

Long County School System

Procedure Manual for Federal Programs 2015-2016



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SECTION 1: LEA MONITORING OF SCHOOLS AND PROGRAMS

The information included in this document is primarily applicable to federal programs. Procedures and processes (such as budgeting and requisitions) are the same for all federal programs and are coded and tracked separately. Requirements for Title IA, Title I School Improvement, Title IC, Title IIA, Title III, and Title VIB are also addressed.

Technical assistance is provided to the system via the Georgia Department of Education beginning with the annual Director's Conference in June. Area Program Specialists schedule meetings throughout the year for those systems that they serve. Department personnel also attend the annual Georgia Compensatory Education Leadership (GCEL) conference and offer presentations to attendees to provide assistance. Worksheets and forms needed to complete all aspects of the budgeting process are available on the GaDOE website under the Federal Programs link.

Federal program compliance is discussed during the monthly Leadership Team meetings and principals have the opportunity to ask questions or gain more information about the requirements. Federal program information specific to individual programs is provided during these meetings. Principals also receive budget information during monthly Leadership Team meetings once each federal budget is approved. Appropriate function and object codes to which allowable expenditures can be coded are addressed as needed to maintain program compliance. Federal Program expenditures (1% parent involvement and professional learning) are discussed during monthly Leadership Team meetings as needed. Additionally, principals are given personnel requirements for all Title I paid staff and program compliance is reviewed periodically at Leadership Team meetings.

Job descriptions for all Title I paid staff are provided and reviewed with principals annually. Each principal is required to submit a signed copy of the job description of all federally funded specialized personnel such as intervention teachers, tutors, etc. Additional meetings are scheduled as needed with appropriate personnel to maintain program compliance. Phone calls, site visits, and e-mails are common occurrences between system personnel and school-level staff.

The Director of Federal Programs reviews the checklist with principals each fall to begin the review process. It is the expectation that the principal will use the template to format their schoolwide plan and post it to the school website. Principals are required to review/revise schoolwide plans each spring during the needs assessment process. All schools are required to review schoolwide plans and School Improvement plans (SIPs) each semester.

Schools submit requisitions and required documentation to the Director of Federal Programs who maintains the documents in a notebook and/or folders. All system purchasing procedures are applicable to federal programs. Expenditures and compliance are monitored throughout the year. The schools are required to maintain copies of original documents onsite. Formal and informal meetings, as well as phone calls and e-mails, provide technical assistance and monitoring feedback. If/When schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an e-mail is sent describing the issue and how to correct it.

BUDGETS

The Director of Federal Programs has access to all Title I budgets of Title I schools via the Genesis accounting system. Budgets are monitored monthly in collaboration with the Financial Director. Payroll reports are checked to ensure appropriate personnel are coded and paid from Title I budgets. The addition of any Title I paid staff during the year is approved by the Director of Federal Programs via the Personnel Action Form and the appropriate funding code is assigned and sent to payroll.

Principals, based on the input of school level leadership teams, determine the priorities for the allocation of funding as applicable to individual schools during the spring needs assessment process. School Title I budgets are developed by the Title I Director based on a projected allocation. Each school receives an equal amount of the 95% of 1% of the required parent involvement set-aside allocation and may opt to allow the district to utilize the required 1% for the district's Parental Involvement Coordinator who provides support to all schools. Additional parental involvement funding will be included in each school's allocation based on prioritized needs. Budgets are developed around the needs of the school as determined through data analysis. These are typically the same areas addressed in the school's improvement initiatives which are developed from the CRCT, EOCT, and writing test areas that are in need of improvement. School principals review proposed Title I budget items in the fall of each school term and are provided guidance through meetings, phone calls, and e-mails.

The completion of the budgeting process is reviewed at the Leadership Team meeting in June and/or July. The Director of Federal Programs, in collaboration with the Financial Director, reviews budget items for allowable costs which are deemed reasonable and necessary to carry out the Title I schoolwide program, and to document that they are supplemental. Once necessary revisions have been made, the set-asides and school budgets are compiled and placed in the consolidated application. The timeline for submission is in early fall. Schools may not requisition items until they have been notified that their budget has been approved at the state level, unless the expenditure in a recurring cost was previously approved or the Director of Federal Programs approves the expenditure as an allowable expenditure. Once the budget has been approved, schools are notified to spend funds. All technology purchases made with federal funds must be expended in collaboration with the system's Technology Director. Exceptions must be discussed with the Director of Federal Programs prior to submitting a purchase requisition.

Monthly budget status reports are provided to schools via the Genesis accounting system reports and the Director of Federal Programs, with the exception of funding for designated personnel. Schools are directed to monitor all expenditures for program compliance. Budgeting is a standard agenda item for monthly Leadership Team meetings and changes are made as deemed necessary. Payroll audit and budget status reports are reviewed during the monthly meetings. Expenditures are reviewed for accuracy monthly by the Director of Federal Programs and Financial Director.

Payment/reimbursement program revenue is requested as earned (expended) on a regular basis by the grant accountant via the State GAORS system, or per grant stipulation. All program payment/reimbursement/draw-down requests via the GAORS system are verified consistent to GaDOE's DE0147 and kept on file in the district central office. The Financial Director submits the expenditures to the Director. The Director of Federal Programs completes the request in a timely manner.

COLLECTION OF DOCUMENTS REQUIRED FROM SCHOOLS

Monthly administrative meetings are held and the components of federal programs are a regular agenda item and include monthly discussions and reviews of the required documentation. Principals meet with the Director of Federal Programs to review requirements at the beginning of each school term and monthly administrative meetings provide an opportunity to ask questions and discuss concerns. Follow-up meetings, phone calls, and e-mails support the acquisition of required documents through an ongoing basis throughout the year. Principals, in collaboration with support personnel, are required to maintain the needed documentation to meet program compliance. Documents are submitted electronically as much as possible via Dropbox, shared network folders, etc.

COMMUNICATION WITH TITLE I PRINCIPALS/SCHOOLS

Communications with principals, their office personnel, the Parent Involvement Coordinator, and other school personnel occur through large/small group Title I or administrative meetings, formal and informal individual meetings, e-mail, or by phone. Communication is two-way and schools do not hesitate to call if they have questions or concerns about budgets, procedures, or any other requirements of Title I and vice versa.

COPIES OF REPORTS, CORRECTIVE ACTIONS, & RESULTS OF TECHNICAL ASSISTANCE

Beginning with the 2013-14 school term, the system will implement procedures to coordinate the review of written plans required by federal programs. All schools are required to complete action plans based on needs every 45 days under the supervision of the district's Curriculum Coordinator. The Director of Federal Programs is present at the review of the plans when possible. Corrective actions are required when needed by the Director of Federal Programs for accurately completing and maintaining the necessary documentation for implementation of the Title I program and the review of the Title I schoolwide plan. The reports (budgets, plans, periodic certifications, School Improvement letters, information sent to parents) are maintained both at the school level and central office level as applicable. Corrective actions are most often noted in e-mail communications between the Director of Federal Programs and school personnel, notes of meetings, or through formal memos. The GaDOE School Improvement Specialist provides direct technical assistance to Focus schools and mimics the Director of Federal Programs on all correspondence and observation notes.

DATA ANALYSIS

Data for Long County schools is disaggregated by the subgroup and student level. As soon as test results are received, school and district personnel analyze progress toward meeting the target goals of each subgroup and content area. The data is reviewed with parents and community stakeholders who offer suggestions and approval of the CLIP annually at the Federal Program annual meetings, parent advisory meetings, and community collaborative meetings. School level 45-Day Action plans describe critical issues, goals, timelines, and strategies for implementation. PowerSchool, the student information system, provides teachers access to individual test data. The parent portal for PowerSchool is available on the Long County public school system's website, under the Parent Involvement tab. The parent involvement page provides parents easy access to data and information. School personnel have access to

the Student Longitudinal Data System (SLDS) provided by GaDOE which contains an immense amount of data, including test scores, enrollment history, retentions, etc.

FEEDBACK ON SCHOOL IMPROVEMENT PLANS (SIP)

The Curriculum Coordinator holds a minimum of four meetings in regard to the school improvement 45-Day action plans. These occur at the beginning of the year and every 45 days thereafter. The schoolwide plan revisions occur in conjunction with revisions to the school improvement plan at each site. The district requires revision of the schoolwide plan annually during the needs assessment process. Additionally, the Director of Federal Programs reviews components of the federal programs annually in conjunction with data reviews for other programs and the College and Career Readiness Performance Index (CCRPI).

INITIAL TITLE I MEETING

The Director of Federal Programs meets with the Leadership Team at the beginning of the year to discuss requirements for the year and updates per the annual Title I conference. System information is again reviewed with the Title I parent advisory committees, community collaboratives, and school administrators who discuss the school progress, the CLIP, and required components of the overall Title I program. Schools review school improvement initiatives, including supplemental activities provided by Title I, annually with the school councils.

MONITORING

Formal and informal meetings, phone calls, and e-mails provide technical assistance and monitoring feedback. E-mails often serve as calendar reminders for item due dates or simple reminders. If/When schools need to correct or resubmit an item, mutual communication is used to analyze the issue and determine a solution. Budget information is reviewed periodically with principals during administrative meetings. Monthly meetings with the district's Financial Director provide a check and balance to maintain compliance. Title I personnel are required to acknowledge degree upgrades so that budgets will reflect the additional expense. Budget revisions are submitted when needed to meet the requirements of the Title I program.

Periodic certifications are collected twice yearly (January and May/June) on classified and certified staff paid from federal funds. Schedules are collected with each periodic certification, which is signed by the teacher that the paraprofessional works with, principal, and Director of Federal Programs as of the date on the periodic certification. A schedule demonstrating that a paraprofessional is under direct supervision of a highly qualified teacher (HiQ) is collected with both periodic certifications collected from the paraprofessional. The principal also signs an assurance stating that all paraprofessionals work under the direct supervision of a HiQ teacher.

Instructional materials, parent involvement initiatives, and professional learning expenditures are approved on the requisition if they match the requested expenditures on the originally approved budget, or if the Director of Federal Programs determines that the expenditure is an applicable expenditure meeting program compliance.

ONSITE MONITORING

Onsite monitoring has been found to be the most effective way to fully support the particular needs of each school. All schools are subjected to on-going monitoring by the federal programs director throughout the school year. The Director of Federal Programs conducts on-site monitoring with monthly walk-throughs targeting one or more federal program(s). Feedback is provided to principals for any compliance issues observed and corrective action measures are taken, if needed. In addition, e-mails, 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.

The Director of Federal Programs meets with the principal and other school personnel, when appropriate, to discuss budget and other federal program requirements. Budgets are available to be discussed at monthly administrative meetings. Purchase requisitions for all federal programs are supervised by the Director of Federal Programs to determine allowable expense. The Director of Federal Programs must approve all Title I purchases before the requisition is assigned a purchase order (PO) number for processing. Feedback is provided verbally and/or in writing.

Onsite monitoring meetings are held as needed to review expenditures and obligations, as well as other object code expenditures, as needed. Dates of the meetings and the agendas for the meetings are set through a collaborative process with the Director of Federal Programs and the principal. The Director of Federal Programs completes onsite monitoring by doing monthly walk-throughs targeting specific federal program compliance topics (implementation of new knowledge gained through professional learning supported with federal funds, implementation of submitted schedules, duties performed as matching job descriptions, program participation, etc.) Periodic interviews may be conducted to document program compliance, if needed.

Timeline for Monitoring of Title I Schools:

- July-September: Provide compliance information for principals of all Title I Schools following the Title I state training in June to update them on any new guidelines and to provide guidance for “new” Title I principals:

Workshops will include, but are not limited to the following topics:

- Budgets
- Ordering
- Compliance Issues
- Parental Involvement
- Schoolwide Assistance
- Monitoring
- Flexible Learning Programs (FLP)
- Teacher/ Instructional Scheduling
- HiQ
- Allowable job responsibilities of federally paid staff
- Ethics/Fraud/Homeless/Drug-Free Workplace Compliance
- McKinney-Vento procedures

- Inventory
- Financial procedures

- August: Review CCRPI information. Determine the schools that will need to offer FLP services and work with principals to create the required letters and get those mailed in a timely manner. Annual planning/compliance orientation is held.
- August-September: Work with principals on annual review of SIPs/PI (Parental Involvement) plans with onsite support of district PIC. The Chief Academic Officer and the Curriculum Coordinator review plans and the budgets to ensure that funds are being spent according to the plans and also that the plans have all the necessary components.
- August-June: Monthly meetings with Principals. Additional training, as needed.
- August-June: Inventory all items purchased by Title I.
- August-June: Homeless and N&D (Neglected and Delinquent) programs are monitored by the Homeless Liaison/Director of Federal Programs.
- Ongoing: Review of school improvement data and plans in conjunction with other central office staff.
- Ongoing: Budgets and purchase orders are reviewed monthly by the Director of Federal Programs to assist schools in spending the funds as planned.
- March-April: Send the Annual Needs Assessment to parents to provide information as a means of gauging the effectiveness of parental involvement activities. Schools compile data at their site to determine needs for the following year. The Parental Advisory committee compiles data to determine needs for the following year.
- Ongoing: The Chief Academic Officer provides technical assistance and meets regularly with principals.

Tentative Dates of Leadership Team Meetings:

- July 16, 23
- August 6, 20
- September 3, 17
- October 1, 15
- November 5, 19
- December 3, 17
- January 7, 21
- February 4, 18
- March 4, 18
- April 1, 15
- May 6, 20
- June 3, 17

School Improvement Plans include data which drive student achievement and are monitored by the Director of Federal Programs and/or Curriculum Coordinator at least twice per year. Based on continuous data analysis, principals and leadership teams make changes to the SIP. The Long County School System is proud to be a SACS/CASI Accredited System.

Feedback on the Title I Schoolwide plans is reviewed with each principal via the schoolwide checklist each fall. Corrections to the plans are made as needed by principals and updated copies are sent to the system office and posted on the system website.

Monitoring Of Neglected & Delinquent Students

There are two residential facilities for neglected students in the Long County School System: Smith Group Home, Inc. and Deloach Group Home, Inc. The students attend the Long County School System and are included in our Title IA student allocation. Additional services are provided to students in collaboration with Group Home Directors or the designated Liaison through the N&D Set-Aside.

NEEDS ASSESSMENT

Principals are required to provide documentation of their school's needs during the district's comprehensive needs assessment process. This is supplied by the annual needs assessment provided through Title I, Title III, Title II, the Title IC CNA, the results from analysis of the assessment data, and general student needs (such as subgroups) through the review of CCRPI data. Schools must develop school improvement plans/45 action plans for the areas in need of improvement and expend funds accordingly.

PRINCIPAL INVOLVEMENT IN POLICIES AND PROCEDURES

Principals are involved in all aspects of the Title I program. They are invited to meetings, provided guidelines, expectations, due dates, other general procedures, and are requested to provide feedback on all matters concerning the Title I program. Although the Parental Involvement Coordinator provides direct support, principals are ultimately responsible for the presentation, review, and revision of their school's policies and procedures as related to the school improvement plan, parent involvement plan and activities, and the parent compact.

Samples of required information is provided to principals (such as parents right-to-know, brochure template, parent involvement template, parent compact, letters for FLP, and notifications); however, it is their choice to accept and utilize the information in the format provided or to revise the format to suit their school's needs. The district's Director of Federal Programs and the Parental Involvement Coordinator (PIC) will provide direct support as needed to maintain program integrity and compliance.

Although recommendations and samples that meet program compliance are provided by the district, the principal may choose the meeting format and delivery of required components as long as the appropriate procedures are followed (such as invitations, notifications to parents regarding meetings, surveys, or activities).

ELIGIBLE ATTENDANCE AREAS

The GaDOE Eligible Attendance Area Worksheet is used to calculate allocations using the previous year's enrollment, Pre-K enrollment, and free/reduced lunch counts, which are from the previous year's October FTE counts. Pre-K counts are automatically subtracted from the school's enrollment as well as the overall free or reduced lunch count. The percentage of poverty automatically calculates via input of

the required data.

To determine attendance data for new schools, the district will utilize the data submitted and approved for FTE during the October count and will reconcile the free/reduced (F/R) status of each student counted in FTE-1. The data from MealsPlus indicating the student's status will be utilized to determine the F/R status of each student. The Director of Federal Programs and the School Food Service Director are responsible for verifying the data to determine eligible attendance areas.

REQUISITION PROCESS

Once the budget is submitted via the Consolidated Application and approved by the state, each school submits purchase orders to the central office for approval. When the Director of Federal Programs approves the purchase order, the information is entered in Genesis to encumber the funds and issue a PO number. Purchase orders not approved are returned to the submitter.

Goods are received at the school and the receiver checks to make sure the order is complete and signs off on the order, then signs and dates the packing slip (or receipt information). When the invoice is received at the central office, Accounts Payable (A/P) matches the invoice to the PO and packing slip (or signed receipt). A/P then processes the information through Genesis to issue a check for the payment. Check runs are done once per week on Thursday. Invoices are paid via paper or electronically. A check register is produced for each check-run and kept on file in the Accounts Payable Department. A copy of each check is attached to the PO, invoice, and packing slip (or signed receipt), then filed in A/P office. Copies of all purchase orders are kept on file in the central office under the maintenance of the finance department. Checks are mailed punctually.

The indirect cost calculation, chart of accounts, and Grants Accounting Online Reporting System (GAORS) are provided by GaDOE to plan, budget, expend, and draw funds. School and district level budgets are also built based upon the required set-asides and amounts for neglected students, private school participation (if applicable), homeless, parent involvement, professional learning for highly qualified teachers, and the other general provisions as required (public choice and supplemental services: FLP).

TECHNICAL ASSISTANCE

Schools are provided with extensive technical assistance. There is an open door/phone/e-mail policy with the Director of Federal Programs. Principals, office personnel, instructional coordinators, media specialists, and any other personnel may call or e-mail with questions or to seek guidance. The following also provide opportunities for technical assistance, as needed:

- Administrative meetings, and other meetings held by the central office
- Informal meetings and conversations held before, during, or after meetings
- School Improvement meetings with district and state personnel
- Parental Involvement meetings/workshops/activities
- Phone calls to and from school personnel
- E-mails to and from school personnel
- Checklists

- Samples of required documents
- Action Plan/SWP review
- Onsite Monitoring Activities

WAIVERS

A waiver for maintenance of effort (MOE) will be submitted, as needed. The MOE waiver will waive the maintenance of effort requirement should the need arise once the consolidated application is open and demonstrates a lack of maintenance of effort. As various waivers are made available by the state, the school system will apply for such waivers, as needed. All waivers are approved by the Long County Board of Education.

SECTION 2: COMPREHENSIVE LEA IMPROVEMENT PLAN (CLIP)

The Comprehensive LEA Improvement Plan (CLIP) is reviewed and revised with district level parent advisory committees, teachers, community members and central office administrators from March through July. The CLIP is distributed in the following ways:

- Hard copies of CLIP
- Post copy of CLIP to district website
- Distribute hard copy of CLIP to members of district Title I Advisory Council
- Schools provide links to district Parent Involvement website where CLIP is located
- Distribute CLIP to Family Connections Collaborative
- Publicize in local media an invitation to all stakeholders to the Federal Program Planning/Informational meetings

Stakeholders are offered a variety of options to respond. Announcements, agendas, minutes (if available), and sign-in sheets are maintained for documentation. The CLIP, data from the previous year's assessment program, and the implementation plans are reviewed and revised, if desired. Based on the accumulation of feedback, the CLIP and implementation plan changes are documented by the Title I Director through the Consolidated Application.

COMPREHENSIVE NEEDS ASSESSMENT

The first comprehensive needs assessment review begins in February/March of each year. The Superintendent, all central office personnel, principals, assistant principals, and other lead school personnel review student achievement data which may include: EOCT, CRCT, Georgia Writing Tests, local benchmarks, retentions, course failures, and CCRPI data. Administrators, school personnel, parents, and community members review the data at parental involvement meetings, community collaboratives, school level SIP sessions, and grade level meetings.

These needs drive the action and implementation planning for the upcoming year. A comprehensive professional learning needs assessment is collected per school with teachers/school identifying their professional learning needs.

SECTION 3: PARENTAL INVOLVEMENT

The Long 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 assure the rights of parents to actively participate in the functions and development of our schools and encourage their involvement in all areas of their children's educational processes and experiences. Meetings are open to parents and their input is an important factor in all of our federal programs. Information is easily and freely available to all parents and we strive to give any parent an opportunity to be involved through our Parent Advisement Committee, proper notification of meetings and events, easy access to parent capacity information in several languages, and an open door policy.

ANNUAL TITLE I MEETING

Title I requires that schools hold a minimum of one annual Title I meeting in the first semester. This meeting cannot be embedded within another meeting unless the school can document that all components of the Title I meeting are addressed. Documentation must include the following: a copy of the sign-in sheet, invitation to all stakeholders, and the agenda. The agenda must be labeled with school and address, the "Title I Annual Parent Meeting" heading, location, date, time of meeting, and discussion points of the meeting. Topics to be addressed are the status of schools as pertaining to student achievement data, evaluation of the program as it relates to Title I, budget, results of parent surveys, parent notifications, parent compacts, distribution of parental involvement policy and plan, parent resources, school website, and activities to build parent capacity. A presentation describing the requirements of Title I and a sample agenda are provided to schools for technical assistance to ensure all topics are addressed. The Parental Involvement Coordinator (PIC) provides technical support for these meetings if requested. Meetings may also be announced via flyers to parents, websites, school marquees, the One-Call Now mass phoning system, Facebook, and e-mail.

Additionally, the Director of Federal Programs requires the PIC to schedule a spring evaluation and planning meeting to review and revise the parent involvement policy/plan and compact prior to the student handbooks revisions.

The district has a Title I Advisory Council comprised of representatives from each of the Title I schools. The district committee meets annually at a minimum and periodically, as needed. Materials and agendas are provided to the parent representatives in advance of the meeting. Parent representatives participate in group discussions and complete individual activities to review the district's Parent Involvement Policy/Plan, practices, budgets, and evaluation of district initiatives. School progress reports, as data is available, is discussed at the meeting.

SCHOOL PROGRESS LETTERS AND NOTIFICATIONS

Sample school progress letters are provided to schools. The letters describe the current College and Career Readiness Performance Index (CCRPI) status. Principals revise the letters to suit their school's individual status and data and the letter is sent home with students at the beginning of the school year. Letters are distributed to parents and a dated copy of the letter is sent to the Director of Federal Programs. Each school's School Improvement status can be located on the Long County public schools

system website under the Federal Programs tab. Additionally, each Title I school designs a Title I brochure which contains status information.

CORRESPONDENCE IN OTHER LANGUAGES

Correspondence in another language, to the extent practical, is provided by either written support or support through an interpreter. Several schools have staff members that are fluent in multiple languages. Parent volunteers are also available to translate. The Migrant Student Services Providers, funded by Title IC, are bilingual and provide interpreting services specifically to migrant children and families.

PARENT ADVISORY COMMITTEE

The Parental Involvement Coordinator is required to have a parent advisory committee. At the beginning of each year, the committee member's names, addresses, phone numbers and e-mail addresses are submitted to the district's Director of Federal Programs. The committee is utilized as the system's Title I advisory committee for the purpose of reviewing required components of the Title I program (such as CLIP and implementation plans, budgets, or parent involvement). Invitations to the meetings are delivered via written invitations, phone calls, and/or e-mails. Schools also use this committee, as well as all parents who attend the annual meeting, to review the required components of the schoolwide program. School council members may also serve as parent advisory committee members; however, the School Council meeting cannot serve as the Title I Annual Meeting. Parents are instrumental in the revision of the school improvement/parent involvement plans and compact. The parent advisory committee, the PIC, and the Director of Federal Programs review the results of the annual spring survey and help make decisions for yearly parental involvement activities. All meetings must be documented with a sign-in sheet, meeting notes (if applicable), and the agenda.

PARENT CAPACITY

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

The PIC is required to consider and plan for capacity by reflecting on the following questions regarding the six requirements to build parents' capacity to be involved with their child's school and education. Questions and sample answers are as follows:

Six Requirements for Building Parents' Capacity

1) What strategies/materials have been offered to parents on understanding academic standards, assessments and how to monitor the progress of their child?

Parent meetings for orientation/content; Curriculum Night events; daily agenda/notebook communication; Parent PowerSchool interface; grade-level newsletter articles; the Long County public school system's website, and the individual school's website links and activities that help parents stay informed of school academic policies, statuses, and daily activities.

2) What materials/trainings have been offered to help parents work with their child to improve their child's achievement?

Parent-teacher (principal or counselor) conferences communicating in person, by phone or e-mail, information on website, open door policy in schools, agendas, grade and school newsletters, e-mail information for other parents, and PTO meetings.

3) What materials/trainings have been offered to faculty and staff to educate them in understanding the value and implementing parent involvement?

Faculty meetings/training; 45-Day Action plan meetings; School Council meetings; surveys; Title I Parent Involvement activities; PTO meetings; Title I advisory and annual meetings.

4) What steps have been taken to coordinate and integrate "outside" early childhood-related agencies with school/LEA parental involvement events and activities?

Newsletters from the schools; articles in the local newspaper; the Long County School System's website, as well as the individual schools' website that offer various links under all tab headings that extend on information and promote the interaction of the community in school related activities, functions, and academic achievements; active involvement in community boards and organizations; periodic meetings with representatives from the faith-based community.

5) What strategies are used to ensure that information disseminated to parents is in a format that is easy to read and understand?

Proofreading for a format that is generally easy to read/understand; identifying the needs of those parents/families that may require additional support through translation or interpretation; engaging the skills of translators/interpreters.

6) Describe your school's strategies to provide other reasonable support to parents upon request.

Volunteer recruitment through posters; handbooks; parent meetings; newsletters; the school system's and each individual school's website; athletic events; surveys; notes from teachers and counselors; personal invitations; publicizing opportunities to volunteer in classrooms; media center; cafeteria; test proctoring; chaperoning; and assisting with assemblies.

PARENT COMPACT

All Title I schools have parent compacts and are required to review and revise the compacts annually. The review and revision typically occur during the spring at which time the required Title I components are discussed. This is also a time when schoolwide plans and parent involvement plans are reviewed and revised. Parent compacts include responsibilities for the school, parent, and students. The compacts also include the goals of the system and each individual school. Copies of the signed and dated parent compact forms are kept on file at the school, and a soft copy and hard copy are filed with the Director of Federal Programs. A Parent Compact Checklist is located on the Title I page of the GaDOE website under resources.

PARENT INFORMATION

Information regarding Georgia's Parent Engagement Program is distributed to parents through the website address <<http://public.doe.k12.ga.us/School-Improvement/Federal-Programs/Pages/Parent-Engagement-Program.aspx>>. Parents are also informed of resources available through flyers, newsletters, and/or meetings. Parent involvement information provided by GaDOE through webinar sessions is shared with school level personnel who are responsible for sharing and planning parent involvement initiatives and information in their schools.

PARENT INVOLVEMENT COORDINATOR (PIC)

The Parental Involvement Coordinator (PIC) serves as the liaison between the school and parents. The primary duties and responsibilities of the PIC as outlined in the *Guidance Job Description* of the GaDOE are as follows: provide needed support for parents in an effort to facilitate academic success for children, relay the needs of school and parents, educate teachers and staff on how to communicate and work effectively with parents as equal partners, advise and train parents on how to address issues with the leadership staff in school meetings, serve as a school-based intermediary contact for concerns and comments made by parents and community members, provide referrals to community-based services for families, expand opportunities for continued learning through voluntary community service and civic participation, develop community collaborations, promote sharing of power with parents as decision-makers, help parents understand the educational system so they can become better advocates for their children's education, maintain parent resource centers, conduct surveys to assess the needs of parents at their local schools, review annual reports to evaluate the effectiveness of their program, distribute results of parent surveys to the school leadership team and district office then out to all parents, keep records of parent involvement activities, and ensure compliance of the parent involvement program of the school with all state and federal guidelines.

PARENT INPUT IN POLICY, PLANS, CLIP, FLP, SWP

Parent input is requested in multiple ways for the development and evaluation of each school's programs and the parent involvement policy and plan. The policy and plans are reviewed and revised annually with parents at the annual meeting. The policy is also reviewed periodically at the Long County Board of Education Meetings. District and school plans are evaluated and reviewed at the annual Spring Title I meeting at the beginning of the comprehensive needs assessment process. Policies at both levels include the required components of the parent involvement checklists and are reviewed by the Director of Federal Programs and the PIC. Plans include activities and workshops that have been identified and requested through the previous year's annual parent involvement surveys. School and parent involvement policies and plans are posted on the main Long County School System's website under the Parent Involvement tab or hard copies may be sent home from the child's school upon request. The district policy and plan is also posted on the district's main website under the Federal Programs tab.

Parent input for the Comprehensive LEA Improvement Plan (CLIP) is also requested in multiple ways during the spring and summer. A description of the plan is posted on the district's website under the Federal Programs tab. A hard copy of the complete plan is distributed at district and administrative meetings with feedback requested. An early summer meeting is advertised in the media at which time

input from all stakeholders is requested. Sign-in sheets, agendas, and meeting notes document stakeholder input for revisions and evaluations of any requirements.

PARENT INVOLVEMENT PROCEDURES/EXPECTATIONS

As mandated by Title I ESEA, Section 1118, each Title I school will develop a parent involvement plan that gives additional attention to the areas indicated below:

1. Distribute to parents of participating children a written policy, developed jointly during a meeting, describing implementation of the requirements in a language that is simple, concise, jargon-free, and updated periodically to meet the changing needs of parents and the school. The policy is made available to the local community.
2. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend in order to inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved.
3. Offer meetings using a flexible schedule, such as meetings in the morning and/or evening and may provide, with funds provided under Title I, transportation, child care, or home visits, as needed. Such services relate to parental involvement and eliminate parent involvement barriers.
4. Involve parents, in an organized, ongoing, and timely manner in the planning, review, and improvement of programs under Title I, including the school parental involvement policy and the joint development of the schoolwide program plan under section 1114(B). Exception being that if a school has in place a process for involving parents in the joint planning and design of its programs, the school may use that process, if such process includes an adequate representation of parents of participating children.
5. Provide parents of participating students timely information concerning:
 - Title I programs in the school
 - Results of the annual school review including school performance profiles
 - Individual student assessment results and interpretation of those results
 - A description and explanation of the school curriculum
 - The assessments used to measure student progress and the proficiency levels the students are expected to meet
 - Opportunities for regular meetings to formulate suggestions, share experiences with other parents and participate, as appropriate, in decisions relating to the education of their children
 - Responses to parent suggestions
 - Collection of all unsatisfactory parent comments regarding the Schoolwide Plan and attachment of those comments to the Schoolwide Plan when submitted to the LEA.
6. Provide assistance to participating parents in such areas as understanding the:
 - National Education Goals
 - State's content standards and student performance standards
 - School improvement and corrective action process, if applicable
 - Components of a schoolwide program, if applicable
 - Components of a targeted assistance school program, if applicable
 - State and local assessments
 - Requirements of Title I, Part A

- Ways parents can monitor their children’s progress and work with educators to improve the performance of their children
 - Ways parents can participate in decisions relating to the education of their children
7. Provide materials and training such as:
 - Coordinating necessary literacy training and using technology from other sources that help parents work with their children to improve their children’s achievement
 - Training to help parents work with their children to improve their children’s achievement
 8. Educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents. Explain ways to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school.
 9. Coordinate and integrate parent involvement programs, activities and strategies with Head Start, Title IA, Title I-C, Title III, Homeless, Public Pre-school Programs and other programs, to the extent feasible and appropriate.
 10. Develop appropriate roles for community-based organizations and businesses in parent involvement activities by encouraging the formation of partnerships between elementary, middle, secondary schools, with local businesses that include a role for parents. (optional)
 11. Involve parents in an ongoing and end-of-year assessment to evaluate the effectiveness of the parent involvement initiatives as a measure of performance evaluations of the school.
 12. To the extent practicable, provide full opportunities for the participation of LEP parents, parents of migratory children, and parents with disabilities; including, providing school profiles and information related to school and parent programs, meetings, and other activities in a language and format to suit the parents’ needs.
 13. Involve parents in the joint development of the school-parent compact that outlines how parents will be responsible for supporting student learning.
 14. Adopt and implement model approaches to improving parental involvement.
 15. Provide other reasonable support for parental involvement activities as parents may request.
 16. Involve parents in the joint development of the school-parent compact that outlines how parents will be responsible for supporting student learning.
 17. Describe the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment to help the parent understand the opportunities available to the children served under Title I to meet the State’s student performance standards.
 18. Explain the ways in which each parent will be responsible for supporting their children’s learning, such as monitoring attendance, homework completion, volunteering in their child’s classroom, and participating in decisions (as appropriate) relating to the education of their children, and develop positive use of extracurricular time.
 19. Within the compact, address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
 - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement
 - b. Frequent reports to parents on their children’s progress
 - c. Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities

PARENT INVOLVEMENT SURVEYS

Parent surveys are completed annually in the spring. They are distributed in hard copy and are available through a link posted under the Parent Involvement tab on the Long County public schools system's website. The process and review of the survey follows these procedures:

Process to Collect:

1. The Parental Involvement Coordinator works collaboratively with each school to develop the school-level parent involvement plan.
2. The PIC completes the summary of results of the parent survey.
3. The PIC requests calendars of up-coming events.
4. The PIC shares, throughout the year, all of the above at meetings, when possible.
5. The PIC personally participates in parental involvement activities or events at each school.
6. The PIC visits the website of each school at least once a month to view communication intended for parents.

Process to Review:

1. The PIC uses the policy checklist to confirm that all issues contained in the law are addressed and reviews the checklist with the Director of Federal Programs.
2. The PIC checks for documentation of periodic updates.
3. The PIC checks for the date of update/revision.
4. Constructive remarks are provided for changes and improvements to be considered by the school and parents.
5. The PIC examines the policy/plan to see that the plan reflects suggestions from surveys/evaluations.
6. The PIC seeks guidance as needed from the Director of Federal Programs.
7. The Director of Federal Programs shares constructive remarks for changes and revisions with the PIC.
8. The Director of Federal Programs interprets the federal and state law and policies for school-based administrator/designee.
9. The Director of Federal Programs provides support to the PIC to write and/or revise policy/plan in person, by phone and/or electronically.
10. Compares policy/plan to the results of surveys and evaluations to assure parent input has been included, and determine any impacts to the direction of the policy/plan.

Actions Taken by LEA to Improve the Quality and Effectiveness of Parent Involvement Policies and Practices:

1. The Parental Involvement Coordinator goes to each school to assist the schools with various parent involvement functions. The PIC will make every effort to meet their current, and potentially future, "shared" parents in settings other than the school.
2. The Director of Federal Programs and/or PIC will personally attend the school level events when possible to provide physical and moral support, especially to effect/model suggested changes.

3. Results are used to make revisions to workshops listed in the Parental Involvement Plan and meetings as well as make revisions and/or additions to the School Improvement Plan and Schoolwide Plan.
4. The PIC provides technical assistance to principals concerning building capacity and monitors the technical assistance provided to teachers based on district support.
5. Parental involvement workshops and activities are planned for the following year from the annual spring survey results and input from administrators to meet school improvement goals. Materials are also purchased as parent resource from expressed needs, when possible. Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective involvement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement through, at minimum, the following activities:
 - Annual meetings
 - Conferences
 - E-mail communications
 - Phone calls
 - Family nights
 - Volunteering
 - Parent advisory meetings
 - Open Houses
 - Annual notification of School Improvement status
 - Newsletter/flyers/brochures
 - Website information
 - Board of Education Meetings
6. The school system employs a district level Parental Involvement Coordinator to help coordinate and plan a wider variety of parental involvement activities and workshops. The district PIC collaborates with Head Start by serving as a member of the Family Connections Collaborative where monthly meetings provide an opportunity to collaborate with the Head Start representatives.
7. The PIC regularly reminds schools to include the following on flyers/handouts/newsletters:
 - Title I Parental Involvement Event
 - PIC contact information
 - Month, date, year of event
8. The PIC seeks and attends various professional development opportunities.
9. Keeping abreast of efforts in the community that effect parental involvement, the PIC attends community collaborative meetings.

PARENT RESOURCE CENTERS

Title I schools do not currently have parent resource centers; however, the PIC has a variety of materials and resources that are available to parents for use, such as: books, tapes, online videos, and a variety of other materials.

Schools are required to notify parents of the availability of the resources. This is typically achieved through flyers, meetings, handbooks, or websites and includes information on the types of resources available by utilizing the resources provided by the system PIC.

PARENTS RIGHT TO KNOW TEACHER QUALIFICATIONS

Parents are informed of their right to know the qualifications of their children's teacher. This information is made available through the student handbook, websites (district and school), flyers at parental involvement activities, and other newsletters sent home with students. If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified, parents are provided a timely notice.

All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand.

Parents may request and receive information regarding:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches
- Whether the teacher is teaching under emergency or another provisional status
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the field or discipline of the certification or degree
- Whether the student is provided services by paraprofessionals

Parent notification is not required for the following:

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

Principals are required to notify the parents of those students who are taught four or more weeks by a teacher who does not meet HiQ status. The Director of Federal Programs mails the letters to all students taught for more than 20 consecutive days by a teacher who is not highly qualified to ensure program compliance. All principals and applicable teachers are notified when a letter is required. This is to support effective parent communication. Retired, highly qualified teachers are most often used to fill long-term substitute situations. Copies of the letters sent to parents are kept on file in the office of the Director of Federal Programs.

HIGHLY QUALIFIED (HiQ) TEACHERS

At the beginning of each year and when preparing set-asides for the consolidated application, the Director of Federal Programs obtains information regarding the status of highly qualified teachers. This information is then used to determine the professional learning set-aside amount for high quality teachers. A request for lesser amounts is typically submitted on the consolidated application. All teachers and paraprofessionals who are paid with Title I funds are required to meet HiQ status. The Director of Professional Learning sets aside funds to help teachers meet HiQ status, if necessary.

LETTERS TO PARENTS REGARDING NON-HiQ STATUS

The Director of Federal Programs, specifically Title IIA, in collaboration with the teacher and school principal, is required to send a letter to the parents of those students who are taught four or more weeks by a teacher who does not meet HiQ status. This is to support effective parent communication. Fortunately, retired teachers are most often used to fill long-term substitute situations. Copies of the letters are kept on file in the office of the Director of Federal Programs.

SECTION 4: SCHOOL IMPROVEMENT 1003(A)

The Long County School System oversees and monitors school improvement by assisting schools in developing, revising, implementing, and coordinating Schoolwide Plans and School Improvement Plans by providing professional development and technical support to schools. The Curriculum Coordinator and/or the Director of Federal Programs meet with the administrators and leadership teams of all schools, to review their 45-Day Action plans and schoolwide plans four times per year beginning in August. Plans and actions are modified based on student data, including benchmark testing, grades, and state mandated tests. Site-based professional learning is scheduled based on the needs of the school and must be included in the 45-Day Action plan. Additionally, a Professional Development Plan is developed by the Professional Learning Coordinator who develops the budget from state funds. The administrators of the school also meet with the Professional Learning Coordinator to determine what additional resources are available. The School Improvement Specialist meets with the administrators of the designated Focus School to schedule site-based observations, meetings, and follow-up conferences for the year. Documentation of the meetings is kept on file at the school and copies are kept on file in the office of the Director of Federal Programs.

School improvement grant activities and expenditures are monitored by the GaDOE Department of School Improvement by assisting with the implementation of programs funded by the grant and by assisting with the review of student data to determine success of the funded activities. The Director of Federal Programs gives the schools designated to receive 1003(A) funds written guidelines for legal expenditure of school improvement funds provided by the GaDOE. The principal and leadership team prepare a budget based on school needs utilizing stakeholder input. The budget is approved by the GaDOE School Improvement Specialist. The Director of Federal Programs reviews the budget to ensure the funds are spent according to the guidelines. All purchase orders from school improvement funds are approved by the Director of Federal Programs, Financial Director, and Technology Director, if applicable. Budgets are submitted to the GaDOE for final approval.

Expenditure of school improvement funds is reviewed by the Director of Federal Programs who provides ongoing monitoring of purchase orders submitted by the school. Before approving purchase orders, requests are examined to ensure the item(s) are allowable. Funds are evaluated based on student achievement data, as well as use of item(s), determined by on-site monitoring visits. Finally, the school's expenditure of the allocation is evaluative.

SECTION 5: SCHOOL IMPROVEMENT 1003(G)

There are no schools in Long County that receive 1003(G) funds. In the event a school receives these funds in the future, the procedures outlined by the GaDOE will be followed.

SECTION 6: ESEA PUBLIC SCHOOL CHOICE (NA)

There is no Long County school that implements public school choice.

In November, 2011, the Georgia Department of Education (GaDOE) submitted to the U. S. Department of Education (US ED) an application requesting flexibility through waivers of ten Elementary and Secondary Education Act of 1965 (ESEA) requirements and their associated, regulatory, administrative, and reporting requirements. One of the ten requested waivers directly affected Public School Choice (Choice). Beginning in the 2012-13 school year, those Title I schools that were required to offer Choice due to a NCLB school improvement status, the waiver allows those Title I schools to no longer be required to offer Choice under ESEA but rather follow Georgia's Intradistrict Transfer option (Out of Zone).

“By July 1, 2009, a district must establish and adopt a universal, streamlined process available to all students to implement the new transfer requirements. A district must annually notify parents by July 1 of each year regarding which schools have available space and which of these schools parents may choose to request a transfer for their children. A district may notify parents by letter, electronic means (e-mail or website), or by other reasonable means (e.g., local newspaper). A local process shall include an explicit deadline for parents who want to submit transfer requests. Parents should be provided at least fourteen (14) days in which to apply. A district may have a single enrollment period each year, provided it complies with the July 1 notification period. At its election, a district may also decide to accept students throughout the school year as additional space becomes available,” per House Bill 251.

Out-of-zone Attendance Guidelines: Beginning School Year 2012-13: K-12

All schools are bounded by one geographical zone established by the district administration. Students who live within a school's geographical zone will attend that school.

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

Parent notification should be dated no later than July 1st of the upcoming school year.

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

The IntraDistrict Transfer option allows a parent/guardian the option to request a transfer from the child's assigned school, to a school of the parent's choice within the school zone/System in which the child resides. At this time, the Long County School System is not required to offer the intradistrict

transfer option since the school system has one school of each grade span; however, the following procedures would be utilized:

- If the Long County School System (LCSS) institutes zones into the school system, applications for out-of-zone placement must be made annually.
- Transfers will be granted to children, only if there is available classroom space at the school that the parent chooses to transfer the child.
- Parents will complete the “Intradistrict Transfer Request” at the school where the child is originally zoned to attend after the first day of school. The forms are to be collected and sent to the Student Information Specialist at the Central Office on the 11th day of school. The SIS will work with the receiving school principal to verify classroom space is available then the receiving principal must sign the form. The form is then sent to the Title I Secretary at the central office, who will send the parent a letter notifying them of the school system’s approval or denial of the request.
- Parents/guardians are responsible for the transportation to and from school if the IntraDistrict transfer is granted.
- Students who transferred under ESEA may stay at the school until the highest grade level
- Georgia’s approved Flexibility Waiver allows but, does not require, Haralson County School System to continue to pay for ESEA Choice transportation. Haralson County School System has elected not to transport ESEA Choice students.
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Procedure for LEA’s Process and Timelines for Receiving, Processing, and Implementing IntraDistrict Transfers

June	Mail letters to all parents of students in grades K-5 for the upcoming school year informing them of IntraDistrict Transfers and let them know when and where to find the forms.
July	Meet w/ Principals to discuss class space availability
August	Send parent notification of acceptance or denial of IntraDistrict transfer request

Any changes to the zoning policy or questions about school choice can be obtained from the Board of Education for LCSS, located at 468 South McDonald Street, Ludowici, Georgia 31316. Complaints from parents follow guidelines in this document in “Section 38: Complaint Procedures.” Information on school choice is available by the open-door policy at LCSS to provide parents with an easily accessible source of information.

SECTION 7: ESEA FLEXIBILITY WAIVER AND FLEXIBLE LEARNING PROGRAM

In November, 2011, the GaDOE submitted to the U. S. Department of Education (US ED) an application requesting flexibility through waivers of ten Elementary and Secondary Education Act of 1965 (ESEA) requirements and their associated, regulatory, administrative and reporting requirements. One of the ten requested waivers directly affected Supplemental Educational Services (SES). For those Title I schools that were required to offer SES due to a school improvement status, the waiver allows those Title I schools to no longer be required to offer SES under ESEA but rather offer a Flexible Learning Program (FLP) to provide eligible students academic intervention services designated by the LEA.

The FLP is an alternative supplemental academic intervention that is required for Priority and Focus Schools. FLP allows LEAs greater flexibility in designing an extended learning program tailored to meet the needs of the school to serve students requiring additional academic intervention. FLP delivery modes may include tutoring, remediation, and other educational interventions designed to increase the academic achievement of students in low-performing schools. FLP services may be provided during the school day using extended learning time before/after school, on Saturdays, during intersessions, or during the summer.

LCSS will implement a Flexible Learning Plan (FLP) in Focus schools as mandated by the ESEA Waiver of 2012. The GaDOE provides a template for the FLP which has 10 components that must be addressed. The FLP must be approved by the GaDOE before the FLP can be implemented.

The LCSS currently has one Focus School (Long County Middle School) for FY12 - FY15. The FLP will be funded through a set aside of 5% of the total Title I allocation requirement of the Title I, Part A system allocation. A dated notification letter will be mailed to parents of eligible children, at a minimum of twice per year, detailing the availability of the FLP including: a description of services, how eligible students can enroll in or opt out of the program, the benefits of receiving services, and when services will begin. Notification must contain information to ensure that parents understand the identification of their child's school and information regarding the test data upon which the school's identification was based, and include a contact name, mailing address, phone number, email address, and/or a fax number in the event that a parent(s) have questions regarding the FLP.

Parents will be given a minimum number of school days to opt out of enrollment for their child. Students eligible for FLP, based on priority, will be served during the FLP until a parent waives participation. However, parents may opt to enroll their child in FLP at a later date. Notification of parents must be made through various forms of communication, including, but not limited to flyers, school/district newsletters, websites, school/district meetings, FLP parent information packets, public service announcements, newspaper, emails, marquees, calendars, and conferences. Parent notification will be mailed and sent home with students at a minimum. Services will be made available to eligible students who enroll during the year.

The LCSS must consult with parents, along with other stakeholders, in developing the FLP. At least one parent meeting designed to explain the plan must be held. All parents of children who attend the school must be involved in the development of the plan.

The following documents must be maintained at the district and/or school site as appropriate: a list of schools offering the FLP, number of eligible students participating at each school, and multiple criteria that are used to determine the eligibility of students.

In FY13, students are served through the following Federal Rank Order: 1. Free/reduced lunch eligible students who do not meet the standard on state assessments; 2. Free/reduced lunch eligible students who do meet the standard on state assessments; 3. Students who do not meet free/reduced eligibility who do not meet the standard on state assessments; 4. Students who do not meet free/reduce eligibility who do meet the standard on state assessments.

In FY14 students are served through the following Federal Rank Order: Tier 1 are students in the subgroups of students with disabilities, English Learners, or free/reduced price lunch that are not meeting standards as identified by state assessment results; Tier 2 are all other students that are not meeting standards as identified by state assessments results; Tier 3 are students who are meeting standards as identified by state assessment results.

The school has the flexibility to use local assessments for criteria for students who are in grade levels in which state assessments are not administered. The FLP will have an evaluation piece which will be monitored by the district and state. At the district level, the Director of Federal Programs and the site-based principal will be responsible for monitoring the FLP.

The FLP will be revised annually and must include district and school level personnel as well as all stakeholders who attend the school. Revisions are submitted annually to the GaDOE via the Consolidated Application. Complaints from parents regarding the FLP will be addressed through the Complaint Procedures as outlined in “Section 38: Complaint Procedures” of this document.

All FLP services are provided by Long County School System staff. No external providers are used.

Currently, the Long County School System does not contract with an external provider for FLP services. These guidelines are to provide guidance in the event an external provider is needed. An external contract may be needed when a person, organization or group thereof is engaged to provide intellectual or knowledge-based services through delivering assessments, evaluation components or direct instruction. The engagement should be for a limited time period to carry out a specific finite activities that involve expert skills or capabilities that would not normally be expected to reside within the school system. A contractor is a person, organization or group thereof engaged, for a limited time period, to that implement established objectives; to assist a contracting authority in carrying out its operations and functions; or to perform operations or functions that involve skills or capabilities that would normally be expected to reside within the contracting authority but which are not currently available. Contractors come under the direction of a contracting authority for operational purposes and take day-to-day instructions from the local system even though they are not employees of the contracting authority. Particular care should be taken at all times to ensure that such contractors are not at any stage explicitly or implicitly treated as employees of the contracting authority.

Before the Long County School System will consider hiring external support, it must first determine that the project cannot be delivered in-house. If adequate internal resources are not available or if an external review is mandated, it is only at this stage that hiring of external support should be considered. Ideally, the need for external support should already be identified in the school improvement plan, which, in compliance with Title I, Part A, identifies the need for significant purchases of goods and services.

In line with school system policies and procedures for purchasing, a competitive process for the purchase of goods and services, whatever the value, may be required as determined by the Finance Officer and Superintendent. Consultants, contractors and outside service providers, therefore, must be engaged following such a process. Awarding a contract without a competitive process can be considered only in the situations specified by law. The request for external services will be handled through the normal purchasing procedures with the addition of Superintendent and Board of Education approval prior to entering an agreement with the external provider.

SECTION 8: SCHOOLWIDE PLAN AND PROGRAM

The School Improvement Plan (SIP) built around 45-Day Action plans are reviewed and revised on a regular basis throughout the school year at the school level by school improvement teams consisting of the Leadership Team, administrative team, and stakeholders, including but not limited to the Title I Advisory Committee, School Council, and parents. During the summer after state test data becomes available, an intense review and data analysis is conducted. Teacher observations, discipline data, and overall needs of the school are analyzed and become a part of the plan. The initial drafts are due in August and are reviewed by the Curriculum Coordinator and/or the Director of Federal Programs. The plans are reviewed every 45 days to monitor and ensure strategies are working and achieving results in collaboration with the Curriculum Coordinator. Schools are required to post their SIP on their websites and inform parents that they can be accessed online, at the school, or a hard copy can be mailed to them upon request.

The Director of Federal Programs provides the Title I principal with a template to write the schoolwide plan that addresses each component. The Director of Federal Programs applies the Schoolwide Checklist to monitor the plan. Sign-in sheets and agendas are required and collected from the annual meeting and all other meetings. The Schoolwide Program template and checklist is located on the GaDOE Title I website under the Worksheets section. On-site monitoring meetings with principals are held throughout the fiscal year to discuss the current status of their plans in regard to the checklist components. Missing or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted.

The SIP must address the following components, and these are provided in the form of a checklist for principals:

1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.
2. Schoolwide reform strategies that are scientifically research-based to:
 - a. Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance
 - b. Base it upon effective means of raising student achievement
 - c. Use effective instructional methods that increase the quality and amount of learning time
 - d. Address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under the "Educate America Act"
3. Instruction by highly qualified professional staff and strategies to attract HiQ teachers to high-needs schools.
4. Professional development for staff to enable all children in the school to meet performance standards.
5. Strategies to increase parental involvement.
6. Plans for assisting pre-school children in the transition from early childhood programs to local elementary school programs.
7. Measures to include teachers in decisions regarding the use of assessment to provide information, and to improve on, the performance of individual students and overall instructional programs.
8. Coordination and integration of Federal, State, and local services and programs, to include:

- a. A list of state and local educational agency programs and other Federal programs that will be included
 - b. A description of how resources from Title I and other sources will be used
 - c. A plan developed in coordination with other programs, including those under the “School-to-Work Opportunities Act” of 1994, the “Carl D. Perkins Vocational and Applied Technology Act,” and the “National and Community Service Act” of 1990
9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective and timely assistance, which shall include:
 - a. Measures to ensure that students’ difficulties are identified on a timely basis
 - b. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties
 - c. Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community
 10. Descriptions of how individual student assessment results and interpretation will be provided to parents.
 11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
 12. Provisions for seeking statistically sound results for each category for which assessment results are disaggregated.
 13. Provisions for public reporting of disaggregated data.
 14. Plans developed during a one year period, unless LEA considers the recommendation of its technical assistance providers and determines that less time is needed to develop and implement the schoolwide program.
 15. Plans developed with the involvement of the community to be served and individuals who will carry out the plan, including teachers, principals, other school staff, and pupil service personnel.
 16. Plans made readily available to the LEA, parents, and the public.
 17. Plans are translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
 18. Plans are subject to the school improvement provision of GaDOE’s Section 1116.

Parent advisory committee members during the annual meeting concur that the most effective use of funding is in human resources and budgets are developed around human and material needs, as well as professional learning and parent involvement. There is no consolidation of federal program budgets. Purchasing procedures are found under “Section 1: Budgets” (subcategory).

SECTION 9: TARGETED ASSISTANCE PROGRAM (NA)

Although Long County schools do not operate a targeted assistance program, there are several community organizations that work with school administrators to provide assistance to students and parents, including:

- Family Connection Collaborative programs
- Helen’s Haven
- DFACS

- Guardian Angels in Action
- 4-H
- The Health Department
- Faith-based Organizations

SECTION 10: AUDITS

The Long County School System is audited annually by the Georgia Department of Audits. The audit includes: the financial statements for the governmental activities, each major fund, the district's aggregate remaining fund information, and consideration of internal controls over financial reporting that are appropriate for each fund. The Superintendent and Financial Director meet with the auditor-in-charge to discuss findings or recommendations. Following the exit conference, the district receives a written copy of all findings and recommendation points. In the event a finding is related to a particular program rather than general financial matters, the Financial Director meets with the program director to discuss and establish a corrective action plan (CAP). The Financial Director submits required written responses to all findings, which are included in the final audit report made available to the public.

The GaDOE monitoring process of LEAs consists of four major components: Monitoring of Expenditures, Single Audit, On-site monitoring, and a Self-Assessment Checklist. LEAs are monitored on a three year cycle. Approximately one-third of the LEAs are monitored each year, determined by a risk assessment using a combination of elements completed by the Title I Programs Division. LEAs typically complete the Self-Assessment Checklist for two consecutive years, which is submitted to the GaDOE. The third year, an on-site Cross-Functional Monitoring Team, consisting of two to five members, visits the LEA. The make-up of the teams is determined by the programs being implemented in an LEA; however, all teams have a Team Lead.

The on-site visit typically lasts for one to three days. During the visit, the team reviews documentation and interviewed the LEA staff and other stakeholders. The Team Lead is responsible for ensuring that each LEA is asked to report any fraudulent activities occurring in the program or if the LEA has been asked to participate in fraudulent activities.

After the visit, the Team Lead discusses item ratings with team members and develops a final report after the team reaches consensus. The GaDOE provides the report to the LEA within 30 business days of the on-site visit. The report is sent to the LEA Superintendent and Director of Federal Programs. The report contains recommendations, findings, and required actions of the LEA to provide an analysis of the implementation of these recommendations. The LEA has 30 business days to respond to any required actions. Once the LEA submits the corrective action plan, the Title Programs Division (GaDOE) personnel ensure that notice is sent to the LEA approving the proposed corrective actions. The Cross-Functional Monitoring Team Chairperson (GaDOE) monitors the implementation of the timeline of the LEA corrective action(s) and recommends appropriate alternatives if the strategies are not implemented in a timely manner. Any LEA failing to correct deficiencies are subject to delay of funds until corrections are made. The GaDOE maintains a database of all on-site visit reports.

SECTION 11: MAINTENANCE OF EFFORT (MOE)

GaDOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination, which is then available to the system through a marked “met” or “unmet” data field on the Consolidated Application. The Long County School System consistently meets the MOE requirement.

SECTION 12: ATTENDANCE AREA DETERMINATIONS

Attendance area determinations are calculated using the previous year’s October FTE count of children eligible for free/reduced price meals under School Lunch Act and the October FTE enrollment report. These numbers are placed in the attendance area determination worksheet provided by GaDOE and are then rank ordered from highest to lowest percentage of free/reduced lunches. Pre-K counts are automatically deducted in the document. None of the LCSS schools are at the 75% or higher rate of free/reduced lunches, but if any reach the percentage, the school will earn the highest per pupil allocations.

SECTION 13: ALLOCATIONS AND CARRYOVER

After receiving notification of the Title I, Part A grant amounts from GaDOE, reservations in each budget are set aside for required components such as parent involvement, professional learning, N&D and homeless students. Administrative costs are also part of the reservations, which are not part of the schools’ per pupil amounts. Typically, a request for a lesser amount is submitted for professional learning for HiQ teachers, since Title IIA funds are sufficient to meet the district’s needs.

Low-income is determined by the number of free/reduced lunches at a school using the previous year’s October FTE count. Higher ranking schools receive the same amount or more than the school ranked below those schools. The allocation per pupil is always large enough to provide a reasonable assurance that each school can operate its Title I program with sufficient quality.

Typically, carryover funds are allocated in one of two ways, as follows: (1) the funds are allocated to schools by increasing the per pupil amount, maintaining rank order and basing that amount on the total number of children from low-income families in each area or (2) the funds are allocated back to all the schools on an equal basis, giving each school an opportunity to spend the funds. Projected carryover funds are considered in the initial determination of prioritized needs.

During the past five years, requests for carryover waivers for amounts over 15% have not been necessary. Monthly budget sheets are monitored regularly throughout the year and calculations are made from these near the end of the school year to determine that no more than 15% will be carried into the following year.

SECTION 14: RESERVATION OF FUNDS

FLEXIBLE LEARNING PROGRAM

LEAs are required to set aside a minimum of 5% of the LEA's Title I allocation to implement the LEAs FLP in its Title I Focus School. The FLP is a district responsibility and all funds are budgeted and charged to the district's central office. FLP funds must be tracked separately in the same way.

Funds are not allocated to the schools. Funds must be used to ensure that all eligible Rank I students across the district are served first before moving to the next level of the Federal rank order.

PROFESSIONAL DEVELOPMENT SET-ASIDE

A lesser amount is requested in professional development for ensuring HiQ teacher and paraprofessional requirements since most of the system's teachers and paraprofessionals already meet highly qualified status. Title IIA funds are sufficient for this purpose.

PARENT INVOLVEMENT SET-ASIDE

A minimum of 95% of 1% of Title I allocation is allocated to schools. Since the district has a full-time Parental Involvement Coordinator, the system goes beyond meeting this requirement. Principals have the option of expending the funds or submitting them back to the system level. Should a principal decide to direct those funds to a district level parent involvement activity/project, he/she must sign a District-wide Parent Activity Project Assurance form. Budget worksheets and codes are designed to specify the amount allocated from the set-aside.

DISTRICT-WIDE PARENT ACTIVITY/PROJECT ASSURANCE

To comply with federal guidelines, districts that receive an allocation of more than \$500,000 (Title I, Part A plus regular Title I, Part A-ARRA) must reserve 1% of their total allocation. Within the reservation, 95% of the 1% must be allocated directly to participating Title I schools. An exception may be made to this provision if participating Title I principals agree to pool all or part of their parent involvement allocation for a district level parent involvement activity/project. Districts with schools exercising this flexibility must provide supporting documentation on the Attachments Tab of the Consolidated Application budget.

The Title I form is completed annually by principals, as needed. It states that the principals, without coercion, pooled all or part of their parent involvement allocation for a district level parent involvement activity/project. The form is kept on file in the office of the Director of Federal Programs.

HOMELESS CHILDREN AND YOUTH SET-ASIDE

Title I schools are required to set aside funds within their budgets to meet the needs of homeless children and youth.

The Director of Federal Programs, who is also the homeless liaison, in collaboration with the Parental Involvement Coordinator, provides information and support to school personnel, including counselors and attendance officers, as well as enrollment clerks, teachers, principals, and bus drivers, to identify children and families in homeless situations. The PIC works with families and children experiencing homelessness to help collaborate with external agencies to find needed resources. The Director of Transportation is consulted if there is a need for transportation to the school of origin and he/she makes the arrangements through the transportation department. The Homeless Liaison monitors and provides the information on the annual count of homeless students attending school in Long County. A needs assessment is conducted by the Homeless Liaison when a child/family is identified as homeless utilizing the system's intake form. Schools contact the Homeless Liaison, the PIC, and other appropriate personnel or agencies when additional needs are identified.

The system Homeless Liaison reviews *Long County Schools Homeless Procedures and Guidelines* annually with school administrators and program directors. School administrators are expected to review homelessness with school personnel each school term. A copy of the procedures are available on the system's website. A copy is available from the system's Homeless Liaison and homeless requirements are reviewed annually at community collaboratives and parental involvement activities.

NEGLECTED AND DELINQUENT (N&D) CHILDREN SET-ASIDE

The reservation amount provided by GaDOE in the Title I, Part A allocation letter and worksheet is the amount set aside for neglected or delinquent children. Currently, there are two residential facilities for neglected children, the Deloach Group Home and the Smith Group Home, which operate as programs that serve neglected and homeless children on a short term basis. The children attend Long County Schools. The Annual Survey of Local Institutions for N&D Children is completed each year and is based on the number of children residing at the home for 30 consecutive days with at least one day being in October.

PRIVATE SCHOOL SET-ASIDES: PPA/EQUITABLE PARTICIPATION

There is currently no participating private school in Long County. However, equitable services will be provided to any private school that chooses to participate in the Title I program. Funds are identified in the district set-aside portion of the consolidated application. The school will receive an equitable amount from reservations of funds for instructional and related activities.

SECTION 15: EXPENDITURE OF FUNDS

All program budgets are approved by the Long County Board of Education through annual adoption of the budget, as evidenced by minutes of the applicable board meeting. All programs are subject to the exercise of internal controls as mandated by and compiled within the district's Internal Control Procedures. The following program reports are readily available on demand: Chart of Accounts, Budget Status Reports, Year-to-Date Transaction Reports, Payroll Labor Gross Distribution Reports, and

Payroll Posting Journals. Supporting source documentation is kept on file in the central office for all program revenues and expenditures.

Title I funds expended on personnel can be monitored independently through the payroll process. Periodic certifications for programs verify that duties are consistent with the position. Periodic certifications are collected twice yearly (January and May/June) for those staff members who are paid 100% with Title funds. Split-funded personnel submit monthly time logs that document the amount of time spent in federal and non-federal program duties. Other expenses are documented through purchase orders, which have been approved through the requisition process, and through travel authorizations, which are submitted with the Employee Travel Expense Statement featuring automatic calculations and information provided for reimbursements allowable under the State Travel Regulations.

PAYROLL

After the September payroll has posted, the Director of Federal Programs has a report pulled that shows the names of personnel paid with Title funds. This report should match the Title I personnel names submitted on the budget as projected during the needs assessment process. If the names do not match, a review of the budget occurs in collaboration with the Financial Director and the matter is resolved, if necessary, through journal entries. The payroll report is pulled and checked several times throughout the year. At the beginning of the year, Title I teachers are asked if they will complete a degree upgrade during the year. Budgets are built around the anticipated upgrade.

OTHER EXPENDITURES

Other funds are for allowable expenditures and are expended through the following process:

1. Principals develop budgets in collaboration with the Director of Federal Programs considering set-aside budgets per the program requirements.
2. Allowable items are approved, or revisions are requested by Director of Federal Programs.
3. All expenditures are compiled by program.
4. The budget is uploaded through the Consolidated Application.
5. Approval is obtained on-line, and hard copy approval follows.
6. Schools are notified to expend funds per submitted budgets.
7. Requisitions are made at the school level.
8. Approvals are made through Director of Federal Programs and Financial Director, as well as Technology Director, if technology related.
9. Accounts Payable approves and processes purchase orders.
10. As items are received at the central office, shipping receipts are checked to make sure POs are complete.
11. Items are delivered to schools and signed for by designated personnel.
12. Invoices are forwarded to the accounting department to be paid. (See "Requisition Process" below).

PERIODIC CERTIFICATION FOR TIME AND EFFORT

Federal law requires all employees, including teachers, paraprofessionals and other staff, who are paid with federal funds to document the time and effort spent within the program. All fully funded federal personnel must submit an assurance (Periodic Certification Form) twice yearly (January and May/June) documenting that they spent 100% of their time on federal program related activities. Principals are provided a hard copy of the Periodic Certification Forms or Semi Annual Certification form as well as the dates that each of the two copies are due to the Director of Federal Programs. Principals are directed to collect the following material on all full-time Title I salaried personnel (which includes teachers and paraprofessionals):

- ***Permanent schedules:*** A permanent schedule is to be submitted along with periodic certifications of teachers or paraprofessionals who are being paid with federal funds. Title I teacher schedules and paraprofessional schedules (showing paraprofessionals are under the direct supervision of a HiQ teacher) are submitted twice yearly to the Director of Federal Programs.
- ***Time sheets:*** A time sheet is completed by individuals who work part-time or extended hours. The sheet is approved and signed by the principal/supervisor and the Director of Federal Programs as applicable, who forwards it to the payroll department for processing and payment.
- ***Time logs:*** Individuals who are paid less than 100% from Title I and whose schedule changes from day-to-day complete and submit a monthly time log depicting the amount of time spent on Title I/Federal program duties, and the portion of their salary funded through Title I or the applicable federal program. Monthly time logs are collected from split-funded personnel. These personnel are instructed to monitor their own time throughout the month and the Director of Federal Programs approves the monthly time log via a signature and date. Central office personnel submit time logs to the Director of Federal Programs, whose periodic certification or time log is signed by the Superintendent.
- ***After-the-fact distribution:*** Requirements for activity reporting meet the following requirements:
 - Reflect after-the-fact distribution of the actual activity of the employee
 - Account for the total activity for which each employee is compensated
 - Be prepared at least monthly and must coincide with one or more pay periods
 - Be signed and dated by the employee
 - Additionally, reasonable approximations/distribution percentages are determined before the services are performed and are compared to actual costs regularly and are revised, if necessary

INTERNAL CONTROLS

All programs are subject to the exercise of internal controls as mandated by and compiled within the district's Internal Control Procedures. LCSS has multi-level internal controls to ensure that transparency and fiscal responsibility are in place for expenditures of federal funds. The indirect cost calculation, chart of accounts, and Grants Accounting Online Reporting System (GAORS) are provided by GaDOE to plan, budget, expend, and draw funds. School and district level budgets are also built based upon the required set-asides and amounts for neglected students, private school participation (if applicable), N&D and homeless, parent involvement, FLP, professional learning for highly qualified teachers, and the other general provisions as required.

The Long County School System is audited annually by the Georgia Department of Audits. The audit includes the financial statements for governmental activities, each major fund, the district's aggregate remaining fund information, and consideration of internal controls over financial reporting that are appropriate for each fund.

The U.S. DOE, GaDOE, and LCSS have a shared responsibility for ensuring that all funds under Title I, Part A are used for the authorized purposes and that instances of fraud, waste, and abuse are prevented. The LCSS participates in Title I monitoring, program evaluations, and self-monitoring as required by the monitoring cycle. The school system employs a fraudulent activity policy and follows administrative regulations by reporting any fraudulent activity occurring in the Title I program.

REQUISITION PROCESS

Each budget is developed in collaboration with the Director of Federal Programs. Once the necessary compilation is made by each school and the cumulative budget is submitted via the Consolidated Application then approved by the state, the Financial Director ensures the entering of the information into the Genesis accounting system.

Each school completes a PO to request any supplies or equipment they need to purchase. The requisition request is approved by the school's Principal and forwarded to the central office for final approval. The Director of Federal Programs reviews the PO and upon approval, the PO is sent to the central office's secretary to be encumbered on the Genesis accounting system and a PO number is assigned. The central office secretary faxes or mails the finalized copy back to the originating school.

Goods are received at the school and the receiver checks to make sure the order is complete and signs for the order. When the invoice is received in the central office from the vendor, Accounts Payable personnel matches the invoice to the PO, and pays the invoice via check. Check numbers are recorded in the Accounts Payable software. Check runs are done once per week, on Thursday. Invoices are paid via paper and/or electronically. A copy of each check is attached to the PO and the invoice, and then filed in the Accounts Payable office. Checks are placed in the mail. Title I purchases follow all Long County purchasing policies and guidelines.

TRAVEL EXPENSE STATEMENTS

LCSS complies with the mandated State Travel Regulations in authorizing its travel-related expenditures. An Employee Travel Expense Statement has been designed and implemented to elicit the information required for properly reimbursing the costs allowable under these regulations:

- ***Mileage:*** Use of personal vehicle for authorized travel is reimbursed through a mileage rate allowance established by the State Accounting Office. The recording of actual odometer readings is **required**.
- ***Common Carrier:*** Air fare, subway, rental vehicle fees, etc. are reimbursed at cost. Receipts are **required**.

- **Incidental Travel Cost:** Parking fees, tolls, taxi fares, etc. are reimbursed at cost. Receipts are **required**.
- **Meals:** Meals for in-state travel are reimbursed at established per diem rates, per county. Certain counties are designated as high cost areas and are allowed higher per diem rates. Rates, county designations, and details regarding meal reimbursement allowability are subject to change, but are published regularly in the State Travel Regulations, which are posted on the district website. Meals for out-of-state travel follow the federal guidelines published each October and available on the U.S. General Services Administration website.
- **Lodging:** Lodging fees are reimbursed at cost. Receipts are **required**. When registering for lodging the **employee should claim exemption** from the local hotel sales tax. The appropriate form is available from the school principal in paper or electronic form.
- **Signatures:** Original signatures are **required** from the employee claiming travel costs and from his/her direct supervisor. The employee signature signifies agreement with the attest statement included on the Employee Travel Expense Statement, and the supervisor signature indicates availability and approval of the funding source used to reimburse the claimed costs.

All Employee Travel Expense Statements should be submitted to the Accounts Payable department within four weeks of the return travel date. The Employee Travel Expense Statement must be accompanied by the required receipts/agendas and a copy of the properly executed and approved In-Service/Business Trip form or Professional Development request form that authorized the business travel. Incorrectly completed forms are returned to the employee for the appropriate revisions.

Reimbursement checks are issued within two weeks of the submission of a properly executed and approved Employee Travel Expense Statement.

PERSONNEL

Hire Processing:

1. Print Personnel Action Form and complete (salary and years of experience for payroll).
2. The program director to which the new employee reports to must approve Personnel Action Form.
3. Send Personnel Action Form, tax forms, and direct deposit form to the central office.
4. Enter employee in the Genesis system and print a benefit packet and contract.
5. New employee is given the Contract and Benefit packet including: Salary Schedule, PSC (Professional Standards Commission) Certification Application (only if employee does not have a Georgia Teaching Certificate), I-9, Immigration Form, Tax forms, Insurance forms, Board Policy Acknowledgement form, Medical Questionnaire, and Fingerprint Consent Form.
6. Set up an appointment to review the benefit packet with new hires.
7. Submit PSC Certification Application and transcript to PSC. Review HiQ and remediation requirements if applicable.
8. Send Personnel Action Form, insurance forms and required documentation for health insurance, and Cafeteria Enrollment form to Benefits Coordinator.

Payroll Status Changes

Any change in an employee's working status must be submitted to the central office and approved by the Superintendent. Upon approval a Personnel Action Form is submitted to the Board for approval.

Certificate Upgrades

- Employee submits a PSC Certification Application and Official Transcript to Human Resources at the central office.
- Employer submits to PSC for processing.
- Once upgrade has been issued by PSC, the new certificate is submitted to payroll for processing.

Leave of Absence

Refer to the LCBOE policy: GARH

SECTION 16: SUPPLEMENT, NOT SUPPLANT

Title I expenditures are supplemental to schools' budgets. Personnel funded in whole or part by Title funds are in addition to the number of personnel required to meet maximum class size as determined by GaDOE. Title I funds are only used to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I funds, be made available from non-federal sources for the education of students participating in Title I programs. Title I funds are not used to take the place of (supplant) local, state, or other federal funding and are not provided to participating Title I children when the same services are provided to non-Title I children with non-federal funds. Conversations regarding supplement vs. supplant are held periodically throughout the school year. The Director of Federal Programs approves all expenditures to monitor for supplanting issues.

- The programs/activities provide supplemental services to programs that are required by federal, state, and local law.
- Since all schools in Long County are Title I schools, Title I is not supporting any programs that are being supported in non-Title schools with state or local funds.

SECTION 17: COMPARABILITY OF SERVICES (N/A)

Long County Schools do not use comparability of services. If ever put into effect, comparability is achieved through the use of two forms of documentation: the October FTE count and the CPI report obtained from the Information Technology Department. The state comparability report provided by the Georgia Department of Education would be used to report the appropriate numbers. The total number of non-federal employees that are to be included per payroll distribution codes will be counted and placed in the comparability report also provided by Title I, which automatically calculates comparability. The enrollment numbers submitted for comparability would be found in the October FTE count with the

exclusion of pre-kindergarten enrollment. Using the student/instructional staff ratios to compare the average number of students per instructional staff in each Title I school with the average number of students per instructional staff in non-Title I schools, comparability is achieved when Title I school averages do not exceed 110% of the average of non-Title I schools. Included in the count are instructional teachers and support personnel, instructional paraprofessionals, music, art, physical education teachers, guidance counselors, speech therapists, media specialists, school social workers, and psychologists. No federally funded personnel or pre-kindergarten personnel are included in the count. Only state and local paid staff is counted. The Title I schools are compared to non-Title schools. Comparability will be determined and established by December 1st of each year.

SECTION 18: EQUIPMENT AND REAL PROPERTY

The Federal Program inventory is maintained in the school system's Destiny inventory software. The software identifies the item (description), serial number, funding source, vendor, date of purchase, cost, location, condition, and disposition data including date and sale price. Equipment purchased with Title funds is marked with a barcode label. When the equipment is scanned/entered into the inventory, the name of the funding source and the date in which the equipment was purchased is specified. Physical inventories are conducted twice annually, at the beginning of the year and at year end.

INVENTORY

Inventory is entered at the district level by the designee(s) selected by the Chief of Staff. It is maintained by the Media Specialist at each school. Inventory is documented in inventory software (Destiny), and the inventory is updated each time equipment is purchased. School personnel must annually verify the location of the equipment. Each item must be checked/noted on the inventory record specifically for assignment and location. Principals attest that the equipment inventory is accurate as identified on the inventory record submitted to the Chief of Staff. Technology personnel help determine the condition of equipment. When a piece of equipment needs to be disposed/surplus, the item status is updated and kept on file. Disposal occurs according to the Long County School System disposal procedures. Hard and electronic copies of the inventories are filed with the Chief of Staff. Issues or problems that may exist related to inventory are addressed during monthly district level administrative meetings.

INVENTORY PROCEDURES (excluding technology)

**Includes furniture, non-technology equipment and supplemental books not considered consumables and excludes consumable materials and supplies (i.e. periodicals for students).*

Items needed for books and equipment to be entered into school's inventory (new orders):

- Copy of processed Requisition
- Copy of Purchase Order
- Copy of Quote if available
- Administrator/Director who signs the P.O. will notify the person who generated purchase order and give copies to the person responsible for inventory at each school.

The administrator/director at the site who generated the purchase order will forward the requisition, purchase order, and a copy of the quote to the person responsible for inventory and give notification of any changes to an order (i.e. backorders, out of print copies etc.). The administrator/director who generated the purchase order will notify the director responsible for the inventory that a shipment has been received and give the details of the shipment (i.e. purchase order number).

Once an order is complete and items have been accounted for and labeled, the school will return the signed packing slip and requisition/PO to the District Office for further processing. A SIGNED PACKING SLIP MUST BE RETURNED TO THE DISTRICT OFFICE. The administrator/director who generated the purchase order will forward the paperwork listed above to the Chief of Staff for entering items into the inventory program if applicable.

INVENTORY PROCEDURE – TECHNOLOGY

Technology Items Ordered with Object Code 615, 616, 730, 734, and 735

- Requisitions and purchase orders must be completed and signed before an order is placed by the appropriate program director and the Technology Director. Any technology items coded with an object code of 615, 616, 730, 734, and 735 will be shipped to 520 S McDonald Street, Ludowici, GA 31316 (BOE Annex).
- Item(s) delivered and processed at 520 S McDonald Street, Ludowici, GA 31316 will be reviewed to verify that the contents of the order are on the packing list. The box will be marked with item destination (school name, Ref#, etc.), and an extra copy of requisition placed in box. The Chief of Staff or his/her designee will sign all packing slips and will scan and email the packing slip back to County Purchasing or whomever generated the purchase order for payment processing.
- All technology equipment must process through the technology department. The technology department will notify the director/principal who generated the purchase order (special education, CTAE, SFS, Curriculum, or Title programs) that the equipment has been received.
- The Technology Specialist will enter the new item into the inventory software and tag any items ordered with Title I funds during processing. The Technology Specialist will add the item to inventory and tag the item with an inventory barcode. The information from the copy of requisition in the box will be entered into the Destiny inventory system to assign item(s) to barcode(s).

Destiny - Inventory Procedures:

1. As inventory arrives, Technology department will add items to the Destiny system and apply barcodes. This will primarily be: Computers / Laptops / Ipads / Chromebooks / Doc Cameras / Projectors / Printers / Interactive Boards (Mimios) / Scanners
2. The transfer of resource items must be approved by the school administration. If approved, the administrator will notify the media specialist via email requesting the change in the Destiny system.
 - This may be as simple as a transfer of 1 item or it may be a complete transfer of items as when there is a change in teachers.
 - Any disposal/surplus of equipment will require approval by school administration. The item status in Destiny will be updated and printed out. The form will be signed by a school administrator and a copy sent to the Technology department.
3. The media specialist will transfer items via the Check In and Check out system in Destiny. They will also update staff patrons as needed.

USE OF EQUIPMENT

Each school principal receives information on using federal program equipment each year during the annual Title I meeting with principals and as needed during monthly administrative meetings. The information related to the federal program inventory is reviewed as needed with principals and the Chief of Staff, who manages the actual disposition of equipment. Principals sign and date Inventory of Title I Equipment during the annual inventory validation.

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

Guidelines for Care and Use of Long County System Computers

All Long County School System computers are the property of Long County Schools and are intended for the educational mission of the Long County Board of Education. Long School System computers should NOT be considered “Personal Computers”. Long County School System computers and network resources should NOT be used for personal gain or entertainment. The use of Long County School System computers and networks are governed by the policies of the Long County School System Board of Education.

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

Additional responsibilities for laptops:

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

- A laptop, if taken from any facility of the Long School System, must be covered by the employee's auto and homeowner's insurance policies.
- Long School System employees will be responsible for the cost of repair or replacement of a laptop in the event of damage or loss while it is in their assignment.
- Laptops should be transported in padded carrying bags designed for the protection of laptops. Laptops should be securely strapped in the bags and fully closed to avoid accidentally dropping of the laptop.
- Never place anything on top of the laptop, even in the bags. The screens are very fragile and very expensive to replace.
- Avoid extreme temperatures (do not leave in a car).
- The utmost care must be taken to assure that laptops can function properly for the intended educational use.
- The laptop should be placed on a flat secure surface.
- No wires should be hooked to the laptop that could be accidentally tripped over, or that may cause the laptop to fall.
- Nothing should be on the keyboard or screen when closing the laptop.
- Nothing should be dropped or spilled on the laptop.

Additional responsibilities for Networks:

The health of Long School System's network and servers is critical to achieve the educational mission of the Long County School System.

Georgia Professional Standards Commission Code of Ethics:

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

- 1. misusing public or school-related funds;*
- 2. failing to account for funds collected from students or parents;*
- 3. submitting fraudulent requests for reimbursement of expenses or for pay;*
- 4. co-mingling public or school-related funds with personal funds or checking accounts; and*
- 5. using school property without the approval of the local board of education/governing board.*

Method for Documenting Use in Building

All Title I schools are required to label all Title I equipment. When feasible, all Title I equipment is to remain in the classroom/content areas for which it was purchased. If Title I equipment is placed in the media center for checkout, the Title I equipment must be kept in a secure area, labeled, and documentation of use must be maintained.

Long County School System Equipment Disposition Procedure Technology Equipment Disposal

The technology department supports any computer operation of Windows XP or later. If a school has technology that is antiquated, the school can continue to run the computer until it no longer operates effectively. When the computer/equipment is no longer operational, it will be recycled or disposed of. To dispose of technology that is out of date or no longer operational:

- The appropriate Technology Item Status Form should be updated and a copy sent to the Chief of Staff.
- A copy will be maintained by the Chief of Staff and is available at any time for review by the Title I Director if needed.

At the designated time, the outdated technology is brought to a predetermined location to be recycled. The Technology Department often works with a company to dispose of and recycle all equipment. At that time, the company determines whichever is most appropriate for the equipment. The school is required to format the computers to remove all data. A procedure for formatting is provided to the school to ensure that all sensitive data is removed properly.

Currently, the school system does not receive any money for the recycle or disposal of equipment. In the event Title I equipment or technology is stolen the following procedure will be followed:

1. File an incident report with the SRO.
2. Attach the incident report to the Technology Disposal Form (Item Status Form) and send to the Chief of Staff's office.
3. Make corrections to the Title I inventory.
4. The principal must sign and date the inventory spreadsheet.

The Long County School System will dispose of unneeded federal program equipment in accordance with the General Administrative Regulations (EDGAR), §80.32(c)(1) which provides that when equipment is no longer needed for its original purpose, it may be used for activities currently or previously funded by other federal programs. All equipment and real property purchased with federal funds determined to be no longer of value/use or determined to be non-operational, will be disposed of in accordance with the Long County School System's disposition procedures.

SECTION 19: CASH MANAGEMENT

All programs are subject to the exercise of internal controls as mandated by the district's internal control procedures. Supporting source documentation is kept on file in the district central office for all program revenues and expenditures, and for all program payment, reimbursement, or draw-down requests.

Payment/reimbursement/draw-down of program revenue is requested on a monthly basis when budgets are approved via the State GAORS system or per grant stipulation as expended. The Finance Director reviews all grants (state and federal) at the beginning of each month and prepares an excel worksheet with the following information based on current financial reports:

- Grant Name
- Approved Budget
- Previously Received
- Program
- Fund
- Expense to Date
- Anticipated Salary and Benefit Cost for the month
- Amount of Open Purchase Orders
- Notes

This worksheet is distributed to the program directors to review and use to order funds via the State GAORS system.

All program payments, reimbursements, and draw-down requests via the GAORS system are verified consistent to the GaDOE's DE0147 and kept on file electronically in the finance office.

SECTION 20: REPORTING

Annual Completion Reports are prepared with function/object details and are submitted on a timely basis. Completion Reports submitted via the state GAORS system are automatically subject to function/object comparative edits with the latest-filed Consolidated Application budget. Completion Report copies are kept on file in the district central office for all grant programs with a Completion Report requirement.

Supporting source documentation is kept on file in the district central office for all program revenues and expenditures and for all program payment/reimbursement/draw-down requests. Support includes applicable Budget Status Reports and Year-to-Date Transaction Reports. Other program reports are readily available on demand electronically.

SECTION 21: HOMELESS CHILDREN AND YOUTH

Long County's homeless liaison is the person serving in the position of the Director of Federal Programs who, along with the system's Parental Involvement Coordinator, ensures that all school staff is informed annually of the requirements of the McKinney-Vento Homeless Act. Among the topics discussed are the transportation requirement for schools and the services for, and definition of, students identified as homeless. The homeless liaison supervises and works very closely with the school principals and transportation director to assure students receive the services they need. The liaison provides new or additional posters and assures these are placed where parents can readily see them. System procedures and guidelines are reviewed/revised annually by the district's leadership team to eliminate barriers that may exist for homeless children and families.

Long County Schools

Homeless Procedures/Guidelines

In accordance with the Education For Homeless Children and Youths: Subtitle B of Title VII of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.), the Long County Board of Education adheres to the guiding principle that all eligible children and youth who reside within the Long County School District are entitled to a free, appropriate public education. The Superintendent shall designate an appropriate staff person to be the Long County School System's liaison for homeless students and their families. Students identified as "homeless" or "in transition" will be given a full opportunity to meet state and local academic achievement standards and will be included in state- and district-wide assessments and accountability systems. The Long County school district will ensure that children and youth in transition are free from discrimination, segregation, and harassment. Any information regarding each student's homeless status shall be handled in a confidential and professional manner by school and system personnel.

Definitions:

In accordance with the Act and State Board Rule 160-5-1-.28 (JBC), the term "Homeless Child and Youth" is defined as individuals who 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 similar reasons;
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodation;
- Living in emergency or transitional shelters;
- Abandoned in hospitals;
- Awaiting foster care placement;
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, or bus or train stations, or similar settings;
- Sleeping in primary nighttime residence that is a public or private place not designed for, or ordinarily used as, regular sleeping accommodations; and,
- Migratory or living in the circumstances 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.

Unaccompanied youth - a youth not in the physical custody of a parent or guardian, who is in transition as defined above.

School of origin - the school the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

Notification to Stakeholders:

The Homeless Liaison will provide training to the system's leadership team annually. Each principal/program director is responsible for providing information to staff members. Documentation of training will remain on file in the Long County School System Central Office.

The Homeless Liaison will also provide homeless awareness information to parents during the annual Title I meeting as well at community events as much as possible to provide awareness to all stakeholders.

Identification:

In collaboration with school personnel and community organizations, the district homeless liaison will identify children and youth experiencing homelessness within our school district. The liaison will inform school principals on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information concerning homelessness to the district homeless liaison. School registrars and secretaries will inquire about possible homelessness upon the enrollment and withdrawal of students and 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 any school that students living in the same attendance area are eligible to attend whichever is in the student’s best interest as determined by the school district. A student may remain at his/her school of origin the entire time of “homelessness”, and until the end of the academic year in which he/she becomes permanently housed.

Enrollment:

Long County School System personnel shall request proof of residency of all students enrolling in the Long County School System. If a student is identified as homeless by definition, the school will enroll the student immediately. School personnel will contact the Homeless Liaison immediately upon enrollment of any student experiencing homelessness. Homeless students may be enrolled by a parent or the district’s liaison. Enrollment may not be denied or delayed due to lack of any document normally required for enrollment including, but not limited to, the following:

- Proof of residency
- Transcripts/school records
- Immunization or immunization/health/medical/physical records
- Proof of guardianship
- Birth Certificate
- Any other document requirements
- Unpaid school fees
- Lack of uniforms or clothing that conforms to dress codes
- Any factor related to the student’s living situation

Services:

The Long County School System's Homeless Liaison and the district’s Parental Involvement Coordinator shall coordinate with any/all local social service agencies that provide services to homeless children and youths and their families; other local school systems on the transfer of student records; and state and local housing agencies responsible for comprehensive housing affordability strategies.

Children and youth experiencing homelessness shall be provided services comparable to services offered to other students in the school selected, including:

- Transportation - Homeless students are entitled to transportation to his/her school of origin or the school where he/she is to be enrolled.
- Title I Services
- Educational services for which the student meeting eligibility criteria, including special education and related services and programs for English language learners
- CTAE education programs and extracurricular activities
- Gifted and talented programs
- School nutrition programs and automatic eligibility for free meals
- Before-school and after-school program when applicable
- Parental Involvement Activities

The Long County School District Title I plan will be coordinated with McKinney-Vento services, through collaboration between the program directors, the Homeless Liaison, and the Parental Involvement Coordinator. Children and youth experiencing homelessness will be assessed, reported on and included in accountability systems, as required by law and U.S. Department of Education regulations and guidance.

An informal needs assessment will occur upon becoming McKinney-Vento eligible in collaboration with the Homeless Liaison through completion of the system's intake form. Additional needs addressed at a later date will be addressed promptly.

Disputes:

If a dispute arises over any issue covered in this policy, the child or youth in transition shall be enrolled immediately to the school in which enrollment is sought pending resolution of the dispute. The student shall also have the same rights to all appropriate educational services, transportation, free meals, and Title I services while the dispute is pending. The parent or guardian shall be informed of the Long County School System's decision and the appeal rights in writing. The System's liaison will carry out dispute resolution as provided by state rule. Unaccompanied youth will also be enrolled pending resolution of the dispute. If the matter is not resolved at the local level, the parent may request to exercise the right for a review of the dispute and decision by the Georgia Department of Education in accordance with Dispute Resolution Guidelines and Procedures provided by the Georgia Department of Education which are available on the Georgia Department of Education's web site.

Contact information:

Kathy Simmons
 Homeless Liaison
 (912) 545-2367
 Long County Schools
 PO Box 428
 Ludowici, GA 31316
 ksimmons@long.k12.ga.us

SECTION 22: NEGLECTED AND DELINQUENT CHILDREN (N&D)

There are two facilities in Long County that serve neglected students. The Deloach Group Home and the Smith Group Home are emergency shelters serving abused, neglected, homeless, and runaway children. Licensed by the Georgia Department of Human Resources, the shelters provide short-term services for children ranging in age from birth to seventeen. The children attend Long County Schools. The group homes can access Neglected and Delinquent Set-Aside funds through collaboration with the Director of Federal Programs, as needed.

The LCSS has developed an effective cooperative agreement to provide quality services for these students. All students are educated in the least restrictive environment. The school system transports those students who can benefit from the regular school environment to local elementary, middle, and high schools. The school system provides certified special education teachers, special education paraprofessionals, a secretary, principal, psychological services, support services needed by students to access FAPE (Free Appropriate Public Education), administrative and professional learning support for all staff, teaching materials and supplies through federal, state, and local funds, and the facilitation of the Title I plan and distribution of earned funds.

Funding, calculated from the Annual Neglected and Delinquent Survey, provides the GaDOE with current information on the location and number of children living in the institution for neglected children. The information is used to compute the Title I N&D allocations for school districts so that eligible children in the institutions can be provided Title I funded educational services.

The survey must include children and youth who are 5-17 years of age and live in the institution for at least one day during a 30 consecutive day counting period, with at least one day of the counting period being in October. Funding is also to ensure that neglected children, those in need of care due to abandonment, neglect, or death of their parents or guardians, have the opportunity to meet the state's challenging academic content and student achievement standards. The Department of Human Resources (DHR) serves youth who are voluntarily placed in, or committed to, their custody due outlined circumstances.

SECTION 23: TITLE I, PART D: PREVENTION & INTERVENTION PROGRAMS (NA)

SECTION 24: TITLE VI, PART B

Title VI, Part B under Section 6201 provides funding to address the unique needs of LEAs that lack the personnel and resources needed to compete effectively for federal competitive grants or receive formula grant allocations often too small to be effective in meeting their intended purpose. Activities authorized for Title VI, Part B funding are as follows:

- Teacher recruitment and retention, including the use of signing bonuses and other financial incentives.

- Teacher professional development, including programs that train teachers to utilize technology to improve teaching.
- Educational technology, including software and hardware.

All expenditures follow the explained budgeting guidelines in this procedures manual, and is assessed in the same manner of protocol as all other requests by being deemed necessary through on-site monitoring and receiving approval by the Director of Federal Programs before being allocated in the budget planners.

SECTION 25: PRE-KINDERGARTEN PROGRAMS

Pre-kindergarten programs are not funded by Title I; however, the Director of Federal Programs meets with the principal responsible for PK to discuss early literacy and transition needs during monthly leadership team meetings. The Title I Director attends monthly Family Connection Collaborative meetings where the Head Start organization is represented by the director and district representatives. Potential concerns/needs of the current Head Start/daycare as they relate to curriculum expectations and transitions are addressed during the collaborative sessions. No funds are specifically allocated to these programs.

SECTION 26: TITLE II, PART A TEACHER QUALITY

At the beginning of each year and when preparing set-asides for the Consolidated Application, the Director of Federal Programs reviews information regarding the status of HiQ teachers. This information is then used to determine the professional learning set-aside amount for high quality teachers. A request for lesser amounts is typically submitted on the Consolidated Application. All teachers who are paid with Title I funds are required to meet HiQ status. The Director of Professional Learning sets aside funds to help teachers meet this status level, if necessary.

Parents are informed of their rights to know the qualifications of their children's teacher. This information is made available through parental involvement activities, flyers, the student handbook, district and school websites, and other newsletters sent home with students. If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not highly qualified, parents are provided a timely notice. All notices and information required must be in a uniform and understandable format and, to the extent practicable, in a language that parents understand. Parents may request and receive information regarding:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, as well as the particular field or discipline of the certification or degree.
- Whether the student is provided services by paraprofessionals.

Parent notification is not required for the following:

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

Principals and/or the Title I Director are required to send a letter to the parents of those students who are taught four or more weeks by a teacher who does not meet HiQ status. This is to support effective parent communication. The Title IIA Director attends monthly Leadership Team meetings facilitated by the district superintendent and the highly qualified status of teachers is discussed when needed. At the beginning of the CPI-I data review, the Title IIA Director compares the Principal's Attestation Form to the data submitted for CPI. If it is determined that a teacher is not highly qualified, a letter is mailed by the principal or the Title IIA Director to provide notice to the parent that their student has been taught core academic content for four or more consecutive weeks by a non-highly qualified teacher. It is the principal's responsibility to provide notice to the teacher that the letter is being mailed.

The payroll supervisor, in collaboration with the Title II Director, monitors the absences of core academic teachers to determine if a non-highly qualified notice is warranted for a teacher on leave. Principals are encouraged to cover maternity leave with a retired, highly qualified teacher whenever possible.

All programs are subject to the exercise of internal controls as mandated by and compiled within the district's internal control procedures available upon request at the central office. The Long County School System has multi-level internal controls to ensure that transparency and fiscal responsibility are in place for expenditures of federal funds. The indirect cost calculation, chart of accounts, and GAORS are provided by GaDOE to plan, budget, expend, and draw funds. Funds are drawn-down from GAORS upon expenditure of funds. No funds are requested that have not been expended.

Title II is monitored by the Title II personnel of the GaDOE. The Title II monitoring instrument is used to determine compliance.

PRINCIPAL ATTESTATION OF HIGHLY QUALIFIED TEACHERS

Principals are required to verify compliance with Section 1119 of NCLB regarding the highly qualified status of teachers and paraprofessionals by signing a Principal Attestation. The principal attestation form is provided to the principals at the beginning of the year and a due date is also provided. Copies of the attestations are maintained at each school, at the office of the Director of Federal Programs located at the central office, and by the Professional Learning Coordinator, and are available to the general public upon request. If a Title I school has staff who are not HiQ, a remediation plan for becoming highly qualified is developed to meet the specific needs to become highly qualified.

HIGHLY QUALIFIED PARAPROFESSIONALS

Paraprofessionals hired MUST meet the federal guidelines of highly qualified in order to be hired as a paraprofessional in Long County Schools. All paraprofessionals currently employed meet the requirements.

PERSONNEL VACANCIES/POSTINGS

Applications for classified positions are accepted by the Long County School System on an ongoing basis. When a classified vacancy occurs, the associated program director or principal will request current applications from the Long County Board of Education Central Office. Specialized positions are posted in house and on the Long County School System website when current applications are not sufficient to fill a position. Classified positions are purged annually.

Certified positions are posted on teachgeorgia.org. To view certified vacancies and to apply online go to www.teachgeorgia.org. Certified positions are also advertised periodically in house in an effort to recruit highly qualified personnel. All paraprofessionals must be highly qualified to obtain employment with the Long County Board of Education.

Administrators will contact those individuals selected for interviews. The accuracy and completeness with which all forms are filled out will be factors in the consideration of an application as well as a successful/clear background check. All new employees must be fingerprinted at the time they are recommended for employment. The fingerprinting costs must be paid for by the employee. An Equal Opportunity Employer, The Long County Board of Education does not discriminate in the educational and employment policies under which it operates and will honor all appropriate laws relating to discrimination.

TITLE IIA EQUIPMENT GUIDELINES

Title II A funded equipment must be utilized for professional learning activities that are allowable activities as defined under Title II, Part A. Equipment may be assigned to personnel if the person's primary responsibility is to provide professional learning to instructional personnel on an ongoing basis. The Long County School System's inventory will serve as documentation to verify authorized assignment/use of equipment. The Long County School System's Chief of Staff responsible for the technology department is charged with the responsibility of maintaining the appropriate inventory documentation. Any discrepancies or concerns will be directed to the Title IIA Director for reconciliation.

SECTION 27: TITLE III, PART A

Monitoring Title III at the local level ensures compliance with regulations and assures the quality of the program and the instructional delivery being utilized by English learners. Title III of the ESEA requires the Georgia Department of Education to report annually on the progress of English learners toward English language proficiency. The GaDOE is also charged with the responsibility of providing quality assistance to LEAs and schools serving English learners.

The GaDOE ESOL Unit's Title III monitoring process consists of: a "Self-Assessment Report" that is completed by local school districts in Georgia, a response to the "Self-Assessment Report" from the GaDOE, on-site monitoring of selected districts, and a post-monitoring report from the GaDOE for each LEA that received an on-site visit. Alternatively, the development and maintenance of a GaDOE-approved District ESOL Program Plan may be accepted in lieu of the "Self-Assessment Report."

At the local level, compliance is ensured by following established guidelines and procedures for the identification, monitoring, and instructional services of ELs.

To meet the language learning needs of EL students in Long County, ESOL teachers promote English language acquisition and academic achievement among ELs in the ESOL program through a variety of approved instructional models. Communication with ESOL teachers in the district occurs through email, informal meetings, phone calls, collaborative meetings, and parent/teacher conferences. ESOL guidelines, rules, and regulations are reviewed annually. ESOL teachers and administrators communicate directly with each other to determine the needs of ELs. School administrators meet monthly with the district administrative team to discuss school level needs.

All students whose parents have indicated on a Home Language Survey that the primary home language other than English (PHLOTE) is spoken in the home or by the student, must take an English language proficiency test to determine eligibility for the ESOL Program. Students take the WIDA-ACCESS Placement Test (W-APT) to determine English language proficiency levels. All students receiving language assistance services through the ESOL program shall be administered the ACCESS for ELs annually to determine progress and/or readiness to exit. Scores must be kept on file to document learning gains and to provide data for program accountability. Each year, for ELs whose ACCESS scores qualify them for the program, they will continue receiving ESOL services. ESOL teachers must send home the Continuation of Services letter for parents. All data related to student eligibility, progress, and readiness to exit must be maintained in the student's ESOL file. All Home Language Surveys should be forwarded to the site ESOL Instructor within five days of a student's enrollment in the district. As stated in Title III regulations, students whose Home Language Survey answers indicate a primary, first or home language other than English must be assessed for eligibility for ESOL services no later than within the first 30 days of the school year. If a student enters school after the 30 day period, the assessment must be done within the first two weeks of enrollment. It is the expectation of GaDOE Title III ESOL that students will be assessed as soon as logistically possible within the appropriate time frames. Eligibility for ESOL services is automatically considered a Tier 4 Intervention. The specially designed learning focus of Tier 4, with its emphasis on specialized programs, specialized instructional delivery and methodology, describes the basic tenets of ESOL instruction.

Parent Right to Waive Language Services

The parent of an EL student has the right to waive ESOL services once eligibility has been determined. A parent can request to waive services at any time during the school year asking that his/her child be taken out of the ESOL class. The request must be submitted annually. The Parent must complete the Parental Waiver of ESOL Services form. All sections must be completed. The ESOL teacher has the option to review the decision with parents, but the decision is ultimately the parents' decision. The waiver form must be placed in the student's permanent record and ESOL folder. Although Parents have the right to waive ESOL instructional services, ELLs must participate in the ACCESS until criteria has

been met to exit ESOL services. ESOL teachers must also keep records (ESOL folders) for all students who have Parent Waivers. The ELL Testing Participation Committee must also convene to determine accommodations for individual students.

Post-Exit Monitoring

EL-Ms will need ongoing support as they continue to work toward grade-level academic language performance. The ESOL teacher will perform an informal follow-up within the first months after the EL exits ESOL services. This follow-up is to verify the student can compete academically and to check on the student's social and psychological adjustment to the regular classroom. Four formal monitoring periods occur within the school year, each nine week grading period. The ESOL teacher will provide the regular education teacher with the Post-Exit Monitoring Form as a tool to monitor progress. During each monitoring window, the ESOL teacher must do the following:

- Submit a Post-Exit Monitoring form to all of the ELs' content area teachers
- Hold a conference with the teachers to discuss the progress of the EL.
- Review grades, benchmark data.

If monitoring shows that a student is not performing successfully in classroom work and/or English language skills, the student will receive support services as recommended by the RTI (Response-to-Intervention). Students cannot be arbitrarily placed back in ESOL services without a Language Assessment Conference. Referral back to ESOL services must be a recommendation of the LAC, of which the ESOL teacher is a member.

SECTION 28: PRIVATE SCHOOLS

Long County currently does no work in cooperation with a private school under Title I. All private schools receive invitations to consult in participation in federal programs each October/November. If a private school joins LCSS in the future the following procedures will be enacted.

A meeting is held to present information about the programs available to students in private schools. All federal program associated directors and coordinators are invited to the meeting, and their attendance is recorded with an agenda and sign-in sheet. Upon receipt of the intent to participate form, which is provided to private school officials, a meeting is held to discuss plans and the required components of Title I services for private school students. Monitoring occurs when tutors are hired for services after school. Staff is hired by the school system to tutor the students after their contractual hours. Timesheets are used for documentation of services and payment. All tutors must be HiQ and their certificates are kept on file in the office of the Director of Federal Programs. Once tutoring starts, the Director of Federal Programs periodically checks on the status of the tutoring. If Title I funds are used to purchase materials for tutoring, they are kept in a locked file cabinet at the private school. Meetings with the private school director include an agenda with sign-in sheets. Minutes are taken during the meeting and the private school director is provided a copy of those minutes prior to leaving the meeting. A targeted assistance plan is written through collaboration with the private school principal and the Director of Federal Programs. Both parties keep a copy. The plan is reviewed and the program evaluated annually.

Private School Inventory/Services Procedures

- Title I services must be provided in a separate space that is under the LEA's control when
- Title I services are being provided.
- If the services are provided in a library or private school classroom, the space must be separate and partitioned off.
- Computer equipment and other supplies purchased with Title I funds may be used only by Title I students in the Title I program. All equipment/technology purchased with Title I funds to provide equitable services to private school students will be governed by the policies and procedures for purchasing, inventory control, and disposition as provided to the participating private school by the Long County School System.

SECTION 30: MIGRANT EDUCATION

- Records Maintenance and Transfer
- Identification and Recruitment
- Priority for Service
- Private School Consultation
- Comprehensive Needs Assessments & Service Delivery Plan
- Migrant Services Coordination
- Parent Involvement
- Professional Development
- Early Childhood Education
- Program Evaluation
- Use of Title I, Part C Funds

Potential migrant students are identified through the occupational survey, which is included in all Long County School System registration packets. Once completed, all surveys are removed from the packet at the office's registration department and are picked up weekly by the Migrant Student Service Provider (MSSP). If the parent has answered "yes" to the migrant questions, the MSSP interviews the family (recruitment) and sends the information to the GaDOE Regional Migrant Education Program Office who makes a final determination of the migrant status and the student is assigned a priority of services code. If the family has children who are too young for school or out-of-school youth, they are included in the services. The MSSP also recruits migrant families in the community via various types of referrals.

A comprehensive needs assessment (CNA) is held annually based on parent, student, and teacher surveys along with student achievement data, and priorities are determined based on feedback and data obtained. Members of the CNA team/PAC meet in March/April and review the State Delivery Service Plan, comparing it to the LCSS migrant program, student achievement data, professional learning needs, and services that need to be offered to migrant families. This assessment is made public through the district's website in the district's implementation plan and CLIP responses. An implementation plan for the next school year is developed and uploaded to the GaDOE website for approval by the state. The MSSP schedules tutoring sessions/inclusion as needed and assesses the priority of services for students.

His/Her schedule is on file in the Title I Director's office. A program evaluation is submitted annually to the GaDOE Regional Migrant Education Program Office for each IP.

The Office provides ongoing professional development for the MSSP and provides documentation of attendance. The MSSP may also participate in system, school, and regional professional development as appropriate.

The MSSP ensures maintenance of records of the migrant students and helps expedite the transfer of records as needed. The MSSP works with families to coordinate migrant services with other community services (such as health or mental health). The MSSP collaborates with the district Parental Involvement Coordinator to organize parent involvement activities at the school and district level. Parent Advisory Council meetings are scheduled bi-annually at a minimum.

Annual consultation for private schools is requested in the fall in October/November as mandated by law.

Title I-C funds are used to pay the salary and expenses of the MSSP. Money is also used for supplemental materials for students as funding allows. Migrant students are included in all other services provided by the LCSS school for which they qualify, including but not limited to after-school tutoring, intersessions, EIP, ELL, special education, and gifted programs.

SECTION 31: CHARTER SCHOOLS

31.3 There are no charter schools in Long County; however, should a charter school open and qualify for services/resources, planning would occur via discussions with representatives from the charter school. The charter school would be required to submit a plan describing how the funds will be used to support instruction and ensure that all students meet high academic achievement and performance standards. The Director of Federal Programs will approve the charter school's plan, maintain the plan, all documentation of the planning process, and any documentation needed for audit purposes. Like private school consultations, the charter schools will be notified regarding the federal funds available and the other provisions of NCLB governing Title I schools such as highly qualified teachers, choice and supplemental educational services, and unsafe schools impact charter schools as well. All records requested by charter schools will be transferred within the mandated 10 day time frame as law mandates.

SECTION 38: COMPLAINT PROCEDURES

Parents are expected to address complaints or grievances beginning at the school level with the teacher first and then the administration. Central office personnel should be contacted next should parents feel the issues have not been resolved. If still unsatisfied, the superintendent should be contacted. Parents have the right to speak to the Board of Education through public participation at a Board of Education meeting, the times and dates of which are posted on the LCSS website. Conference forms, notes, and minutes are kept on file as documentation of the issues.

Formal complaint procedures are described and a form for documenting complaints is located in hard copy at the Long County Board of Education Central Office or can be printed from the district's website. The complaint procedures describe grounds for complaints, federal programs for which complaints can be filed, filing and investigation of a complaint, as well as rights to appeal. The GaDOE address to which complaints should be filed is included in the procedure. All formal written complaints are directed to the superintendent. If the complaint involves an individual school, the superintendent will also send a copy of the Letter of Acknowledgement to the principal, along with a copy of the complaint. The Long County School System will contact the principal to clarify the issues and review the complaint process. If the complaint cannot be resolved through this contact, the Long County School System superintendent will invite the principal to submit a written response to the Long County School System, and provide a copy of the response to the complainant.

Appropriate staff will review the information and determine whether:

1. Additional information is needed;
2. An on-site investigation must be conducted;
3. Other measures must be taken to resolve the issues raised in the complaint; or
4. A Letter of Findings can be issued.

A complaint will not be filed with the Georgia Department of Education until every effort has been made to resolve the issue through local written complaint procedures. If the complainant has tried to file a complaint at the local level to no avail, the complainant must provide the Georgia Department of Education with written proof of the attempt to resolve the issue with the Long County School System.

A private school official has a right to complain to the GaDOE that the LEA did not engage in a timely and meaningful consultation process or did not give due consideration to the views of the private school officials. Any dispute regarding the accuracy of low-income data for private school students also can be the subject of a complaint. Complaints filed by a private school official follow the same procedures as those that may be filed against any federally funded program.

Long County Complaint Procedures

Grounds for a Complaint

Any individual, organization or agency ("complainant") may file a complaint with the Long County School System if that individual, organization or agency believes and alleges that a local educational agency ("LEA"), the state educational agency ("SEA"), or an agency or consortium of agencies is violating a Federal statute or regulation that applies to a program under ESEA. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
2. Title I, Part B, Subpart 3: Even Start Family Literacy

3. Title I, Part C: Education of Migrant Children
4. Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
5. Title I, Part F: Comprehensive School Reform
6. Title II, Part A: Teacher and Principal Training and Recruiting Fund
7. Title II, Part D: Enhancing Education Through Technology
8. Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
9. Title IV, Part A, Subpart 1: Safe and Drug Free Schools and Communities
10. Title IV, Part A, Subpart 2: Community Service Grants
11. Title IV, Part B: 21st Century Community Learning Centers
12. Title V, Part A: Innovative Programs
13. Title VI, Part A, Subpart 1, Section 6111: State Assessment Program 2
14. Title VI, Part A, Subpart 1, Section 6112: Enhanced Assessment Instruments Competitive Grant Program
15. Title VI, Part B, Subpart 2: Rural and Low-Income Schools
16. Title IX, Part E, Subpart 1, Section 9503: Complaint Process for Participation of Private School Children
17. Title X, Part C – McKinney-Vento Homeless Assistance

Filing a Complaint

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

1. A statement that the LEA, SEA, agency or consortium of agencies has violated a requirement of a Federal statute or regulation that applies to an applicable program;
2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant's position; and
7. The address of the complainant.

The complaint must be addressed to:
 Long County School System
 Attn: Superintendent of Schools
 P. O. Box 428
 Ludowici, GA 31316

Once the complaint is received by the Long County School System, it will be copied and forwarded to the appropriate Federal Program Manager.

Investigation of Complaint

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

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

If the complaint involves an individual school, the superintendent will also send a copy of the Letter of Acknowledgement to the principal, along with a copy of the complaint. The Long County School System will contact the principal to clarify the issues and review the complaint process.

If the complaint cannot be resolved through this contact, the Long County School System superintendent will invite the principal to submit a written response to the Long County School System, and provide a copy of the response to the complainant.

Appropriate staff will review the information and determine whether:

5. Additional information is needed;
6. An on-site investigation must be conducted;
7. Other measures must be taken to resolve the issues raised in the complaint; or
8. A Letter of Findings can be issued.

A complaint will not be filed with the Georgia Department of Education until every effort has been made to resolve the issue through local written complaint procedures. If the complainant has tried to file a complaint at the local level to no avail, the complainant must provide the Georgia Department of Education with written proof of the attempt to resolve the issue with the Long County School System. The following procedures should be followed:

ESEA Complaint Procedures

A. Grounds for a Complaint:

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

B. Federal Programs for Which Complaints Can Be Filed:

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

C. Filing a Complaint:

A formal complaint must be filed in writing to the Long County School superintendent or his/her designee. The complaint must include the following:

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

D. Investigation of Complaint:

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

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

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

E. Right of Appeal:

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

The complaint must be addressed to:

Georgia Department of Education
 Office of Legal Services
 205 Jesse Hill Jr. Drive SE
 2052 Twin Tower East
 Atlanta, GA 30334

Long County Schools

COMPLAINT FORM

Please Print

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

<p>Mail or deliver this form to:</p> <p>Attn: Superintendent of Schools Long County Schools P.O. Box 428 468 South McDonald Street Ludowici, GA 31316</p>
<p>Date Received: <i>(LCBOE use only)</i></p>
<p>Date of Response to Claimant: <i>(LCBOE use only)</i></p>

SECTION 39: ETHICS & FRAUD, WASTE, & ABUSE

Principals are required to discuss numerous policies at a faculty meeting at the beginning of each year. The Director of Federal Programs speaks annually to principals regarding ethics and fraud during at least one administrative meeting. Principals are to discuss the same information with their personnel. The LCSS’s fraud regulations describe the definition, staff responsibilities, internal controls, and investigations. Information concerning fraud, waste, and abuse policies in Long County is also available in the system’s website as well as the Georgia School Board Association’s eBoard site.

FRAUD, WASTE, and ABUSE

Administrators receive information regarding policies and procedures during administrative meetings as well as through the administrative handbook and Board policies. Principals are expected to inform their faculties about these policies and updates as they are approved throughout the year. Principals receive specific information regarding procedures for reporting suspicion of fraudulent activities.

SECTION 40: ASSESSMENT SECURITY

The Director of Testing developed an *Assessment Protocol for Best Practices* for use by the Long County School System. All procedures for training and monitoring assessment administration are in the manual. Each school has a copy of the manual onsite. When training is held, sign-in sheets are collected for documentation. Additionally, written procedures for the distribution and return of test materials, to ensure data quality related to assessment and accountability, is included in the manual. The Assessment Notice developed by the Director of Testing is available on the LCSS website, and is provided at district parental involvement activities, community activities, and sent home through students annually, prior to the spring testing sessions.

Assessment Security Notice

Teachers, administrators, and parents depend on accurate, valid, reliable, and timely information about student academic performance on high stake tests. The test results are used to improve instruction, identify the strengths and weakness of individual students, implement targeted intervention, and to ensure academic success for all students. Testing irregularities, breaches of test security, or improper administration defeats our efforts to improve student achievement. Long County Schools are responsible for ensuring all personnel whose duties involve either testing administration or data collection are trained and adhere to state assessment guidelines. All alleged violations will be reported to the Georgia Department of Education, Office of Assessment and Accountability. After this initial report, the GaDOE will determine if the alleged violation requires further investigation.

Any person who witnesses or believes a violation occurred either by school personnel or students should report the alleged violation. If you have any questions concerning test security, please contact the principals at each school.

CONTACT INFORMATION AND WEBSITE ADDRESS LISTINGS

<u><i>Title</i></u>	<u><i>Location</i></u>	<u><i>Name</i></u>	<u><i>E-Mail</i></u>
Chief Academic Officer, (Director of Federal Programs, HR Director, Homeless Liaison, Prof Learning)	Long County Board of Education 468 S. McDonald St.	Dr. Kathy Simmons	ksimmons@ longcountyschools .org
Financial Director	Long County Board of Education	Bridget Welch	bwelch@ longcountyschools .org
Parental Involvement Coordinator	Long County Middle School Annex 75 W. Academy St.	N/A	@ longcountyschools .org (912) 545-7891
Technology Director	Long County Board of Education	Dr. Glenn Purcell	gpurcell@ longcountyschools .org
Curriculum Coordinator, Title III Director	Long County Board of Education	Janet Poole	jpoole@ longcountyschools .org
School Food Service Director	Long County Middle School Annex 75 W. Academy St.	Stephanie Fox	sfox@ longcountyschools .org
Migrant Student Services Providers	LCHS & LCMS WES SES	Litza Morgan Karen Darey Eloisa Moger	lmorgan@ longcountyschools .org kdarey@ longcountyschools .org emoger@ longcountyschools .org
Director of Transportation	Bus Shop 110 Co. Shop Rd. SE	Paul Lewandowski	plewandowski@ longcountyschools .org
Director of Testing	Long County Board of Education	Dolores Mallard	dmallard@longcountyschools .org

<u><i>Location</i></u>	<u><i>Website</i></u>	<u><i>Name/ Title</i></u>	<u><i>Address/ Phone</i></u>
Long County Board of Education	http://www.longcountyps.com/	Dr. Robert Waters, Superintendent	468 S. McDonald St. (912) 545-2367

Smiley Elementary	http://smileyelementary.com/	Lisa Long, Principal	1530 GA Hwy 57 (912) 545-2147
Walker Elementary	http://www.walker-es.com/	Shawn Peek, Principal	116 Main Street SW (912) 545-7910
Long County Middle	http://www.longcountyms.com/	Heath Crane, Principal	550 S. McDonald St. (912) 545-2069
Long County High	http://www.longcountyhs.com/	David Edwards, Principal	1844 GA Hwy 57 (912) 545-2136