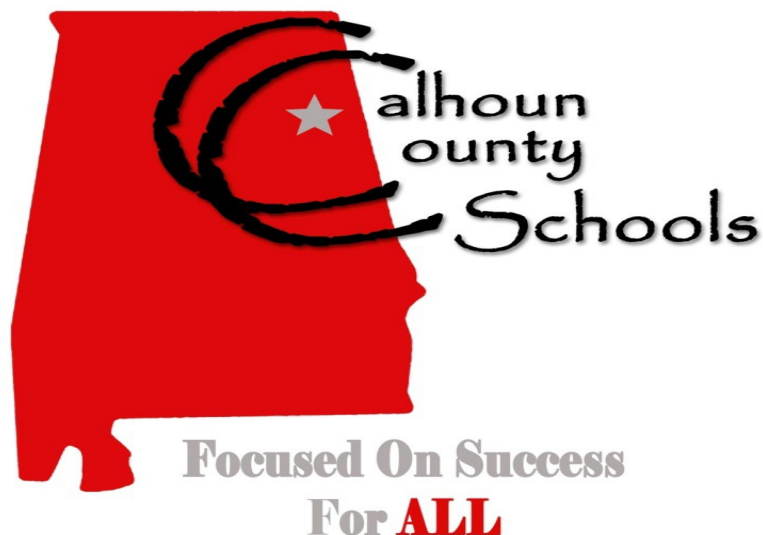


Calhoun County Schools Federal Programs Title I Policies and Procedures



Mission:

It is the mission of the Calhoun County School System to reach and promote the needs of every child in terms of their abilities, learning styles, interests, and diversities. Working in collaboration with all stakeholders, the Calhoun County School System challenges all students to reach their highest levels of achievement through rigorous, high-quality instruction while providing a safe and positive environment.

Vision:

Every School Focused on Success of ALL Children Every Child A Graduate-Every Child Prepared for College/Work/Adulthood in their future.

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Purpose

Title I Part A is a multifaceted federal entitlement program designed to level the playing field for disadvantaged students. The intention of Title I, Part A is to ensure that all children have a fair, equal and significant state academic achievement standards and state academic assessments. Decisions on the use of Title I funds are determined by the needs at the school level within the general guidelines from the State and District level. The critical element of the law is accountability which requires educators to show results for their efforts as well as compliance with program rules.

The purpose of this standard operations procedures handbook is to provide a step-by-step and systematic approach to managing the rules and guidelines of Title I to ensure consistent compliance. The information provided may be used by staff to ensure that Title programs are being implemented accurately and effectively. Title I is dedicated to improving the educational opportunities for all students by helping them to succeed in the regular educational program, attain grade-level proficiency and improve academic achievement.

The step-by-step approach contained in this handbook will promote uniformity in operations as Title I staff seek to carry out their official Title I duties and responsibility. The Alabama State Department of Education provides local education agencies (LEAs) guidance on the over-arching requirements for Title I during on-site monitoring. On-site monitoring helps to ensure LEAs are meeting all statutory requirements of Title I.

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

**Calhoun County Schools
Federal Programs
Calendar of Events**

Month	Things to Do
July	<ul style="list-style-type: none"> • Continue to Update and Revise Current ACIP Plan. • Attend LEA Federal Programs Advisory Meeting. • Attend LEA Federal Programs Policies and Procedures Meeting. • Continue to work on ACIP/SWP for upcoming school year. • Use Completed Needs Assessment to guide and direct new ACIP/SWP for upcoming school year.
August	<ul style="list-style-type: none"> • Distribute Title I Parents Right to Know Letters • Sign and post Principal Attestations • Complete ACIP Parent Involvement Plan • Complete ACIP Plan. Incorporate any new assessment data into the actions steps in the school ACIP Plan. • Ensure homeroom teachers retain copies of signed and dated parent compacts. • Conduct Annual Title I Parent meeting in August or September. This meeting cannot be combined with another meeting. • Ensure all students have at least one completed home language survey in their permanent record. • Ensure all employment surveys returned to the school are bundled and ready to be submitted to the central office. • Update inventory forms. • Remind parents to complete and return the student lunch applications. Some federal funds depend on the student lunch funds. • Review Federal Programs Policies and Procedures with teachers. Document with sign in sheets and agenda. This should be kept in your Title I evidence box or notebook.
September	<ul style="list-style-type: none"> • Revise/complete ACIP revision process. • Send ACIP Parent Involvement Summary Home and post on your school website. • Send ACIP Plan Summary Home and post on your school website. • Post full ACIP/SWP and Parenting Plan on your school website and have a copy accessible in a centrally located place at the school • Have available the Parenting and ACIP plan in a central location at the school. • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents. • Conduct Annual Title I Parent meeting in August or September. This meeting cannot be combined with another meeting. • Remind teachers to check on any unaccounted signed copies of the parent compacts. • Update inventory forms. • Complete monthly ACIP review summary based on monthly ACIP walk through.

	<ul style="list-style-type: none"> • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform. • Remind parents to complete and return the student lunch applications. Some federal funds depend on the student lunch funds.
October	<ul style="list-style-type: none"> • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents. • Parent Involvement Month – Contact the Parenting/Family Engagement Specialist for upcoming activities and ideas for family engagement. • Send ACIP Parent Involvement Summary Home and post on your school website. • Send ACIP Plan Summary Home and post on your school website. • Post full ACIP/SWP and Parenting Plan on your school website and have a copy accessible in a centrally located place at the school. • Confirm school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Update ACIP/SWP Plan based on monthly walk through data, meetings with the school based Title I Team or formative assessment data. • Update Title I Budget based on any changes to the ACIP. • Update inventory forms. • Complete monthly ACIP review summary based on monthly ACIP walk through. • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform.
November	<ul style="list-style-type: none"> • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents. • Plan and use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Update ACIP/SWP Plan based on monthly walk through data, meetings with the school based Title I Team or formative assessment data. • Update Title I Budget based on any changes to the ACIP. • Document with agenda and sign in sheets school based Title I Committee meeting for changes to the Title I Budget. • Update inventory forms. • Complete monthly ACIP review summary based on monthly ACIP walk through. • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform.
December	<ul style="list-style-type: none"> • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents. • Plan and use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Update ACIP/SWP Plan based on monthly walk through data, meetings with the school based Title I Team or formative assessment data.

	<ul style="list-style-type: none"> • Update Title I Budget based on any changes to the ACIP. • Document with agenda and sign in sheets school based Title I Committee meeting for changes to the Title I Budget. • Update inventory forms. • Complete monthly ACIP review summary based on monthly ACIP walk through. • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform. • Complete the midyear time certification forms for Title I Facilitators and Reading Interventionist and submit to the central office. • Title I Facilitators should complete the random spot check of inventory and submit the completed form to the central office.
January	<ul style="list-style-type: none"> • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents. • Plan and use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Update ACIP/SWP Plan based on monthly walk though data, meetings with the school based Title I Team or formative assessment data. • Update Title I Budget based on any changes to the ACIP. • Document with agenda and sign in sheets school based Title I Committee meeting for changes to the Title I Budget. • Update inventory forms. • Complete monthly ACIP review summary based on monthly ACIP walk through. • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform.
February	<ul style="list-style-type: none"> • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents. • Plan and use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Update ACIP/SWP Plan based on monthly walk though data, meetings with the school based Title I Team or formative assessment data. • Update Title I Budget based on any changes to the ACIP. • Document with agenda and sign in sheets school based Title I Committee meeting for changes to the Title I Budget. • Update inventory forms. • Complete monthly ACIP review summary based on monthly ACIP walk through. • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform.
March	<ul style="list-style-type: none"> • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents.

	<ul style="list-style-type: none"> • Plan and use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Update ACIP/SWP Plan based on monthly walk through data, meetings with the school based Title I Team or formative assessment data. • Update Title I Budget based on any changes to the ACIP. • Document with agenda and sign in sheets school based Title I Committee meeting for changes to the Title I Budget. • Update inventory forms. • Complete monthly ACIP review summary based on monthly ACIP walk through. • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform. • Start ACIP Surveys
April	<ul style="list-style-type: none"> • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents. • Plan and use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Update ACIP/SWP Plan based on monthly walk through data, meetings with the school based Title I Team or formative assessment data. • Update Title I Budget based on any changes to the ACIP. • Document with agenda and sign in sheets school based Title I Committee meeting for changes to the Title I Budget. • Update inventory forms. • Complete monthly ACIP review summary based on monthly ACIP walk through. • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform. • Meet with school leadership team to develop the Title II plan. • Submit completed Title II school plan to the central office. • Jointly develop the parent compacts with school personnel, parents and students for the upcoming school year. • Complete ACIP Surveys • Start Title I Needs Assessment
May	<ul style="list-style-type: none"> • Update parent compacts as you meet with parents during the year. You should document dates and a meeting summary on the title I compact each time you meet with parents. • Plan and use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Update ACIP/SWP Plan based on monthly walk through data, meeting with the school based Title I Team or formative assessment data. • Update Title I Budget based on any changes to the ACIP. • Document with agenda and sign in sheets school based Title I Committee meeting for changes to the Title I Budget. • Submit Title I Facilitator Plan Books to the Central Office. • Submit Reading Interventionist Plan Books to the Central Office.

	<ul style="list-style-type: none"> • Update and submit inventory forms to central office. • Complete monthly ACIP review summary based on monthly ACIP walk through. • Maintain documentation of your monthly ACIP review in your Title I evidence box or notebook. • Upload walk through summary to ASSIST Platform. • Finalize any changes to the parent compacts for the upcoming year and send to Parent/Family Engagement Specialist. • Be aware of any unspent Title I or federal funds so that you will not miss the spending cut off date. • Complete the end of year time certification forms for Title I Facilitators and Reading Interventionist and submit to the central office. • Complete the end of the year Title I Evaluation and submit to Title I Director. • Continue Title I Needs Assessment
June	<ul style="list-style-type: none"> • Plan and use school level Title I allocation and other funds so that funds are spent expeditiously and effectively. • Be aware of any unspent Title I or federal funds so that you will not miss the spending cut off date. • Complete Title I Needs Assessment

Remember all Title I Schools must be operating under an approved Title I school plan – ACIP/SWP. Plans should be revised and adjusted to reflect current year needs and actions. The plan should be updated after each walk through if needed and adjusted based on budget changes.

General Information

Monitoring Process and Procedures:

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

The Alabama Department of Education requires that the Calhoun County School District monitor the implementation of Title Programs and the expenditure of all funds associated with the program. The specific requirements are as follows:

- (a) LEA/Program Director will conduct self-monitoring of its schools and programs sufficient to ensure compliance with Title Program requirements, including Title I, Part A, Title II, Part A, Title III and Title X, Part C (McKinney-Vento Education for Homeless).
- (b) Title I Director will undergo training from ALSDE and other sources to maintain proficiency in Title I program compliance requirements.
- (c) Title I Director will provide technical assistance to local Title I schools.
- (d) Title I Director self-monitoring will include monitoring all program expenditures to verify that all program expenditures comply with Title I Program requirements.
- (e) LEA Monitoring Contact and Title I Director will gather and maintain all documentation LEA may need for future auditing/monitoring according to the LEA Monitoring Form, which is issued annually by the ALSDE.
- (f) In years when LEA does not receive an on-site visit, Title I Director will use the ALSDE Monitoring Document and complete a Self-Assessment Checklist.
- (g) LEA will undergo monitoring by ALSDE on a four/five year cycle. LEA/Program Director will participate in training and technical assistance updates as provided by ALSDE prior to monitoring visit.
- (h) After the on-site monitoring visit, the LEA will receive a comprehensive monitoring report, which will contain recommendations, findings, and required actions that together provide an analysis of the implementation of the LEA's Title programs. If a Corrective Action Plan is

required, the LEA/Program Director will respond in a timely manner with a Corrective Action Plan, which must be approved by the ALSDE. The appropriate Title Program Education Specialist will monitor implementation of the Corrective Action Plan.

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

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

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

Monitoring by the Alabama Department of Education (ALSDE) consists of four major components:

1. Monitoring of Expenditures – Local educational agencies (LEAs) must submit for approval an annual budget through the Consolidated Application process. Title I Education Program Specialists and ALSDE Education Administrators review each application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. Once budgets are approved, State Title I Education Program Specialists and ALSDE Education Administrators track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for Title I funds.
2. Single Audit – LEAs with single audit findings are flagged for technical assistance.
3. On-site Monitoring – An SEA on-site Cross-Functional Monitoring Team visits a LEA to apply the criteria included in the LEA Monitoring Form.
4. Self-Monitoring Checklist – LEAs not receiving an on-site visit will use the ALSDE Monitoring Document as a Self-Assessment Checklist.

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

- LEAs are monitored on a four/five year cycle.

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

LEA Communication With and Monitoring of Title I Schools and Programs:

Monitoring of Title I schools is a critical component of ensuring that compliance is taking place at each school. During the first two months of school, the district Title I Director convenes a meeting of Title I administrators. Administrators receive training on policies and procedures and guidance for operating Title programs, Title I, Part A, Title II, Part A, Title III and Title X, Part C (McKinney-Vento Education for Homeless).

Administrators are given detailed information on expectations and copies of program guidance. Specific training is provided in all facets of Title I. Information is provided to administrators related to timelines, budget forms, inventory information, schoolwide implementation, parental involvement, fraud policy and other areas of Title I as appropriate. Additional Administrator meetings are also held with Title I administrators as needed to ensure compliance. Specific budget information is given out at these meetings. Phone calls and emails are a daily occurrence between Title I district staff and Title I school staff.

In addition to meeting with Title I Administrators, the Title I Director meets with the Title I Parent/Family Engagement Specialist at the beginning of each year. This meeting is an opportunity to discuss Title I in detail and also an opportunity to discuss content specific information with each of the above. All Title I services are supplemental. This process is monitored through on-going technical assistance, site visits, and through the budgeting process.

Process for Feedback and Working With Schools:

All Title I schools are subjected to on-going monitoring by the Title I Director throughout the school year. The Title I Director will conduct on-site monitoring of all title I schools at least once per school year to ensure compliance with Title I guidelines. Feedback will be provided to school based administration. In addition, emails, staff meetings, and phone conversations take place throughout the year as a means of providing on-going monitoring and communication with each Title I school.

Schoolwide Programs
Title I Schools

Elementary Schools:

- Alexandria
- Ohatchee
- Pleasant Valley
- Saks
- White Plains
- Weaver
- Wellborn

High School:

- Wellborn
- Saks

Determining Title I Schools

We currently use grade span grouping to determine which schools in the district will receive Title I Services. The ESSA law does state that any school that reaches 75% free and reduced lunch percentages will be moved to the top and served in rank order. Once any school reaching 75% poverty will be served, the other schools will be determined by grade span grouping. We currently are serving two schools outside the grade span group Saks High School and Wellborn High School.

Title I Schoolwide Programs

Schools qualify for Title I services based on the percentage of students in the school who are eligible for free or reduced priced meals. The purpose of schoolwide Title I programs is to improve the entire educational program in a school which should result in improving the academic achievement of all students, particularly the lowest achieving students. The goal of such a program is to assist those students to demonstrate proficiency on academic standards.

A schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; the primary goal is to ensure that all students, particularly those who are low achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. This schoolwide reform strategy requires that schools:

- Conduct a comprehensive needs assessment.
- Identify and commit to specific goals and strategies that address those needs.
- Create a comprehensive plan.
- Conduct reviews of the effectiveness of the schoolwide program and make adjustments to the plan as necessary.

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

Comprehensive Needs Assessment:

- Must be based on the academic achievement data of all students including disaggregated student groups.
- Provide information on the subjects and skills for which teaching and learning needs to be improved.
- Identify specific academic needs of students and disaggregated student groups who are not achieving proficiency.
- Must be developed with the participation of individuals who conduct the schoolwide program – teachers, administrators, students and parents.
- Must be conducted annually.
- Must document how the school conducted the needs assessment.

Comprehensive Schoolwide Plan (SWP/ACIP):

- Must be developed by a school that operates a schoolwide program using the results of the comprehensive needs assessment.
- Must describe how the school will improve academic achievement throughout the school – in particular for students who have not achieved proficiency.
- Develop in consultation with the LEA and the school's support team.
- Describe how the school will conduct the needs assessment, develop the plan and evaluate the results.

- Describe how the school will use Title I funds and other resources.
- Involve parents, community members, teachers, administrators, Title I administrators in developing the plan.
- Develop and evaluate the plan annually.

The comprehensive plan remains in effect for the duration of the school's status as a schoolwide program. It must be available for parents and the public. The information in the plan must be understandable and in a uniform format, including alternative formats upon request.

Evaluation:

- The plan should be evaluated monthly during school based walk throughs with school administration and teacher leaders. See Appendix C and G
- The plan should be evaluated at the end of each year to determine the effectiveness of the program so appropriate revisions can be made as necessary.

The school must also write a Parent Involvement Plan. The strategies included in the Parent Involvement Plan must be outlined in the SWP and be shared with stakeholders.

LEA Guidance:

On-site meetings are held with administrators to discuss the current status of their plans. Missing or items in need of revision are discussed with building administrators and then rechecked when the revised plan is submitted. Copies of agendas and sign-in sheets from such meetings will be collected and stored in a Title I notebook or box as evidence and documentation of meetings. As previously stated, system leaders support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans during regularly scheduled administrative and data and school based meetings. During the meetings, data is analyzed to identify and develop solutions to challenges. The LEA conducts a work session each June/July to provide schools with technical assistance on finalizing their plans.

Schoolwide Program Plan Development:

School Improvement/Schoolwide Plans are updated each spring for the following school year. Each school leadership team conducts a spring meeting at which representatives from each grade level, content area, and department, as well as system and school administration and parents meet to develop a plan. During school leadership meetings, instructional strategies, parental involvement initiatives, and professional development activities are planned after a careful analysis of various data. Assistance is also provided to schools in their use of Title I funds to accomplish initiatives in their school improvement/schoolwide plans. School administrators then present their school plans to system leaders and parents to develop a system improvement plan. It is during this process that the LEA oversees the development of school improvement plans.

Plan Consolidation:

The Calhoun County School System does consolidate the Schoolwide Plan (SWP) and the School Improvement Plans. (ACIP)

Consolidation of Funds:

The Calhoun County School System does not consolidate federal funds.

Allocations:

After receiving notification of the Title I, Part A grant amounts from ALSDE, reservations in each budget are set aside for required components such as parent involvement, social worker, professional learning, reading interventionists, district math coach and homeless students. Administrative costs are also part of the reservations, which are not part of the schools' per pupil amounts. The remainder of Title I funds are allocated to schools based on per pupil allocation, as determined by the percentage of students qualifying for free and reduced price meals and with grade span grouping.

Budgets:

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

- LEA's must submit, through the Consolidated Application, the Title I, Part A plan as a part of the LEA's Title I, Part A budget. The descriptions of all budgeted items must be specific and clearly describe the intent of the expenditure.
- All items budgeted must meet the allocable, reasonable, and necessary tests described in the OMB Circulars and EDGAR.
- Are the expenditures allowable Title I expenditures?
 - Do the expenditures appear to be necessary in light of the LEAs goals and objectives?
 - Are the costs of the expenditures reasonable?
 - Are the expenditures for core subject areas?

Prior to review of any budget submitted for approval, the State Title I Education Program Specialist and Education Administrators review the plans for the LEA's plan submitted through the Consolidated Application Process (eGap).

Maintenance of Effort:

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

Comparability of Services:

The Title I Director annually completes the Comparability of Services report to the ALSDE. To date, all schools have always provided comparable services. In the event that comparability is not met, the Title I Director will work with school system and school leaders to reassign personnel to ensure comparability of services to students in all Title I Schools.

Carryover:

Typically, carryover funds are allocated in one of three ways: (1) to schools by increasing the per pupil amount or (2) the funds are allocated back to all the schools as a district initiative or (3) the funds are used in combination of a district initiative and increasing the per pupil amount. Either way, schools must submit a written description of the expenditure requests. Equitable services are also recalculated depending on an allocation of funds for district level activities. Monthly budget sheets are monitored regularly throughout the year and calculations are made from these near the end of the school year to determine that no more than 15% will be carried over into the following year. The Title I Director and System Accountant tracks the spending of each program/school throughout the year via budget sheets. At the end of the school year, carryover information is updated and reviewed.

Fiduciary Responsibility**Supplement Not Supplant:**

A local educational agency (LEA) may use Title I funds only to supplement (enhance) and to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs. In no case may Title I funds be used to supplant (take the place of) state or local funds.

It is a violation of the supplement not supplant requirement if an LEA distributes regular state and local funds in a way that discriminates against students in a Title I school.

LEAs found to be in violation of the supplement not supplant requirements in the Elementary and Secondary Education Act of 1956 (ESEA) will be required to return all Title I funds used to supplant the LEA's Title I budget.

An LEA must show that its methodology to allocate State and local funds to schools results in each Title I school receiving all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds. In other words, an LEA's methodology must be "Title I neutral" in that it allocates State and local funds to schools without regard for Title I status. This demonstrates an LEA did not reduce the State and local funds made available to a Title I school because such a school is also receiving Title I, Part A funds. This is consistent with the purpose of the supplement not supplant requirement.

The LEA should ask itself:

Did the district provide services to Title I students and the same services were provided to non-Title I students using non-federal funds? If so, supplanting is presumed.

Non- Title I Federal Funds will continue to use the following questions to ensure that programs are supplementing not supplanting: The response to the following questions must be NO:

1. If I didn't have federal funds available to conduct this activity/service, would I still conduct it with state or local funds anyway? If the answer is yes, you are most likely supplanting because it is no longer a supplementary activity. You must be able to demonstrate that you could not conduct the activity if it weren't for the federal funds.
2. Is the program required by state or local law? If the answer is yes, you are supplanting because the activity is required and not supplemental.
3. Were local funds used to pay for the program in prior years? If the answer is yes, you are supplanting because federal funds are being used to replace local funds and not to provide new opportunities.

The Title I Director will continue to train all administrators in Supplement not Supplant annually as part of the budgeting process.

Reasonable and Necessary Use of Funds:

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

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

Allowability Procedures: (200.302(b)(7))

Any purchases made with Title funds must follow the guidelines for allowable costs. Calhoun County School System Title Programs will follow guidelines as detailed in EDGAR and the OMB Circulars (such as A- 87). Title I purchases will also adhere to any memos, letters, and/or communication regarding allowable/unallowable purchases. The Title I Director will direct any questionable expense to the Alabama State Department Program Specialist and Education Administrator for further clarification. Title funds cannot be used to purchase incentives for students, teachers, or to entice participation in professional learning activities.

Internal Controls:

Authorization of Expenditures and Prior Approval of Purchases

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

1. Each budget, after prepared at the school level, is reviewed by Title I Director, revised by school personnel, if necessary, and approved by the Title I Director. Once a school makes the necessary changes and the budget is submitted and approved by the state, each school or department completes purchase order in the school system financial software.

2. Requisitions must include:

- Complete vendor information including phone number (and fax number if applicable)
- Ship to information including the address for the school
- Principal or designee assigns the appropriate account number based on the budget sheets
- Principal or designee may submit the requisition after he/she verifies the materials being requested are part of the SWP/ACIP.

3. The requisition is then sent to the Title I Director for review. The requisition must include the question sheet describing how this purchase is connected with the ACIP/SWP. See Appendix B

4. The Title I Director reviews the requisition to assure that the purchase is included in the Schoolwide/School Improvement Plan and that the expense is allocable, reasonable, and necessary and evidence based.
5. If approved, the Title I Director then signs off on the requisition and forwards the requisition to the Finance Office.
6. If rejected, the Title I Director will contact the school.
7. A Purchase Order Clerk obtains final approval from the Finance Director.
8. When the merchandise arrives, the school or department notifies Accounts Payable that payment for the items received is authorized.

Cash Management Procedures and Draw Done Procedures:

The Finance Department draws down funds as follows:

- Drawdowns are done monthly. This is an acceptable practice to our financial auditors.
- Financial services is very careful to draw down these funds based on actual expenditure needs.
- The Accountant reconciles bank statements.
- The Director of Financial Services performs periodic review of the general ledger.
- There is no cash involved as all drawdowns are issued by warrants/checks.
- All reporting documentation is kept in Financial Services. It can be reviewed at any time.

Procurement Policy

The Board will follow state laws for the procurement of property and services. The primary state procurement laws for Alabama school boards are: Alabama Competitive Bid Laws (Chapter 13B of Title 16, Code of Alabama 1975); Joint Information Technology Purchasing Agreement (Chapter 13B of Title 16, Code of Alabama 1975); and Public Works Law (Title 39, Code of Alabama 1975).

To the extent allowed by state laws, the Board will utilize state, local, regional, and national purchasing agreements where appropriate for the procurement or use of goods and services. All procurement transactions are subject to the Board's Conflict of Interest Policy.

Procurement transactions for federal programs and child nutrition programs that are not subject to the state procurement laws, but exceed the aggregate amount of the federal micro-purchase threshold of \$10,000, will be obtained by utilizing price or rate quotes from two or more qualified sources. State procurement laws include requirements that comply with the other Uniform Administrative Requirements for procurement of property and services.

The Board will request proposals for those professional service contracts (excluding architectural and engineering services) that are exempt under state procurement laws if the contracts exceed \$250,000 and will be paid from federal or child nutrition program funds. The Board will utilize a team of three or

more qualified individuals to conduct a technical evaluation of proposals received and for selecting recipients. As a part of the evaluation, the individuals on the evaluation team will sign an assurance that each of the individuals is in compliance with the Board's conflict of interest policy.

Purchases will be made in accordance with an approved purchase order system that will include such requirements and procedures as may be established in the Board Finance Manual.

Any Calhoun County Board of Education employee or other person shall be personally liable for creating any bill of indebtedness against a school or the Calhoun County Board of Education without prior approval in writing by the school's Principal or Superintendent. 3.08 Travel Reimbursement

Methods of Procurement to be followed:

- *Micro-purchase—Less than \$10,000. Two or more informal quotes are required for \$5,000 to \$10,000; documentation kept on file) Purchases must be made equitably among all qualified sources when/to the extent practical*
- *Small Purchase (Simplified Acquisition)—Between \$10,000 and \$40,000 (quotes required for \$10,000 to less than \$40,000; Sealed bids for \$40,000 or more)*
- *Sealed Bid for purchases of \$40,000 or more. Greater than \$250,000 will require formal bids.*
- *Non-competitive Proposals (sole source) for Simplified Acquisitions will be used only when:*
 - *the item/service is available from only one source;*
 - *Competition is determined inadequate after solicitation of a number of sources.*
 - *Will be adequately documented. Any Sole Source purchase exceeding the current Simplified Acquisition Threshold must be approved by Grants Management System*

Domestic Preference

As appropriate and to the extent consistent with law, the non-Federal entity should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States (including but not limited to iron, aluminum, steel, cement, and other manufactured products).

Cash Management for Federal Funds

Federal Funds will only be requested to meet immediate cash needs for reimbursement not covered by prior receipts and anticipated disbursements that are generally fixed, such as monthly program salaries and benefits. Cash balances for each federal program fund will be monitored by the Chief School Financial Officer or designee.

The federal program funds, with the exception of Child Nutrition Program funds, will not be maintained in an interest bearing account.

Determination of Allowable Federal Costs

Before instituting a financial transaction that will require the expedition of federal funds the federal programs director and the Chief School Financial Officer or designee will determine that the proposed transaction meets the requirements for allowable costs for the federal program. Actions to determine allowable costs will assure that:

1. The proposed expenditure is
 - Included in the federal program budget;
 - Reasonable and necessary for the federal program

2. The proposed expenditure is consistent with procedures for financial transaction of the board including:
 - Purchase order approval procedures;
 - Contract review and approval procedures;
 - Applicable competitive purchasing procedures; and
 - Documentation supports allowability of transaction.

3. Before payments are made from federal funds the federal programs director and Chief School Financial Officer or designee will determine that the federal program expenditure complies with generally accepted accounting principles and complies with state, local, and federal laws, rules, and regulations.

Technology Purchasing Process

The Technology Department uses the following process for all technology items. This process is for the purchase of desktops, laptops, chromebooks, interactive boards, projectors, sound systems and other technical items. The process is outlined below.

Purchasing Process:

Step 1: The school personnel makes a request to the Technology Director for a quote for a particular technology item or items.

Step 2: The Technology Director reviews the request and either approves or denies the request.

Step 3: If approved, the Technology Director requests a quote from an approved vendor. Vendors must come from the Alabama Joint Purchasing Program (ALJP) or be apart of an approved purchasing cooperative.

Step 4: Once a quote is received from the approved vendor, the requesting school will generate a purchase order and return it to the technology Department.

Step 5: The Technology Department then places the order with the vendor and instructs them to ship the items to the technology department location.

Step 6: Once the item arrives at the Technology Department, the item is verified as being the correct and without damage. At this point the purchase order is deemed complete and the item can be

inventoried. The device receives a label that displays the purchase order number, and an asset tag. The asset tag is used as an identifier within our inventory platform (WASP).

Step 7: Once inventoried the device is delivered to the school and setup.

Consultants, Contracts and Purchased Services for Federal Funds:

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

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

Each contract is signed by the following: Contractor, CSFO, Principal, Federal Programs Director and Superintendent. The Federal Programs Director provides oversight in ensuring that all contractors' work is complete. Artifacts, daily sign in sheets, and completion of all workshops are kept on file in the federal programs office. The Director signs off on all invoices/contracts prior to the issuance of payment for services. These contracts must be maintained and kept in the Federal Program Files.

Conflict of Interest:

Employees may not use their offices or positions for personal gain and must adhere to applicable provisions of the Alabama Ethics Law. No employee, officer, or agent of the Board shall participate in selection, or in the award or administration of a contract supported by school or district funds if he or she has a real or apparent conflict of interest. Such a conflict would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs, or is about to employ any of the parties indicated herein, has a financial or other interest in a tangible personal benefit from the firm considered for a contract. The Board's officers, employees, or agents will neither solicit nor accept gratuities, favors or anything of monetary value from contractors, potential contractors, or parties to subcontractors.

Travel: See Appendix D For Current District Travel Guidelines

Costs incurred by employees for travel, including costs of lodging, other subsistence, and incidental expenses, must be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the Calhoun County School System in its regular operations as the result of the school system's written travel policy and guidelines. In addition, if these costs are charged directly to the Federal award documentation must justify that:

- Participation of the individual is necessary to the Federal award; and
- The costs are reasonable and consistent with non-Federal entity's established travel policy and guidelines.

Monitoring and Audits of Financial Processes:

The Calhoun County School System undergoes regular monitoring and audit visits as scheduled by the State of Alabama. Corrective action plans are created to reconcile any findings received. The school system will maintain the appropriate documentation to indicate that correction actions have been completed and any findings have been cleared. Steps to Audit/ Monitoring Resolutions:

- Once the audit or Monitoring report is received, the Title I Director will review all items. The Cross-Functional Monitoring report will be pulled from Alabama State Department of Education website.
- Each item will be examined carefully, and a team of system level staff will determine the best means of corrective action.
- Items are gathered, and a report is written by the Title I Director.
- The report is submitted to the Superintendent.
- The completed report is then sent to the Alabama state auditors and the federal programs department as a means of resolution.
- The district has set number of days as required by the ALSDE from the receipt of the findings to respond. The monitoring process and the resolution process are both used as a learning resource.

Capital Expense Funds:

The Calhoun County School System does not use Title funds to budget items under object code 500 (capital expense).

Financial Reporting Procedures:

Copies of completion reports for the previous fiscal year will be kept on file in the Finance Department. Accounting records to support the results of outlays (expenditures indicated in the completion report will be kept on file in the Finance Department). Copies of expenditure (cumulative through) reports for the respective quarter for total expenditures reported to ALSDE will be kept on file in the Finance Department. The Title I Office will run budget summary and detailed expenditure reports for all federal funds. Title I Director suggests schools to analyze budget summary reports monthly.

Equipment and Real Property:

Title I inventory is maintained on a spreadsheet by each school that identifies the item, serial number, date of purchase, cost, location, and condition. Physical inventories are conducted annually. The Technology Department places barcodes on computers, iPads and Chromebooks. See Appendix F

Inventory of all equipment and property belonging to any federal program will be identified and inventoried twice a year. The Title I Facilitator will randomly spot-check equipment each semester. The Title Facilitator will submit the results of the inventory spot-check to the Title I Director. The building-level administrator will verify an inventory of items purchased with Title funds each spring. Materials purchased for use in Federal Programs will be labeled and be utilized in the capacity for which it was purchased. Any equipment, materials and/or supplies purchased with federal funds are considered solely for the use of that program. See Appendix I

At the close of the federal program, or in the event the equipment is no longer usable, materials and equipment will be disposed of following the Calhoun County School System's disposal procedures. Equipment that is damaged, lost, or stolen will be reported to the Title I Director using a Disposal Form.

Damaged and inoperable equipment will be returned to each school's Media Center to be removed from inventory. A police report will be required for stolen property. Lost equipment will be verified by the principal and noted in the inventory. As equipment is updated, the older equipment will be offered to other Title I Schools.

The school system does not lease equipment using Title funds.

The school system does not have any targeted assistance schools.

When computer equipment is no longer operational, it will be recycled or disposed of. A system Disposal Form must be completed and submitted to the central office. Inventory records will need to be corrected and maintained in the school's individual Title I Inventory. The Technology Department works with schools to dispose of and recycle all outdated technology equipment.

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

1. File an incident report with the SRO
2. Attach the incident report to a Disposal Form and send to the Title I Director's office.
3. Make corrections to the Title I inventory on Google Drive at the school.
4. Send an email to the Title I Director that the inventory has been updated.

Ethics and Fraud, Waste and Abuse:

The Title I Director reviews ethics and fraud, waste and abuse policies as it relates to Title programs, including Title I, Part A, Title II, Part A, Title III and Title X, Part C (McKinney-Vento Education for Homeless) with all administrators during Fall meetings. An agenda and sign in sheet will be kept by the Title I Director to document this has been completed. The Title I Director or school based administrators discuss the same information with their personnel. Each Principal or Director submits agendas and sign-in sheets to the Title I Director to verify the policies have been reviewed with all staff. A signature, by the person reviewing the policies, verifies the completion of this procedure. School based administrators are expected to inform their faculties about policies and updates as they are approved throughout the year.

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

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

The Calhoun County School System takes the responsibility of properly managing federal funds seriously. Any individual who suspects that funds have been misused with any Title program, including Title I, Part

A, Title II, Part A, Title III and Title X, Part C (McKinney-Vento Education for Homeless) should report the waste, fraud, abuse, or corruption using the following guidelines:

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

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

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

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

Procedures and Responsibilities:

1. Anyone suspecting fraudulent activity should report their concerns to the Calhoun County School System Superintendent at 256-741-7401 or Chief School Financial Officer at 256-741-7443.
2. Any employee with the Calhoun County Schools (temporary staff, full-time staff and contractors) who receives a report of suspected fraudulent activity must report this information within the next business day.
3. Employees have the responsibility to report suspected fraud. All reports can be made in confidence.
4. The Calhoun County Schools Board of Education shall conduct investigations of employees, providers, contractors, or vendors.
5. If necessary, the person reporting will be contacted for additional information.
6. Periodic communication through meetings should emphasize the responsibilities and channels to report suspected fraud.

Complaint Procedures:

Any complaints issued as a result of federal programming, including Title I, Part A, Title II, Part A, Title III and Title X, Part C (McKinney-Vento Education for Homeless) must be filed according to the system complaint procedures policy. The school system will use the Tracking Form for Resolution of Complaints to ensure that complaints are resolved in a timely manner. See 'Appendix A: Complaint Procedures'

Time and Effort

Periodic Certification:

Periodic certification forms should be completed for all full time district personnel that are paid with Title I, Title II, and ESSER funds. These forms are collected semi-annually, once per semester in December and May, and must be signed by the employee and supervisor having firsthand knowledge of the work performed by the employee. The Federal Programs Director will collect the periodic

certification forms for the following central office and school based positions that are paid with Title I, Title II, or ESSER funds. These positions may include but are not limited to:

- Title I Facilitators
- Title I Accountant
- Title I Director
- Title II Director
- Reading Interventionists
- Instructional Partners
- Technology Coaches
- Professional Development Specialist
- Parent/Family Engagement Specialist
- Homeless Liaison
- Title I Parenting Clerk
- EL Teacher
- ESSER Teachers

In addition to gathering the semiannual certification sheets, school-based Title I Staff will maintain a daily plan book for additional time and effort documentation. These plan books will be collected at the close of the school year and given to the Title I Director. These plan books will be kept for additional documentation for six years.

Stipends and Supplement certifications paid with federal funds are noted on the timesheet that 100% of the work completed is for the grant awarded.

Calhoun County Schools currently use a contracted service for substitutes.

Split Funded Certifications

For employees who work on multiple activities or cost objectives, a Personnel Activity Report (PAR) is required. Some examples of multiple cost objectives include:

- More than one Federal award
- A Federal award and a non-Federal award
- An indirect cost activity and a direct cost activity
- Two or more indirect activities that are allocated using different allocation bases
- An unallowable activity and a direct or indirect cost activity

When completing a Personnel Activity Report (PAR), the following is required:

- An after-the-fact distribution of the actual activity of the employee
- An account of the total activity for which each employee is compensated
- Prepared on a monthly basis
- Signed by the employee and supervisory official having firsthand knowledge of the work performed after the last day of the PAR

Parent and Family Engagement

Parent Involvement Policy Overview:

The Calhoun County School System has an on-going commitment to Title I parents. Parental/Family engagement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Our goal is to ensure that Title I parents/family members and their children receive extraordinary services and assistance that will lead to improved academic achievement. The district recognizes that parents are an integral part of a child's success in school, starting with the concept of being the child's first teacher. As a conduit for their children's success, the district will assist parents of all socioeconomic levels in solidifying their ongoing commitment to their child's success. The district sets aside parenting money to be used at the district level and school level. See Appendix H

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

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

- Professional learning sessions during administrative and curriculum meetings.
- Professional learning sessions conducted during a faculty meeting once per school year at each school.
- One on one meetings held at each school site between the Title I Director and/or Family Engagement Specialists and school leaders.
- The creation and sharing of a Title I Family Involvement Plan.
- Technical assistance with planning, organizing, and conducting parent meetings.
- Ongoing emails and phone calls.

Parent and Family Engagement Plan:

ESEA legislation, Section 1118 requires schools to form family involvement partnerships between the school, the family and the community. These partnerships work together to develop quality family involvement initiatives. As a result of these initiatives, parents take on roles as volunteers, advocates and leaders in schools. Many indicators support the research that family that is involved in education see positive results.

- Family members become more knowledgeable of how to support and encourage children.
- Family members understand the curriculum and what children are learning in school.
- Family members discuss student's school activity, class work and homework more frequently.
- Teachers and administrators recognize the importance of family involvement in motivating and reinforcing student learning.
- Teachers provide interactive homework assignments for families and children to do together.
- Students perform better academically and have fewer discipline problems.
- Students have better attendance and homework completion.
- Students have a more positive attitude toward school, graduation and are more likely to enroll in higher education or vocational institutes.
- Students become more responsible adults.

As partners, schools must connect with family members by showing respect and value to the many contributions they make, providing a welcoming school environment that is considerate and supportive to supporting family members' needs and educating staff on how to reach out to family members and communicate effectively. Schools also have the opportunity to provide trainings, activities and resources for supporting family members that make an impact on student achievement.

Schools have the responsibility to identify barriers and implement strategies to make positive changes. Data such as family involvement surveys and student assessments can be used to link strategies to family involvement trainings. Schools should also monitor and evaluate successes and challenges in providing quality family involvement models during the school year.

Moreover, as per the ESEA legislation, the Local Education Agency (LEA) and Title I schools have specific responsibilities.

LEA Responsibilities:

- Ensure that all Title I schools receive a Family Involvement/Parenting allocation.
- Develop and distribute the District Family Involvement Plan.
- Establish and maintain a Title I District Parent Advisory Council that meets annually.
- Prepare and distribute the Parents' Right to Know letters to schools.
- Inform parents of the District annual report.
- Create, distribute and process Family Involvement Surveys to schools.

Schools' Responsibilities:

- Convene Title I Annual Parent Meeting
- Distribute Parent's Right to Know letters provided by the LEA.
- Develop school Parental Involvement Plan with parental input.
- Develop the School-Parent Compact with parental input.
- Build capacity for involvement to increase student achievement.
- Survey parents on the effectiveness of the school's Family Involvement Program.

Parental Input on District and School Parent Involvement Plans:

District and school parent involvement plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Schools will hold individual meetings for review of the district and school Parent Involvement Plans. All Title I parents, teachers, administrators, and other school personnel in the district are invited to the meetings to provide input. Notices will be placed in sent home in student folders containing the meeting dates. Parents and other stakeholders will be notified by invitation sent by each individual school. Parents who cannot attend the meetings will be given the opportunity to obtain a copy from the main office of each school and submit input before final revisions are approved. The Family Engagement/Parent Specialist will be responsible for collecting the required information (agendas, meeting notes, and sign in sheets). Meetings will be held in the spring to revise plans for the next school year. The LEA Parent Involvement Policy checklist will be applied to district and school plans. Revision dates will be clearly marked on each plan. The Family Engagement Specialist/Parent Specialists and/or the Title I Director will review plans before or during on-site monitoring visits. Plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. School improvement and parent involvement plans are posted on the website, available in the front office of the school, and hard copies are either in the student handbook or beginning of school packets at each school.

Each school in the Calhoun County School System holds an annual open house or parent orientation. These meetings give parents the opportunity to review and provide feedback on system-wide and school student data, parent activities, district and school Parent Involvement Plans, Schoolwide Title I Plans, School Improvement Plans. Parents are notified about this opportunity through advertisements in

local media, school-level flyers, social media web sites and by using the system automated phone calling system and the system web site. The school district uses the comments provided by parents during the annual review/revision of documents at parent workshops and other advisory meetings. After the school system review/revision process, district and school Parent Involvement Plans are made available to parents on the district website and on Title I schools' websites. Printed summary sheets of both plans are sent home with all students. Copies are also available in Parent Resource Centers. Parents are also given the opportunity to provide feedback about Title I programs by completing annual parent surveys. These comments are used by the district and Title I schools when planning parenting programs.

School/Parent Compacts:

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

Parental Input on School Compacts:

All Title I schools are required to have school-parent compacts. It is the responsibility of the Title I Facilitator, in coordination with the school system Family Engagement/Parent Liaison, to make sure that all compacts are reviewed and revised annually. The review and revision will occur in the Spring of the year at annual Title I Parent Planning Meetings, school governance meetings, and parent workshops. Revision dates will be clearly marked on each compact. An invitation will be sent home to all parents in the school and meeting dates will be publicized in school newsletters, local newspapers, and on each school's web site. The Family Engagement/Parent Liaison will be responsible for coordinating with schools to schedule meetings and collect required information (agenda, meeting notes, and sign in sheets). Parent compacts will include responsibilities for the teachers, parents, and students. Compacts will be distributed to all parties involved for signatures each fall. Copies of the signed parent compacts are kept on at the school level. Calhoun County School System believes that the public schools belong to the people who create them and that student educational goals should reflect the goals of the community. We affirm and assure the rights of parents to participate in the development of the goals and objectives of the public schools and encourage involvement in all areas of their children's educational experiences.

Title I Annual Meeting:

All Title I schools are required to hold an annual meeting at the beginning of the school year. It is the responsibility of Title I Facilitator in coordination with the Family Engagement/Parent Specialist to arrange meeting times and invite all stakeholders to the meetings. The Family Engagement Specialist will be responsible for collecting and submitting documentation of the required Title I Annual Meeting, including copies of sign in sheets, agendas, and minutes to the Title I Director. Meetings are publicized via flyers sent to parents, web sites, newspaper articles, an automated call system, and marquees at each school.

Annual Evaluation:

Process to Collect: An annual survey is conducted each Spring. The survey is conducted online. However, parents are informed of the availability of a paper survey if they so desire. Advertisement of the survey and requests for completion occur through local newspapers, newsletters, district and school web sites,

and automated phone calls. The survey is collected and compiled and the following year's parent involvement activities are built from the responses.

Process to Review: The results of the survey are shared among several groups of stakeholders, including, but not limited to, parents, school and central office employees, and community members. School Leadership/Title I Team and those attending Annual Title I Meetings. The results of the survey are used to review and revise schoolwide and parent involvement plans and components.

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

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

Capacity for Parent Involvement:

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

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

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

Parent Resource Centers:

Parent resource centers in schools can support parents as both learners and teachers. These centers should provide materials and space where parents can get together with other parents and school staff to learn how to assist their children at home. Parents/Family Members can come to such a center for

educational materials, trainings and informational meetings. Parent resource centers should send a very positive message to parents that they belong in the school and should feel welcome.

Parent Resource Centers Provide:

- Information about current programs and events.
- Reading materials to help parents/family members guide student learning.
- Games, books and videos that parents/family members can use at home.
- Instruction in subject areas and in using learning materials.
- A “Family Corner” with comfortable furniture where parents/family members can talk with other parents/family members.
- A meeting space for parent groups and workshops.
- An informal meeting place for parent-teacher conferences.
- Information and guidance about higher education opportunities, cultural and community services and agencies to help families with educational, health and social service needs.

A parent resource center can be created in a spare classroom, in a corner space in a library or another designated area. The center should have flexible times for parents/family members to visit and check out materials for students.

General Information – McKinney–Vento

The McKinney-Vento Homeless Assistance Act was reauthorized under the Elementary and Secondary Education Act (ESEA) to ensure the educational rights and protections for children and youth experiencing homelessness. ESEA made significant changes in the way local educational agencies (LEAs) address the needs of homeless students. Among these changes are requirements for:

- The Alabama State Department of Education and LEAs to review and revise laws, regulations, practices or policies that may act as a barrier to the enrollment, attendance and success in school of homeless children and youth.
- LEAs to use the McKinney-Vento Homeless Assistance Act definition of homeless when identifying and determining which students are eligible for services.
- LEAs to designate a local liaison to coordinate services to ensure that homeless children and youth enroll in school have the opportunity to succeed academically.
- LEAs to coordinate the local plan required under Title I with the needs of homeless children and youth, including making a mandatory set-aside of funds under Title I, Part A to serve homeless children.

The McKinney-Vento Homeless Assistance Act guarantees to homeless children the following:

- The right to immediate enrollment in school.
- The right to attend school in school or origin or in the attendance area where the family currently resides.
- The right to receive transportation to school of origin if requested by parents and is in the best interest of the child.

- The right to comparable services as other schoolmates including transportation and supplemental services.
- The right to attend school along with children who are not homeless.
- The posting of homeless students' rights in all schools and other places around the community that low-income families and high-risk families may visit.

Introduction:

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

Definitions:

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

Identification:

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

School Selection:

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

Enrollment:

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

Transportation:

Transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance. In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to housed students.

Services:

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

Disputes:

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student experiencing homelessness to all appropriate educational services. The Homeless liaison will follow the best interest determination and inform the family of the decision of placement. At that time, the student/family has a right to dispute. They may put their request in writing within 7 days, then the federal programs director will respond within 7 days to give a determination. The family then has a right to dispute in writing to the

Superintendent within 7 days and ultimately the state department within 7 days of the Superintendent's decision. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute.

Training:

The liaison or designee will conduct training and sensitivity/awareness activities for the following LEA and school staff at least once each year: the Assistant Superintendent, principals, assistant principals, federal program administrators, registrars, school secretaries, school counselors, school social workers, bus drivers, custodians, cafeteria workers, school nurses and teachers. The liaison shall also obtain from every school the name and contact information of a building liaison. Building liaisons will coordinate their schools' compliance with this policy and will receive training from the district liaison annually.

Coordination:

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

Preschool:

Preschool education is a very important element of later academic success. Children experiencing homelessness have experienced many difficulties accessing preschool opportunities. Our system will ensure that children experiencing homelessness receive assistance in locating preschool programs within their community. Children with disabilities who are experiencing homelessness will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children under age three with disabilities who are experiencing homelessness will be referred for at-risk services under Part C of IDEA and screened to determine if referrals for additional Part C services are appropriate. The liaison will collaborate with Head Start and Even Start programs and other preschool programs to ensure that children experiencing homelessness can access those programs.

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

- 1. Student is identified as potentially eligible for MVP services and is in one of the following circumstances.
 - a. Student is a new enrollee.
 - b. Student is currently enrolled in a Calhoun County School.
 - c. Student is residing in Calhoun County but has a school of origin in another school system.
- 2. School system staff (school MVP liaison, school counselor, school social worker, Title I Family Engagement Specialist, registration staff or other school system personnel) gather information related to potential MVP eligibility and submit to district homeless liaison (DHL) for MVP status determination.
- 3. DHL determines MVP eligibility.
- 4. If the student is residing within the boundaries of Calhoun County and seeks to attend a Calhoun County public school, the DHL identifies the school placement of the student (school of origin for currently enrolled students or attendance zone school for new enrollees) and notifies applicable school staff including school nutrition director, school-based liaison, school administrator and guidance counselor.

- 5. If the student does not reside within the boundaries of Calhoun County but seeks to remain in the school of origin in Calhoun County the School System Committee will convene to determine the school the student will attend.
- 6. If the School System Committee determines the best placement to be the school of origin the DHL will notify the appropriate school personnel.
- 7. If the School System Committee determines the best placement of the student to be in the attendance zone school then the committee will notify the school of origin and DHL of the placement decision. The school of origin or DHL will notify the parent guardian of the enrollment decision and appeal rights using the designated paperwork.
- 8. If the school that is selected denies the enrollment decision they must provide the parent with the written enrollment decision and appeal process paperwork.
 - a. A copy of this enrollment decision is forwarded to the DHL.
 - b. If parent disputes this decision then students stays in selected school.
- 9. If parent or guardian disputes the written enrollment decision then the first appeal will be made to the District Homeless Liaison.
- 10. The decision of the DHL will be presented to the parent/guardian in writing along with instructions on how to appeal this decision.
- 11. If the parent disputes the decision of the DHL then an appeal may be made to the Superintendent of Calhoun County Schools. The Superintendent will inform the parent/guardian of his/her decision in writing along with a copy of the Alabama Appeals process.
- 12. As long as the parent appeals then the student may remain in the school originally selected.

General Information – Foster Care Provision

Calhoun County School District is committed to provide all students with sound educational experiences. We recognize that foster children are at an increased risk of grade retention, gaps in academic achievement, low high school graduation rates, and postsecondary enrollment. These provisions promote greater stability for children in foster care so that they can continue their education without disruption, maintain important relationships with peers and adults, and have the opportunity to achieve college- and career readiness.

The educational stability includes assurances that (1) a child in foster care will remain in the child's school of origin, unless a determination is made that it is not in the child's best interest in that school and (2) if a determination is made that it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in the school of residence, even if the child is unable to produce records normally required for enrollment

Title II, Part A – Teacher and Leader Effectiveness

Purpose:

Purpose: The purpose of Title II, Part A is to increase academic achievement by improving teacher and leader quality. This program is carried out by: increasing the number of properly certified teachers in classrooms; increasing the effectiveness of teachers and principals by holding districts and schools accountable for improvements in student academic achievement. A secondary goal is for every student

to have an equitable opportunity to receive quality instruction in terms of teacher quality, teacher experience and class size.

Equity Belief Statement:

The Calhoun County School System believes all students should have equitable access to quality instruction. The Calhoun County School System strives to recruit, prepare, train and support high-quality teachers and leaders in our school system. We are also focused on developing school and district level improvement plans with measureable objectives that will ensure that all teachers teaching core academic subjects are and remain properly certified.

Annual Needs Assessment Process:

The Calhoun County School System utilizes a variety of data sources to make decisions that will affect student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data (DIBELS, Scantron, STAR, ACAP and ACT), perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, properly certified teacher data, class size data, peer walkthrough data and verbal input from stakeholders. In April/May, each school conducts a Comprehensive Needs Assessment Stakeholder meeting that includes parents, teachers, paraprofessionals, administrators, community members, and other support staff. Once the input is collected from the schools, a series of meetings are held at the district level to consider all the prior stakeholder input and data and to make decisions regarding prioritized needs and equity concerns. The results of this needs assessment determine any areas of growth and guide the development of plans and expenditure of funds.

Authorized Use of Funds:

Title II funds can be used for recruitment, retention, professional development and class size reduction. Title II-A funds must be used to supplement not supplant, non-Federal funds that would otherwise be used for activities authorized under Title II-A. It is presumed supplanting has occurred in the following circumstances:

- Title II-A funds for services that are required under other federal, state, or local laws
- Title II-A funds for services provided with non-Title II-A funds in the previous year.

Expenditures of Title II-A funds must be necessary to implement an activity designed to meet one or more of the annual prioritized needs, reasonable in cost and allocable to the Title II-A program.

Professional Learning:

Professional Learning must be of research based, high quality, sustained, intensive and classroom focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom and are not one day or short-term workshops or conferences. It must also address one or more of the annual LEA prioritized needs. Finally, professional learning must focus on increasing the ability of the teaching staff to help all students achieve high academic standards, or the school administrative staff to lead their schools' efforts to increase student academic achievement.

Properly Certified Teachers: ESSA. Sec. 112(e)(1)(A)

The human resources department and Title I Director monitor the certification status of teachers and paraprofessionals on an ongoing, regular basis. The Title I Director is in regular communication with

school administrators about the status of any all teacher certifications to assure that they complete all requirements necessary to become properly certified. Any Calhoun County School System teacher or paraprofessional who is not properly certified will have an individualized remediation plan to become properly certified. This plan will be developed collaboratively with the teacher, principal, Title I Director and Director of Human Resources at the time of hire or when determined the proper certification is not in place. The remediation plan will be kept on file in the Title I office and monitored on an ongoing basis. All title I schools will inform parents if a teacher in the school is not properly certified. The administrator will sign an annual attestation form about the certification status of all teachers. Each administrator will notify parents, they may request and the LEA will provide on request in a timely manner, information regarding the professional qualifications of the students' classroom teachers.

Recruitment, Placement and Retention of Effective Teachers and Leaders:

System and school leaders discuss the recruitment, placement, and retention of properly certified, effective teachers and leaders during quarterly meetings as necessary. Specifically, each principal is required to report the level of retention from the previous school year and improvement with the placement of properly certified, effective teachers for the upcoming school year. System and school goals are then created or adjusted for the next school year.

Teacher Experience and Effectiveness Equity:

Teacher effectiveness is measured using two methods. First, informal focus walks are conducted at each school by administration and teacher leaders to gather data that can be used to guide professional learning activities. Secondly, administrators conduct formal observations as part of the Educate Alabama System and the System Educator Effectiveness Process.

Identified inequities in teacher experience will be addressed at the school and classroom level by reassigning personnel and students as necessary to ensure that all students have equitable access to experienced teachers.

A list of inexperienced and ineffective teachers will be maintained at the school level. Rosters will be maintained for students assigned to any teacher on the lists. These rosters will be used the following school year to ensure that students are not assigned to an inexperienced and/or ineffective teacher two years in a row.

Class Size Reduction:

Calhoun County Schools currently does not use Title II Funds for class size reduction.

Meeting the Diverse Needs of Students:

Focus walks are conducted by school personnel (administrators and teacher leaders) as part of a system initiative to ensure that all classrooms follow the guidelines of a standards-based classroom. One of the items on the observation checklist is the use of differentiation to meet the diverse needs of students. The data from these focus walks is compiled at the school and system level, examined by system and school instructional personnel and used to plan professional learning initiatives.

Procedures for Principal's Attestations/Certifications:

The Title I and Title II-A office will prepare a memorandum requesting principals sign the attestation forms for all staff. Forms will be signed by the first of August and submitted to Title I and Title II Director.

This information will be maintained in the Title I and Title II office. A copy will be given to the Human Resources Department. A copy is also placed at the school, in a central location for parents to see.

Title III and English Learners

Purpose:

The purpose of the EL program is to assist students to develop proficiency in the English language, including the domains of listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The purpose of the federally-funded Title III supplemental program is to assist districts and schools to improve the education of EL students by helping them develop English proficiency while meeting the same academic content standards required of other students.

Student Assessment and Enrollment Procedures:

Upon enrolling in the Calhoun County School System, all students are administered a Home Language Survey (HLS) to determine the student's first-learned, primary, and home language(s). For students identified with a language reported on the HLS other than or in addition to English, eligibility for Title III and EL programs is determined using the WIDA Screener or transfer records of current WIDA ACCESS scores demonstrating continued eligibility for English Learner (EL) services.

Parents have the right to decline EL services. Title III law requires the district to notify parents annually, within the first 30 days of the school year, of their child's eligibility for language assistance services. After parents have received notification of student eligibility for the EL program, they may request a waiver of services. Upon their request, the EL teacher will contact the parents to ensure a clear understanding of the services offered and the educational implications of declining participation in the EL program. If the parents continue to request their child be removed from the EL program, the school will provide the parent with a parent waiver form. Upon receipt of a signed parent request, the student will be removed from supplemental EL services. The student remains eligible for classroom and testing accommodations and must participate in the state-mandated English proficiency assessments until meeting exit criteria.

Exit Guidelines:

Title III law requires that districts monitor ELs for four calendar years following exit from EL services. If an exited student transfers to the district and the four-year monitoring was not completed prior to enrollment, the school will monitor the student for the remainder of the monitoring period. The school must maintain documented evidence that the student was monitored throughout the four-year monitoring period. EL teachers will monitor student grades, attendance, and discipline to ensure students are progressing and performing well academically. EL teachers continue to correspond with regular education teachers of monitored students if the data indicates students may be struggling in one or more areas. If needed, EL teachers meet with monitored students to assist them in any areas in which they may be struggling. A monitored student who continues to struggle with language acquisition can be rescreened and if the student qualifies, that student can be placed back into the EL program. With the approval of the EL committee and with the documentation of differentiated EL strategies being unsuccessful, an EL student can also be put before the PST committee for additional assistance and/or service provided for reasons other than language acquisition.

Funding:

The Calhoun County School System receives direct funding for the Title III and EL programs to purchase instructional materials, provide professional learning and parent outreach, and hire the necessary personnel to ensure that the academic needs of English Learners (ELs) are met. Needs which cannot be met through the resources and funding available through local, state, and other federal funding sources are directed to the ALSDE EL Support Specialist. Title III funds are utilized to meet these needs when appropriate and allowable.

Professional Development:

Every teacher of EL students, counselors, and administrators must participate annually in ongoing professional learning relevant to ELs. Topics will include but are not limited to the understanding of the WIDA standards and Can Do Descriptors. EL teachers will also provide Wide Screener, ACCESS for ELLs, and/or Alternate ACCESS scores for every student and assist teachers with understanding appropriate expectations based on these scores and the student's level of language proficiency. The results of the annual needs assessment will also be used to determine agenda items for ongoing training.

Parent Outreach:

Meetings will be held yearly with parents of EL students to inform them of ways to assist their students academically, including understanding ACCESS for ELs and other assessments and their implications. School programs, resources, and activities are also shared with parents in these meetings. Adult English classes are provided in the community and in some schools from time to time. The district asks parents to indicate their preferred language for oral and written communications. To the extent practicable, communications are provided in the parent's preferred language. Resources are available to assist with translations and interpretation.

Program Evaluation and Accountability:

The success of the EL instructional program will be measured by analyzing the results of ACCESS for ELs and other state-mandated assessments. As a result of this analysis, programmatic and instructional adjustments are implemented when indicated. An annual Title III program evaluation will be conducted and a report of findings completed. The report will describe the progress EL students have made in language proficiency and meeting specified annual content goals for EL subgroups, including ELs, monitored students, and former ELs.

Appendix A: Complaint Procedures

A. Grounds for a Complaint

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

B. Federal Programs for Which Complaints Can Be Filed

- Title I, Part A: Disadvantaged Children, Academic Achievement Awards, Schoolwide Programs
- Title II, Part A: Teacher and Leader Effectiveness
- Title III, Part A: English to Speakers of Other Languages

- Title X, Part C: The McKinney-Vento Homeless Act

C. Complaints Originating at the Local Level

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

D. Filing a Complaint

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

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

The complaint must be addressed to: Summer Davis, Title I Director, Calhoun County School System, P.O. Box 2084 Anniston, AL 36202.

E. Investigation of Complaint

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

- The date the Calhoun County School System received the complaint.
- How the complainant may provide additional information.

- A statement of the ways in which the Calhoun County School System may investigate or address the complaint.
- Any other pertinent information.

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

F. Right of Appeal

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

Appendix B: Sample Purchase Questions

Title I/Title II Purchase Alignment

Elementary School

Funding Source: Title I Title II

Item Requisitioned for Purchase:		
Item to be purchased...	Cost of item...	To be utilized by...

What priority statement in your ACIP does this purchase align with?

What objective in your ACIP does this purchase align with?

What critical initiative in your ACIP does this purchase align with?

How will this purchase be used?

Appendix C: Sample ACIP Monthly Review Summary

ACIP Monthly Review Summary

School: _____

Date: _____

Focus/Goal:	EB:	WT: ✓	Total Teachers:
Members of Review Team/Walkthrough Team:			
Strengths:			
Classroom 1 –	Classroom 2 –	Classroom 3–	
What we saw, noticed, heard:	What we saw, noticed, heard:	What we saw, noticed, heard:	
Lesson goal:	Lesson goal:	Lesson goal:	
What students were doing?	What students were doing?	What students were doing?	
What students were saying?	What students were saying?	What students were saying?	
Questions teacher asked?	Questions teacher asked?	Questions teacher asked?	
CHAMPS	CHAMPS	CHAMPS	
Technology	Technology	Technology	
Classroom 4 –	Classroom 5 –	Classroom 6	
What we saw, noticed, heard:	What we saw, noticed, heard:	What we saw, noticed, heard:	

Lesson goal:	Lesson goal:	Lesson goal:
What students were doing?	What students were doing?	What students were doing?
What students were saying?	What students were saying?	What students were saying?
Questions teacher asked?	Questions teacher asked?	Questions teacher asked?
CHAMPS	CHAMPS	CHAMPS
Technology	Technology	Technology
Areas Needing Improvement:		
Summary of Progress in Benchmarks:		
Next Steps:		
Amendments to Plan:		

Appendix D: Calhoun County Travel Guidelines

Calhoun County Schools

OUT OF COUNTY TRAVEL GUIDELINES

Reimbursement requests should be submitted (placed in courier mail or postmarked by US Postal Service) within five (5) working days following the employee's return to work from travel. Your Reimbursement Request is limited to the amounts approved on your Professional Leave / Out of County Travel Request. Unauthorized travel is at the expense of the employee.

Per Diem: Must have **prior** approval from the Superintendent and will be paid based on nature and location of activity, not to exceed the state per diem.

Registration: Registration of less than \$100.00 must be paid by the employee to be reimbursed. (Multiple registrations of less than \$100.00 will be done through the central office if the organization will accept a purchase order).

Registration exceeding \$100.00 – if the organization will accept a purchase order, registration may be done through the central office if funds are kept at central office. A completed registration form must accompany the leave request. An agenda should be attached with leave request form. Leave request must be approved **prior** to purchase order being done so that it can be placed with the PO for approval. The signed PO will then be returned to you, for you to handle your registration. **Ms. Parris will not approve unless approved leave request is attached.**

Transportation: **If at all possible, employees traveling to the same location for the same purpose should carpool. This will allow more people to benefit from our limited funds.**

Automobile: Mileage between your **departure point** (home or school, whichever is less) and your **conference destination** will be reimbursed at the current mileage rate established by the federal government. Travel reimbursement is based on the **most direct route**. You may not claim mileage to and from hotels, restaurants, etc. *Mileage should not be claimed from home to school for any event. Both home and school are considered your base.*

Air: Coach class only

*** Shall be limited to the mode of transportation that is the most economical***

If flying is cheaper and you choose to drive rather than fly you will only be reimbursed up to the cost of a coach class airline ticket. If driving is cheaper and you choose to fly you will only be reimbursed for mileage costs.

*** **If not driving: Dates, destinations and times of departure and return are still required on your reimbursement request** ***

Room: Must submit **original** itemized receipt showing room rate with taxes for each night to be reimbursed. **Hotel folios must show a zero balance due. If a hotel room is shared, only the person paying for the room will be reimbursed, unless split folios are provided with each person's name included.**

When a spouse or dependent attends events the lodging reimbursement cost is limited to the cost of you traveling alone. (If you upgrade from a single to a double to accommodate family, then you are only reimbursed for the cost for a single.)

** DO NOT call to reserve the room if you do not intend to pay for it.

NEVER pay for someone else's hotel room or meals. It is each person's responsibility to pay for and claim reimbursement. Reimbursement is only allowed for PERSONAL EXPENSES (Board Policy)

*****If a discounted hotel rate is available due to conference, the discounted rate will be the maximum reimbursed amount. The discounted rate will be used as the guidelines for hotel reimbursement even if the allocated hotel is at capacity and a different hotel is used.*****

Checks made directly to hotels for conference stay will not be issued prior to the conference UNLESS cost exceeds \$500.

Alabama – FY 19

Birmingham	Jefferson and Shelby County	\$59
Gulf Shores	Baldwin County	\$64
Mobile	Mobile County	\$59
Standard Rate	All locations without specific rates	\$51

Meals: CONUS rate per diem: website: gsa.gov

Breakfast- 25% of conus rate IF you are required to leave before 6:00 am to reach your conference on time AND food is not provided at the conference.

Lunch - 25% of conus rate IF it is NOT provided at the conference AND it is during the hours of travel/conference.

Dinner – 50% of conus rate IF you are required to stay overnight, it is NOT provided as part of the conference AND you are not able to make it home by 6:00 if you were not to stop and eat.

Commercial

Transportation: Airline booking receipts MUST be attached along with boarding pass

Allowable Miscellaneous Expenses:

Taxi/Shuttle to/from the airport and hotel OR To/From hotel and conference.
Personal taxi fares are not reimbursed.

Parking—at hotels and airports— valet parking will be reimbursed only if self-parking is not available.

Conference registration fees

You must submit **original receipts** for all of the above to be reimbursed.

Reimbursement forms should be completed on line, printed off, signed by traveler and principal then **submitted (placed in courier mail or postmarked by US Postal Service)** to central office. An agenda MUST be attached. Submit only **original** forms.

Reimbursement should be submitted within **5 working days** of returning.

Please email Susan Maxwell at smaxwell@calhoun.k12.al.us if you need a vendor code set up.

Appendix F: Sample Supplemental Inventory Log

CALHOUN COUNTY BOARD OF EDUCATION SUPPLEMENTAL INVENTORY LOG						
Definition of Supplementary Inventory - Items < \$5,000 each and meeting the following criteria:						
1. Retains its original shape and appearance with use.						
2. Under normal conditions is expected to serve its intended purpose for longer than one year, and						
3. Is non-expendable; that is, if the item is damaged or some of its parts are worn out, it is more feasible to repair the item than to replace it with a new unit.						
School Name:			Building Name/Number:			
Employee:			Room #			
Qty	Description	Funding Source*	Serial Number	Date Acquired	Cost	Other ID/Barcode/Comments
2	EXAMPLE Savin Color PrinterSPC400DN	Title I	W316221X	Feb-10	2500	bar code 2934
* If known, should be LOCAL SCHOOL, TITLE I, TITLE II, TECHNOLOGY, PSCA, DUAL ENROLLMENT, BOOSTER, DONATED, PERSONAL PROPEPTY, etc.						
Signature of Person Completing Inventory Sheet						Date

**Electronic copy should be requested from the
Title I Director.**

Appendix G: Sample School Based ACIP/SWP Review Form

Calhoun County Schools School-based Seven Review Form

This form is to be used by the LEA to schedule the implementation and reflection reviews. It is recommended that you schedule these dates at the initial visit. The Principal must provide a written summary of each review to the LEA and the School Improvement Team. This document should be kept and uploaded as evidence for monitoring for the ACIP/SWP.

Review Information:				
Month	Type of Review	Focus of Review	Facilitator/Participants	Date/Time
August/ September	Amendment	Meet with the school leadership team to develop ACIP based on the Needs Assessment	Principal - facilitator <ul style="list-style-type: none"> • LEA contact 	
October	Checkpoint	Review Specific Actions to Improve the ACIP	LEA contact - facilitator <ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principal 	
November	Implementation	Conduct walkthrough for implementation of all Strategies/Action Steps/benchmarks in the plan Check progress and organization of the documentation box/title I notebook	Principal/Assistant Principal - facilitator <ul style="list-style-type: none"> ▪ LEA contact ▪ Members of school leadership team 	
December	Implementation	Based on results of first reviews, focus on strategies, action steps, and benchmarks not being fully implemented	Principal/Assistant Principal - facilitator <ul style="list-style-type: none"> ▪ LEA contact ▪ LEA Review –Central Office 	
January	Mid-Year Review Implementation and Documentation	Thorough Review with: Walkthrough Faculty and student interviews Documentation/evidence	Principal /Assistant Principal- facilitator <ul style="list-style-type: none"> ▪ LEA contact/Central Office ▪ Principals from Feeder Schools ▪ Community Stakeholders 	
February	Implementation	Focus on next steps developed from Mid-Year Review	Principal/Assistant Principal - facilitator <ul style="list-style-type: none"> • LEA contact ▪ Internal Review –members of school team 	
March	Implementation	Based on implementation to this point, focus on the things that are driving forces of the plan	Principal -facilitator <ul style="list-style-type: none"> ▪ LEA Review –Central Office 	
April/May	Reflection and Projection	Evaluate the evidence of strategies and action steps of the current ACIP and the effectiveness in meeting the goals. Plan next steps.	The Principal/Leadership team should conduct this review.	

Appendix H: Sample Purchase Questions For Parenting Money

Calhoun County Schools

Title I/Title II Purchase Alignment

Elementary School

Funding Source: Title I Title II

Item Requisitioned for Purchase:		
Item to be purchased...	Cost of item...	To be utilized by...

What priority statement in your ACIP Plan does this purchase align with?
What objective in your ACIP Plan does this purchase align with?
What critical initiative in your ACIP Plan does this purchase align with?
How will this purchase be used ?

Appendix I: Sample Spot Checking Inventory Form

**Calhoun County Schools
Title I Spot Check Inventory**

Item	Location	Condition	Comments	Signature of Person Spot Checking the Inventory

This form should be submitted to the Title I Director in December and May.