Six-Month Document Review
April	
	Six-Month Documentation Review
	Work with project managers on Summer Projects
May	
	Begin documentation for annual periodic certification
	Beginning-of-Year Logic Models Due
June	
	End-of-Year Logic Model Rationale Review
	Continue with preparations for annual periodic certification
Ongoing/As Required	
	Participate in Federal Programs webinars, regional meetings and trainings
	Review and approve requisitions
	Review budgets and drawdowns with Budget Clerk and bookkeeper monthly

	Meet with school and district leaders to measure progress and effectiveness on accomplishing the goals and action steps in the school improvement plans and develop short-term action plans as appropriate
	Provide technical assistance to school and program staff
	Maintain evidence and artifacts, according to the district's written procedures in regards to program implementation and documentation for audits and monitoring purposes
	Update District website with Federal Programs information
	Meet as needed with project managers to provide technical assistance and monitor the program
	Review Logic Model Rationales at the beginning, middle and end of the year
	Add qualifying purchased items to inventory as ordered and received
	Collect documentation for purchases and professional development
	Monthly ESSER Meeting to discuss updates with Divisions
	Complete monthly periodic certifications for stipends and substitutes