

WILLIAMSBURG COUNTY SCHOOL DISTRICT

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Federal Programs Handbook



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Title I Overview

The purpose of Title I, Part A of Public Law 107-110 is to enable schools to provide opportunities for children served to acquire the knowledge and skills contained in the challenging state content standards and to meet the challenging state performance standards developed for all children. This purpose is accomplished by such efforts as

- Providing an enriched and accelerated educational program;
- Promoting school-wide reform through school-wide programs or through additional services that increase the amount and quality of instructional time;
- Significantly upgrading the quality of instruction by providing staff in participating schools with substantial opportunities for professional development; and
- Affording parents meaningful opportunities to participate in the education of their children at home and school.

The South Carolina Department of Education allocates money to school districts based on the number of low-income families, as determined by the total number of students in poverty. The school district then identifies eligible schools and provides Title I resources accordingly. Allocations are determined based on 135 ADM and direct certification information provided by the Food Service Department in accordance with Community Eligibility Provision (CEP) requirements.

Community Eligibility Provision (CEP)

Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended section 11(a)(1) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1759a(a)(1))(the law) to provide an alternative to household applications for free and reduced-price meals in high poverty local educational agencies (LEAs) and schools. This alternative is referred to as the Community Eligibility Provision.

Information regarding the Title I program and federally mandated notices will be shared via letters and/or newsletters to district employees and parents/guardians of students throughout the school year as necessary. In addition, this information will be posted on the district's website and in the local newspaper, **The Kingstree News**.

For questions about the district's Title I program, please feel free to contact:

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Title I School-Wide Programs

All of Williamsburg County schools operate school-wide Title I programs. A school implementing a school-wide program shall use Title I funds only to supplement the amount of funds that would, in the absence of Title I funds, be made available from non-federal sources for the school. **(Supplement vs. Supplant)**

According to federal and state guidelines, any school that desires to operate a school-wide program shall first develop, in consultation with the school district and its school support team or other technical assistance provider, a comprehensive plan for reforming the total instructional program in the school addressing the required components. The comprehensive plan must be focused on improving teaching and learning throughout the school. The plan must be developed with the involvement of parents and other community members to be served and individuals who will carry out the plan.

The school-wide program plan must be available to the local educational agency, parents, and the public. The information contained in the plan shall be in an understandable and uniform format and, to the extent practicable, provided in the language that the parents can understand.

Components of a School-Wide Program

1. A comprehensive needs assessment of the entire school must be conducted. The needs assessment should be based on the academic achievement of all students in the school relative to the state's academic standards. Individuals who will carry out the school-wide program should participate in the needs assessment process. In addition, documentation on how the school conducted the needs assessment and arrived at its conclusions should be maintained on file.
2. Conclusions drawn from the needs assessment must result in a comprehensive plan that describes how the school will improve academic achievement for all students, particularly those students farthest away from demonstrating proficiency.
3. Schools should devote sufficient resources to effectively carry out professional development activities.
4. Using data from the state's annual assessments and other indicators of academic achievement, the school must annually evaluate the implementation of the school-wide program and determine whether it has been effective in increasing the achievement of students. The plan must then be revised, based on the results of the evaluation.

Additional Components to be addressed in the School-Wide Program Plan

1. The plan should describe how the school will use resources under Title I and from other sources to implement those components already mentioned to improve student achievement.
2. The plan should include a list of federal, state, and local programs under Section 1114(a)(3) that will be consolidated in the school-wide program.
3. The plan should describe how the school will provide individual student academic assessment results in a language that parents can understand, including an interpretation of those results, to the parents of a child who participated in the academic assessments required by Section 1111(b)(3).

Maintenance of Documentation for School-Wide Programs

- A school must retain documentation related to its three core components:
 - ✓ the comprehensive needs assessment,
 - ✓ the comprehensive school-wide plan, and
 - ✓ the Title I project evaluation.
- Documentation relating to the needs assessment should include significant information about the achievement of students and conditions in the school that directly affect their academic achievement.
- Documentation relating to the comprehensive school-wide plan must contain specific information about how the program will implement the components, how resources will be used, the programs' consolidated support through the school-wide program, and how student assessment results will be disseminated.
- Documentation relating to the evaluation should include the method of evaluation used, and findings that describe the results achieved by the school-wide program and its implementation.

Basic Planning Process for School-Wide Programs

1. Annually revise the school-wide planning team as needed to ensure the inclusion of a variety of stakeholders.
2. Annually evaluate the implementation of and the results achieved by the school-wide program, using data from South Carolina's annual assessments and other indicators of academic achievement. Document the results of the evaluation in school-wide meeting notes.
3. Conduct a comprehensive needs assessment of the entire school and identify needs based on the data.
4. Review required Title I reform strategies, prioritize identified needs, and brainstorm areas to research.
5. Review scientifically based research on effective methods or instructional strategies to meet the identified needs.
6. Determine research-based effective strategies, models, or programs to implement that will address the required strategies and identified needs.
7. If necessary, conduct site visits of schools effectively implementing strategies, models, or programs, and report back to the school-wide planning team and school community.
8. Make the decision on what effective strategies, models, or programs will be implemented to address the identified needs including staff and long term professional development to be implemented. Identify consultants, training, etc.
9. Work on finalizing the Title I school-wide program plan for the school, including working with the Coordinator of Title I on the budget for the plan, which ties to the identified needs, required strategies, and supports the plan.
10. Submit the Title I Proposed Expenditures Form to the Office of Federal Programs for initial approval.
11. Upon receiving preliminary approval, the online Title I application will be submitted for final approval. The district will then submit its Title I Project, which will include all school-wide programs, to the state for approval.

Title I Reform Strategies

- ❖ **Reform Strategy 1:** Provide opportunities for all children to meet South Carolina’s proficient and advanced levels of student academic achievement.
 - Class size reduction
 - Instructional materials/supplies (workbooks, software, Accelerated Reading, hands-on materials, etc.)
 - Staff Development

- ❖ **Reform Strategy 2:** Use effective methods and instructional strategies that are based on scientifically based research that (a) strengthen the core academic program in the school; (b) increase the amount and quality of learning time, such as providing an extended school year, before and after-school and summer programs and opportunities, help to provide an enriched and accelerated curriculum; and (c) include strategies for meeting the educational needs of historically underserved populations.
 - After school programs
 - Extended day programs
 - Staff development
 - Teacher resources (book-binding, laminating, promethean boards, etc.)
 - Instructional materials and supplies (calculators, protractors, dictionaries, etc.)

- ❖ **Reform Strategy 3:** Provide strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting South Carolina’s student academic achievement standards who are members of the target population of any program that is included in the school-wide program (which may include counseling, pupil services, mentoring, college and career awareness/preparation, personal finance education, innovative teaching methods, integration of vocational and technical education programs) AND address how the school will determine if such needs have been met and are consistent with, and are designed to implement, the state and local improvement plans, if any.
 - Lab proctor
 - Staff development- Consultants
 - Software
 - Technical support
 - Computers and technical equipment
 - Supplies and materials
 - Field trips
 - Guidance services and materials

- ❖ **Reform Strategy 4:** Ensure that instruction is provided by certified and effective teachers.
 - All teachers must be certified.

- ❖ **Reform Strategy 5:** In accordance with Section 1119 and Subsection (a)(4), provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet South Carolina’s student academic achievement standards.
 - Conferences
 - Staff Development
 - Consultants
 - Grade level staff development (supplies, materials, refreshments, etc.)

- ❖ **Reform Strategy 6:** Provide strategies to attract high-quality highly effective teachers to high-needs schools.
 - Teacher recruitment
 - School brochures
 - Student teacher sponsor
 - Teacher Cadet Program
 - National Board Certification
 - Induction Training Program
 - ADEPT/SAFE-T, Goals Based

- ❖ **Reform Strategy 7:** Provide strategies to increase parental involvement in accordance with Section 1118, such as family literacy services.
 - Parenting liaison
 - Parenting workshops (supplies, materials, refreshments)
 - Parenting room, supplies, materials
 - School compacts
 - Title I/SIC/Planning Committee

- ❖ **Reform Strategy 8:** Determine plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
 - Visitation
 - Orientation
 - Communication with parents
 - Collaboration within the school and with feeder schools

- ❖ **Reform Strategy 9:** Use measures to include teachers in the decisions regarding the use of academic assessments described in Section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
 - Analyze and share assessment data (teachers, parents, public, etc.)
 - Provide educational research literature, professional journals, etc.
 - Use assessment data in planning and implementing instruction
 - Provide staff development in analyzing test data and writing aligned assessments
 - Grade level/content area planning
 - Provide test materials aligned to SCReady, SCPass, EOCEP, ACT, SAT, etc.

- ❖ **Reform Strategy 10:** Provide activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by Section 1111(b)(1) shall be provided with effective, timely additional assistance which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
 - Teachers for class-size reduction
 - Staff development
 - Instructional assistants
 - Title I facilitator

- ❖ **Reform Strategy 11:** Show coordination and integration of federal, state, and local services and programs, including programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
 - DHEC
 - Clemson Extension
 - Waccamaw Mental Health
 - Family Preservation
 - PEE DEE Health Coalition
 - Alcohol and Drug Abuse Center
 - Upward Bound, GEAR Up, Educational Talent Search

Procedures for Specific Title I-Related Activities

Materials/Supplies:

All supplies and equipment that a school intends to purchase with Title I funds must be clearly identified within the school-wide plan. The intended purchases of any supplies and equipment must be approved by the Office of Federal Programs before the actual purchase is made.

A requisition should be entered into the CSI system for approval by the Finance Director; this action generates a purchase order in the system. Final approval by the Coordinator of Title I must be evident before ordering supplies and equipment. The purchase order should include all requested information to include any shipping and handling fees and any applicable taxes. In addition, the reform strategy and activity numbers from the school-wide plan should be clearly identified on the requisition form, which will demonstrate that the principal has clearly accounted for the section of the school-wide plan where the items are addressed.

After a purchase has been made in this manner, the district's standard **Accounts Payable form** should be completed with the original purchase order and receipt(s) attached, and sent to Mrs. Elizabeth M. McCray in the Office of Federal Programs. After the verification of information, the Coordinator of Title I will send the **Accounts Payable form** to the district's Finance Office for further processing.

Failure to obtain prior approval may result in the principal having to use a funding source other than Title I to pay for supplies and equipment received.

Points to Remember:

1. Wait to receive a signed purchase order (P.O.) before making a purchase or submitting an order to a vendor. All Title I, School Improvement, Priority, and Focus purchase orders must be approved by the Title I Coordinator. Please be governed by the finance office's timetable for processing requests**
 - a. ****We will process your requests as they are received in our office.**
2. Purchases should **not** be made prior to purchase order date.
3. Include Strategy and Activity number and description on all purchase orders.

4. Indicate on the P.O. the purpose for the materials, (ex. books will be purchased for elementary classroom libraries, math manipulatives will be purchased for elementary math classes, refreshments will be provided for our Annual Title I parenting meeting, etc.)
5. Please list exact food/supply items on the P.O. that you will be purchasing.
6. Purchase orders will be returned to the designated person as requested by the principals. (Submit to Martha Barr the name of the person who should receive the approved P.O.)
7. For purchases that exceed \$1500, a **Sole Source form (ATTACHMENT D)** or 3 quotes must be submitted to the Finance Director for approval of the purchase order.

Note: Please see for the appendix for Federal Cost Principles: OMB Circular A-21 that lists allowable and non-allowable Title I activities.

Inventory and Equipment

For the purpose of ensuring the maintenance and implementation of adequate controls to account for the procurement, location, custody, and security of equipment purchased with Title I funds, equipment has been defined as *“non-consumable items with a life expectancy of more than one year and with a value that exceeds \$100.00.”*

Each Title I school should maintain a current and accurate inventory record of equipment purchased with Title I funds. This listing shall be called the **Physical Inventory Listing**. Items that would not be included on the **Physical Inventory Listing** are classroom/office supplies, workbooks, maps, charts, globes, CDs, and DVDs. Items that must be included are printers, computers, digital cameras, laptops, IPADS, Promethean Boards, and office/classroom furniture.

Title I schools must ensure that items are added to the **Physical Inventory Listing** throughout the year as invoices are processed.

The **Physical Inventory Listing** should include the following information:

- An inventory control number to include the fixed asset identification number or other inventory control number for items not listed on the fixed asset system,
- A description to include the model number,
- The acquisition date,
- The cost,
- The condition of the equipment
- A serial number, and
- The location (office and/or room number).

Equipment purchased with Title I funds that is listed in the district’s asset inventory system must have the appropriate asset identification tag/decal per the district’s policy on tagging of equipment. The asset tag/decal should be placed on the equipment where it can be easily seen. Title I equipment that has a useful life of at least one year and is not included on the fixed asset system, will still need to have a label to indicate that it was purchased with Title I funds.

A physical inventory of the equipment at each location (*using the **Physical Inventory Listing***) must be taken and the results reconciled with the fixed asset listing at least once annually. Documentation of the

reconciliation and any adjustments to entries to account for the differences noted during the reconciliation should be maintained.

The location of Title I equipment must be accounted for at all times. To ensure that this takes place, the **Title I Equipment Check-Out Form** should be used and maintained with the **Physical Inventory Listing**. Appropriate **Equipment Transfer forms** and **Declaration of Intent to Dispose of Equipment** forms for the fixed asset listing should be completed in a timely manner and maintained to document any transfer or disposal of equipment. **Principals should contact the Office of Federal Programs for assistance whenever the need to transfer or dispose of any equipment purchased with Title I funds arises.**

Professional Development

Participation and attendance in out-of-district professional development activities must be included in the approved school-wide plan.

When planning to participate in out-of-district professional development activities while under contract with the district, each employee should complete the district's **Professional Development Application** and **WCSD Leave Application through AESOP**. Fees for registration and lodging should be accurate and only included if applicable to the employee. In addition, written documentation to verify the fees for registration and lodging should be attached to the leave form. **Employees should fill in amounts for registration and/or lodging, travel, meals, as applicable.** The completed form to include the principal's signature must be forwarded to the Coordinator of Federal Programs for approval. Upon approval, it will be sent to the Executive Director of Curriculum and Instruction and the Professional Development Coordinator for approval. Employees may not attend any activity that is not approved by the Office of Federal Programs, the Executive Director of Curriculum and Instruction, and the Professional Development Coordinator.

When an employee returns from an out-of-district professional development activity, if applicable, he/she should complete the district's **Request for Travel Reimbursement Form and Conference Feedback Form**. Any fees paid for registration and/or lodging by the employee should be included on this form, along with other claims for reimbursement. After the form has been completed and the appropriate documentation attached, it should be forwarded to the Coordinator of Title I for approval. Upon approval, it will be sent to the district's Finance Office for further processing.

Points to Remember:

1. Staff Development forms must be submitted for all Title I, Title I School Support, Priority, and Focus schools funded conferences.
2. Conference registration, hotel confirmation, and the mapquest mileage reports must be attached to staff development forms. Hotel confirmations should include all applicable charges and taxes.
3. Mileage for conferences starting on a weekday must be calculated from the school to the conference location.
4. Mileage for conferences beginning on the weekend must be calculated from the attendees' home address to the conference location.
5. After receiving all appropriate school level signatures, please send staff development forms to Mrs. Elizabeth M. McCray in the Office of Federal Programs.
6. Upon returning from the conference, you must submit your Travel Form for reimbursement along with your Conference Evaluation Report.

7. When completing a leave form, indicate location and title of conference in the comment section.
8. Out of state travel with Title I funds **will not** be approved for the academic school year.

Consultants

Before securing the services of a consultant to provide professional development for teachers, the principal should keep in mind that the kind of services to be provided must be described within the approved school-wide plan. If so, the principal and consultant should complete the **Request for Consultant Services and Contract for Services**. Any written contract proposal received from a consultant should be attached to the form. After the form has been completed, the principal should forward it to the Coordinator of Title I for approval. Once it has been approved by the Coordinator of Title I, it will be forwarded to the Executive Director of Curriculum and Instruction, and then to the Professional Development Coordinator for approval. Please adhere to state and district policies regarding consultant's fees to ensure that excessive per day consultant fees are not charged. Failure to obtain prior approval may result in the principal having to use a funding source other than Title I to pay for consultant services.

Title I After-School and Summer School Tutoring

Schools that have included after-school/summer school tutoring as part of their school-wide Title I plans must ensure that effective teachers have been assigned to teach in the after-school program and that students have been identified using multiple data sources. Principals should ensure that the instruction in the after-school program is aligned to the curriculum to support continuous learning and remediation. If you will be using Title I or Federal dollars to fund an afterschool program, you must complete an **Afterschool Report** prior to beginning your afterschool program. **Time sheets** are to be submitted **weekly** to the Office of Title I. Attachments should include time sheets, **Payroll Cover Sheet**, and **Student Attendance Sheets**. A **Program Evaluation Form** must be completed for the after-school component along with a **Title I After-school Employee Evaluation Form** for after school staff members. These forms are due once the Title I after-school program has ended.

Field Trips

When intending to use Title I funds for field trips, principals should keep in mind that the field trips must be described within the approved school-wide plan. To initiate the approval process, principals should complete the district's **Field Trip Request Form**. All applicable request forms should be sent to the Title I Coordinator first for approval. To expedite the process, principals should make sure that all requested information has been completed. In addition, the reform strategy and activity numbers should be clearly written on the field trip request form, which will demonstrate that the principal has clearly accounted for the appropriate section of the school-wide plan. After the Coordinator of Federal Programs has approved the usage of Title I funds for the activity, the form will be forwarded to the Assistant Superintendent of Instructional Services for further processing.

Incentives for Students

The total cost of student incentives within a school-wide plan cannot exceed 1% of the school's Title I allocation within any given year. The incentives must be supplemental in nature and generally must be awarded for academic progress in any of the core subjects.

For schools that are not meeting state/federal requirements and have been identified as Priority or Focus, the purchase of incentives is limited to academic progress made in ELA and/or math. In schools that are meeting standards and have not been identified for any level of Priority or Focus, incentives for attendance and/or behavior may be purchased.

Allowable examples of student incentives may include non-monetary rewards of nominal value, books, instructional supplies, pencils, certificates, etc.

Cash awards, cash gift cards, candy and items used to advertise a product or brand (i.e. company logo printed on t-shirts, hats, book bags, etc.) cannot be funded through Title I, Part A.

Title I Full-Time Employee Documentation and Evaluation

When a school uses Title I funds to pay the entire salary, match, and fringe benefits for an employee, the administration must maintain records that demonstrate the employee performs the Title I-related duties for which he/she was assigned. As an accountability measure for this purpose, the Office of Federal Programs will request that the **Certification of Full-Time Employment under Title I Form** is completed for each employee on a semi-annual basis (**December and June**).

Principals/supervisors of Title I-funded employees will complete an **End of the Year Evaluation** to be submitted to the Office of Federal Programs prior to the end of the academic school year. In addition, all certified and classified staff will be evaluated using the district's/state's evaluation instruments.

Parent and Family Engagement Policy under ESSA

District-Level Parent and Family Engagement Policy

Each district that receives Title I funds must develop jointly with the parents of children participating in Title I services, a written parent and family engagement policy that describes how the district will carry out the parent and family engagement requirements in the district. If the district already has a district-level parent and family engagement policy that applies to all parents and families, the district may amend the existing policy, if necessary, to meet the requirements of Section 116 of ESSA.

District-Level Policy Requirements

The district parent and family engagement policy must describe how the district will

- Involve parents and family members in the joint development of the district Title I plan.
- Provide the support necessary to assist schools in implementing effective family engagement activities;
- Coordinate and integrate parent and family engagement strategies with other relevant federal, state, and local laws and programs, such as Head Start, Reading First, etc.;
- Conduct an annual evaluation of the effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority).

- Utilize the findings to design strategies to support successful school and family interactions and to revise engagement policies; and
- Involve families in school activities, which may include establishing an advisory board to develop, revise, and review the engagement policy. [Section 116(a) (2), ESSA.]

School-Level Parent and Family Engagement Policy

Each school must develop, jointly with parents of children participating in Title I services, a written school-level parent and family engagement policy that describes how the school will carry out the parent and family engagement requirements, including the development of a school-parent compact. If the district already has a parent and family engagement policy that applies to all parents and family members in all schools served by the district, the school may amend that existing policy, if necessary, to meet the requirements of Section 1116(b) of the ESSA. Schools must update these policies annually to meet the changing needs of parents, families, and the school.

School-Level Policy Requirements

The school-level parent and family engagement policy must describe how the school will

- Convene an annual meeting at a convenient time in which all parents of low-income students are invited and encouraged to attend to inform parents and/or guardians that their school receives Title I funds, that these funds come with requirements, and that parents and/or guardians have a right to be involved;
- Offer a flexible number of engagement meetings at convenient times for families (for which the school may provide transportation, child care, or home visits using Title I funds);
- Provide parents and families with
 - Information about Title I-funded programs;
 - An explanation of the curriculum and achievement levels the school uses; and
 - If requested, opportunities for regular meetings to participate in decisions relating to the education of their child. [Section 1116(b), ESSA.]

Each Title I school must jointly develop, with the parents of children served under Title I, a **School-Parent Compact** as a component of its written parent and family engagement policy. A school-parent compact is a written agreement between the school and the parents of children participating in Title I programs that identifies the activities that the parents, the entire school staff, and the students will undertake to share the responsibility for improved student academic achievement.

Each student must have a School-Parent Compact on file. These will be inspected as part of the Title I monitoring process.

The **School-Parent Compact** must describe the following:

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children served under Title I to meet the state's student academic achievement standards;
- Ways in which parents will be responsible for supporting their children's learning (for example, monitoring attendance, homework completion, or television watching; volunteering in their

children's classrooms; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time); and

- The importance of communication between teachers and parents on an ongoing basis through parent-teacher conferences, frequent reports on their children's progress, reasonable access to staff, opportunities to volunteer and participate in their children's classes, and observation of classroom activities.

Parents Right-to-Know

Title I schools must give parents timely notice when their children have been assigned, or have been taught for four or more consecutive weeks, by a teacher who is not certified. **A letter must be sent to parents immediately following the fourth consecutive week in which students are not taught by a certified teacher.**

In addition, parents have the right to know the professional qualifications of the classroom teachers and instructional assistants who teach their children. Federal law allows parents to ask for the following information and requires the district to make sure that this information is provided for the parent in a timely manner:

- Whether the teacher has met state qualification and certification criteria for the grade level(s) and subject area(s) in which the teacher provides instruction;
- Whether the teacher is teaching under emergency or other provisional status through which state qualification or certification criteria has been waived;
- The baccalaureate degree major of the teacher and any other graduate certification or degree held by the teacher, and the field of discipline of the certification or degree; and
- Whether the child is provided services by paraprofessionals and, if so, their qualifications.

Information and Opportunities for Parents

Schools served under Title I must provide parents of participating children, in a timely manner, information about the programs funded by Title I. That information must include a description and explanation of the school's curriculum, information on the kinds of academic assessments used to measure student progress, and information on the proficiency levels students are expected to meet.

Upon the request of parents, schools must provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school must respond to any such suggestions as soon as practicably possible.

The district invites parents, community, and business leaders to participate in annual Title I planning sessions.

Annual Title I Survey

As a means to obtain feedback from parents about the effectiveness of the district's entire Title I Program, which includes the individual school-wide plans, the district will administer an annual survey for parents. Results from this survey will be shared with the administration and used for planning purposes for the upcoming school year.

Parent Involvement Resources

1. U.S. Department of Education’s Dual Capacity-Building Framework for Family-School Partnerships
<https://www2.ed.gov/documents/family-community/frameworks-resources.pdf>
2. South Carolina PTA
<http://www.scpta.org/>
3. National PTA
<http://www.pta.org/4446.htm>
4. SC Education Oversight Committee Information for Families
<http://www.eoc.sc.gov/informationforfamilies/Pages/default.aspx>

Informational and Planning Meetings

During the fall semester, each Title I school will hold an informational meeting for the purpose of communicating the approved school-wide plan to stakeholders that include staff, parents, and members of the community. The Coordinator of Federal Programs may attend these meetings to share information about the district’s Title I plan.

During the spring semester of each school year, each Title I school should hold a series of meetings with focus placed on the development of the school-wide plan for the upcoming school year. Participants in these planning meetings should include stakeholders, such as staff, parents, students, and members of the community. Documentation to include minutes, sign in sheets, and agendas should be maintained.

Federal Priority Schools (ESSA)

Federal Priority Schools are Title 1 schools that are performing in the lowest 5% of all schools within the state. SCDE identifies underachieving schools annually by analyzing achievement on Annual Measurable objectives (AMOs) and calculating the total weighted composite index score for each school. Each school is ranked according to level (elementary, middle, and high) and the bottom 5% are identified as Federal Priority Schools.

Federal Priority Schools are required to submit a Challenge to Achieve Plan annually to SCDE which outlines the school’s plan to increase student achievement. Schools are provided with funding through 1003(a) to assist with implementing the improvement strategies outlined in the CTA. The plans are comprised of **9 dimensions**.

Priority Schools will receive services for three consecutive years. In order to be removed from Federal Priority status, the school must perform higher than the lowest 5% of all Title 1 schools for two or more consecutive years.

Federal Focus Schools (ESEA)

Focus schools are defined within the context of the 2011 Elementary and Secondary Education Act (ESEA) waiver. These are Title I schools in South Carolina that the SCDE has identified as having the largest achievement gaps in subgroup performance or low achievement subgroups; or have the largest gaps in graduation rates or low graduation rates (less than 60%) at the high school level. Some examples of identified subgroup areas include race, socioeconomic status, and disabilities. Per the waiver, the number of Focus Schools must constitute at least 10% of the Title I schools in the State.

Focus schools use achievement gap analysis data to develop a plan to include specific research-based interventions to address achievement gaps. Focus Schools are allocated funds from 1003(a) and the Statewide System of Support to implement these interventions. These targeted interventions should be consistent with best practices for narrowing achievement gaps between identified subgroups and align to federal turnaround principles. Such federal turnaround principles include: providing strong leadership, ensuring that teachers are effective and able to improve instruction, providing high quality and job-embedded professional development, implementing strategies to recruit and retain staff, redesigning the school time (day, week, or year), strengthening the school's instructional program, using data to inform instruction, establishing a school environment that improves safety and discipline and addresses non-academic factors, and engaging families and community.

Monitoring of Title I Activities

The SC Department of Education is responsible for monitoring school districts to ensure that state and federal grants are administered in compliance with requirements. Furthermore, it is also required by the federal government to monitor districts to ensure compliance with applicable federal laws and guidance.

Under normal circumstances, each school district receiving Title I, Part A funds will be monitored by the Office of Federal and State Accountability once every three years as part of the established monitoring cycle.

A copy of the **Revised documentation for Title I notebooks** can be viewed in the appendix.

The Title I Coordinator is charged with monitoring the implementation of school-wide plans. At a minimum, local monitoring efforts should include a thorough review of the following:

- Supplement, not supplant;
- Verification of funded positions conducting Title I activities;
- Expenditure of funds matching activities in the approved project;
- School level planning and parent involvement; and
- Allowable expenditures under Title I law or guidance.

Throughout the academic school year, announced and unannounced on-site monitoring visits may take place at Title I schools. The intent of these visits will be to observe Title I-related activities, personnel, and/or documentation for verification purposes.

Title III - English for Speakers of Other Languages (ESOL)

Title III is responsible for the oversight of the language instruction of limited-English proficient and immigrant students. This is accomplished by:

- administering grant programs that help children develop proficiency in English and achieve high content standards;
- recommending policies and promoting best practices for meeting the needs of English language learners;
- strengthening collaboration and coordination among federal, state, and local programs serving English language learners; and
- monitoring funded programs and providing technical assistance that addresses outcomes and accountability.

The English Speakers of Other Languages (ESOL) Program is designed to provide equal educational opportunities to students in kindergarten through high school who have a primary or home language other than English and who are Limited English Proficient (LEP). The primary focus is to provide an English-rich environment so those students will become proficient in the English language and be able to participate in the regular [education program](#).

Students who have been identified as LEP are pulled out of their regular [classes](#) for a period of 30-60 minutes, 3-5 days a week to receive instruction in the English language and American culture. Students are assessed every spring using the ACCESS assessment. Students who score proficiency levels during Spring ACCESS testing are monitored for a minimum of two years before being exited from the program.

The ESOL Program also provides the [schools](#) with translations and interpretations, as well as translations of select school documents into Spanish.

Please contact the Office of Federal Programs for information regarding ESOL services for students.

Federal Cost Principles Allowable and Unallowable Expenditures

COST PRINCIPLES: OMB Circular A-21	
Alcoholic Beverages	Unallowable.
Awards for Participation	Allowable when reasonable in cost and when necessary to accomplish program objectives. Acceptable awards include certificates, plaques, ribbons, and small trophies nominal in cost, or inexpensive instructionally related items such as pens/pencils to be used in the classroom.
Commencement & Convocation Costs	Unallowable.
Compensation for Personnel Services	Allowable if costs are reasonable and are supported with documentation that meets the criteria outlined in OMB A-21
Construction, remodeling, or alterations	Unallowable.
Contributions/Donations to Others	Unallowable.
Entertainment (including amusement, diversion, social activities, and ceremonials and any associated costs)	Unallowable.
Field Trips	<u>Educational field trips</u> are allowable when directly related to a teacher's lesson as part of classroom instruction & when necessary to meet program objectives. Limited to <u>in-state travel only</u> .
Food Costs	Food costs are allowable for students and participants as long as they are necessary & reasonable to accomplish the goals and objectives of the program.
Gifts or items that appear to be gifts	Unallowable.
Goods and Services for Personal Use	Unallowable.
Hospitality Rooms	Unallowable.
Meetings/Conferences	Allowable for dissemination of information related to the grant program.
Memberships	Allowable for membership with business, professional and technical organizations related to the grant program. Membership must be in the name of the grantee organization and not in the name of an individual.
Memorabilia	Unallowable.
Professional and Consultant Services	Allowable.
Promotional Items (such as T-shirts, caps, tote bags, key chains, etc.)	Unallowable.
Reference Materials	Not specifically addressed, but allowable when related to the grant program.
Rental Costs	Allowable to the extent that the rates are comparable to that of other rental property in the locale and as specified in OMB A-21.
Subscriptions	Allowable for business, professional, and technical periodicals when related to the grant program. Subscriptions must be in the name of the grantee organization and not in the name of an individual.
Training and Education	Although not specifically addressed in OMB A-21, training for employee development is allowable .
Travel Costs (for employees)	Travel costs are allowable for expenses for transportation, lodging, subsistence, and related items incurred by employees traveling on official business. Such costs may be charged on an actual cost basis, on a per diem or mileage basis in lieu of actual costs incurred, or on a combination of the two, provided the method used is applied to an entire trip, and results in charges consistent with those normally allowed in like circumstances in non-federally-sponsored activities. Notwithstanding the provisions of section 23, travel costs of officials covered by that section, when specifically related to federal awards, are allowable with the prior approval of a grantor agency.
Tuition and fees related to tuition	Not specifically addressed, but allowable as it pertains to the grant program.

Williamsburg County School District
SOLE SOURCE JUSTIFICATION FORM

Vendor Name: _____

Date: _____ Requisition/PO #: _____

Department/School: _____

Contact Person: _____

Cost: _____

SOLE SOURCE JUSTIFICATION

(PLACE AN (X) by YOUR SELECTION)

1. Vendor is the original equipment manufacturer; there are no regional distributors.
2. The equipment is not interchangeable with similar parts of another manufacturer.
3. This is the only equipment that meets the specialized needs of the school/district and performs the intended function.
4. Attached is detailed justification which establishes beyond doubt that the vendor is the only source practicably available to provide the item or service required.
5. On State Contract. Attached is a detailed contract with statewide vendor information and contract/solicitation number.
6. On a Partner's Contract. WCSD has a partner purchasing alliance agreement.
Name of Partner & #: _____

I recommend that competitive procurement be waived, and that the service or material on the attached Requisition/PO be purchased as a sole source.

Signed: _____
Principal/Director

Based on the above and attached documents, I have determined this to be a sole source with no other vendor practicably available.

Finance/Procurement Approval: _____ Date: _____

WILLIAMSBURG COUNTY SCHOOL DISTRICT

Verification of Suspension and Debarment Status Form

Prior to committing to any sub-award, purchase, or contract that is a covered transaction, the Procurement Officer at the District level or principal at the school level will check the online federal System for Award Management (SAM) to determine whether any relevant party is subject to any suspension or debarment restrictions. The website is [SAM.gov](https://sam.gov).

NAME OF ENTITY/PERSON	DATE OF VERIFICATION	DESCRIPTION OF RESULTS	SIGNATURE OF PERSON PHYSICALLY VERIFYING INFORMATION

Prior to committing to any sub-award, purchase, or contract that is a covered transaction, the Procurement Officer at the District level or principal at the school level will check the online state System for procurement to determine whether any relevant party is subject to any suspension or debarment restrictions. The website is procurement.sc.gov.

NAME OF ENTITY/PERSON	DATE OF VERIFICATION	DESCRIPTION OF RESULTS	SIGNATURE OF PERSON PHYSICALLY VERIFYING INFORMATION

I certify that the above information is correct and current.

Director/ Administrator (Signature)

Date

Assistant Superintendent (Signature)

Date

Chief Financial Officer (Signature)

Date

This form must be submitted to the District Office with the Contract for Services. If it is not submitted at that time, the Contract for Services will not be considered or approved.



Williamsburg County School District Professional Development Application



Name/Position:			
School/Office:			
Name of Conference/Activity:			
Physical Address of Conference/Activity:	Street	State	Zip Code
Dates Attending: (mm/dd/yyyy)	From	To	
Professional Development Standards Being Addressed:			
<ul style="list-style-type: none"> - Leadership-Staff development that improves the learning of all students requires skillful school and district leaders who guide continuous instructional improvement. - Resources-Staff development that improves the learning of all students requires resources to support adult learning and collaboration 			
This Conference or Activity Supports:		District Strategic Plan	School Renewal Plan
Page:	Strategy:	Activity:	
Purpose for Attending:			
Date Scheduled to Share Information:	District	School	
	Ongoing / Current Academic Year	Ongoing / Current Academic Year	
I was assigned to attend this activity by:		I am requesting to attend this activity.	
	Travel-Related Expenses		Substitute Expenses
Source: Funding Number			
Travel:	Personal Car @ per mile		
	Public Transportation: Train, Plane, Bus, etc.		
	Meals: <input type="checkbox"/> with agenda <input type="checkbox"/> without agenda		
	Lodging:		
	Registration/Other		
	TOTAL ESTIMATED COST		
	Substitute Pay (Total Number of Days)		
I understand that I must submit travel and appropriate reimbursement requests no later than 1 week after returning from the conference/activity in order to receive reimbursement of expenses.			
Attendee's Signature:	Date	Principal's/Supervisor's Signature:	Date
Your request has been:	<input type="checkbox"/> APPROVED		<input type="checkbox"/> DENIED
Assistant Superintendent of Teaching, Learning, and Leadership Support Signature:			Date
Executive Director of Professional Development and Instructional Support Signature:			Date

WILLIAMSBURG COUNTY SCHOOL DISTRICT TRAVEL REPORT

Name:

School/ Dept:

Date/Time	From	To	Purpose of Travel	Person or Conference Attended	Total Miles	Less Miles Home to/from Base	Net Miles Traveled

Per Diem Rates

In-State \$ 50.00 Reimbursement for meals will be made in the following manner:

Breakfast \$ 10.00 1. Receipts for meals are not required; Hotels and Registration are **Required**

Lunch \$ 15.00 2. Reimbursement will not exceed daily rates.

Dinner \$ 25.00 3. Reimbursement of meals for a one day or less meeting **will not** be approved.

4. Meals that are not part of a professional meeting will not be reimbursed without meeting/conference itinerary.

Out-of-State \$ 75.00 5. Conference/Meeting Itineraries are required on all out of district trips requesting per diem reimbursement.

Breakfast \$ 15.00

Lunch \$ 20.00

Dinner \$ 40.00

Total Miles	
/Mile	
Meals	
Hotel	
Registration	
Other:	

TOTAL _____

- Note:**
1. Use Less Miles Home to/from Base if Beginning and/or Ending Travel at Your Home.
 2. District will only reimburse "out of district" travel.

****TRAVEL EXPENSES OVER 60 DAYS WILL NOT BE REIMBURSED****

Signature _____ Date _____

Supervisor's Signature _____ Date _____



Williamsburg County School District



Extra-Curricular Field Trip Request and Authorization Form

School:	Grade:	
	Department:	
Name of Event / Place of Event:		
Physical Address of Destination:		
Date of Trip:	Time of Departure:	Time of Return:
Method of Transportation:		Number of Students Attending:
<u>World Class Skills to Be Developed:</u>		
<u>Life and Career Characteristics to Be Advanced:</u>		

*******TO BE COMPLETED BY THE SPONSOR*******

Total Cost of Trip:	<u>Total Cost Itemized</u>	<u>Amount</u>	Account Number (If Applicable)
Itemized Breakdown	Parent:		
	School:		
	District		
	State:		
	Federal:		
	Other:		
	Total Cost (Must Equal Number in Left Column)		
Bus Arrangements Completed	Teachers Notified	Permission Slips Collected	
Cafeteria Notified	Attendance Office Notified	Itinerary Submitted to Principal	

Chaperones (10:1 Ratio):

Sponsor's Signature	Date	Principal's Signature	Date

*******TO BE COMPLETED BY DISTRICT OFFICE*******

APPROVED	DISAPPROVED	BOARD APPROVAL NEEDED	
Chief Academic Officer's Signature	Date	Chief Academic Officer's Signature	Date
APPROVED BY BOARD		DISAPPROVED BY BOARD	
Superintendent's Signature	Date	Superintendent's Signature	Date

(This form should not exceed one page.)



Williamsburg County School District



500 N. Academy Street | P.O. Box 1067 | Kingstree, SC 29556 | Phone: 843-355-5571 | Fax: 843-355-3213

Title I Professional Development Conference Feedback Form

Name _____ Position _____

School/Office/Department: _____

Conference Activity/Title _____

Conference Date(s) _____ Location _____

Source of Funding: _____ Title I _____ School Improvement _____ Other _____

What was the purpose or focus of this conference/workshop? _____

What were the key ideas that you brought with you from this staff development? _____

How will you apply this information in your current position? _____

Please provide the date(s), location, and format in which this information **was** or **will be** shared with others:

Would you recommend this conference/workshop to others? Yes No

Signature

Date

Principal/Supervisor's Signature

Date



Williamsburg County School District



500 N. Academy St. | Kingstree, SC 29556 | Phone: (843) 355-5571 | Fax: (843) 355-3213

REQUEST FOR CONSULTANT SERVICES

School/Office Making Request: _____

Name of Consultant/Presenter: _____

Address: _____ City: _____ State: _____ Zip: _____

Telephone Number: _____ Social Security No: _____

Why Needed (Goals/Objectives)? _____

Date(s) To Be Utilized: _____

Who Will Provide Follow-Up (If Needed)? _____

When Will Follow-Up Be Provided? _____

Total Cost: \$ _____

Please Specify: _____

SOURCE OF FUNDING: _____

Principal/Director (Requester): _____ Date: _____

Deputy Superintendent of Federal Programs (If applicable): _____ Date: _____

Assistant Superintendent: _____ Date: _____

Superintendent: _____ Date: _____

Executive Director of Professional Development & Instructional Support: _____ Date: _____



Williamsburg County School District

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CONTRACT FOR SERVICES

This agreement is entered this _____ day of _____ 20____ by and between Williamsburg County School District and _____, hereinafter referred to as the Consultant.

1. The Consultant will provide consulting/workshop services for the Williamsburg County School District on the date(s) of:

- a. _____ c. _____
- b. _____ d. _____

2. The services to be provided by the Consultant are:

- a. _____
- b. _____
- c. _____
- d. _____

3. The Williamsburg County School District agrees to compensate the Consultant the sum of \$ _____ for these services.

Williamsburg County School District

Authorized Signature: _____ Position: _____ Date: _____

Consultant Signature: _____ Date: _____

Social Security Number: _____ - _____ - _____

If this agreement is contracted with more than one Consultant (or Firm), then all must sign.

Consultant: _____ Social Security Number: _____ - _____ - _____

Consultant: _____ Social Security Number: _____ - _____ - _____

****Note: Consultant Also Refers to Consulting Firm (if applicable)**

****Return One Copy of Executed Agreement By: Date: _____**



Williamsburg County School District



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Employee's Name: _____ Last 4 Digit of SSN or ID#: _____

Worksite: _____ Program: _____ Account#: _____

Supervisor's Name: _____

Week 1	Month	Day	Year	Total Hours Worked	Employees Signatures
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					
Regular Hours	Overtime Hours		Rate Per Hour	Total Amount	

Week 2	Month	Day	Year	Total Hours Worked	Employees Signatures
MONDAY					
TUESDAY					
WEDNESDAY					
THURSDAY					
FRIDAY					
SATURDAY					
SUNDAY					
Regular Hours	Overtime Hours		Rate Per Hour	Total Amount	

Note: Overtime doesn't start until you have worked forty hours of regular time in a week.

(Please attached supporting documents when applicable)

Total Regular Payment: _____ Total Overtime Payment: _____ Total Payment Overall: _____

Coordinator's Signature: _____

Principal's Signature: _____

Director's Signature: _____



Williamsburg County School District



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Office of State & Federal Programs Personnel Payroll Request

Program Title: _____

Date: _____

Name and Social Security Number	School	Account Number	Hours Worked	Rate Per Hour	Total Salary

Principal's / Supervisor's Signature

Date

Title I Director's Signature

Date



Williamsburg County School District



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Title I, School Improvement, Priority School, and After/Summer School Programs Report

Please complete this form and return to Mrs. Elizabeth M. McCray or email to emccray@wcsd.k12.sc.us

School: _____

Funding Source for After/Summer School Program _____

(Please make additional copies if you have multiple Title I/ federally funded after/summer school programs)

After/Summer School Contact Person _____

Days of Operation _____ Hours of Operation _____

Number of Students in the After/Summer School Program _____

Grade Levels Served _____

Program Start Date _____ Program Ending Date _____

Please list all After/Summer School staff members, subject(s) taught, days worked, hours worked, and number of students

Please List All After/Summer School Staff Members	Subject(s) Taught	Grade level(s)	Day(s) worked per week	Hours worked Per week	Room #

Principal's / Supervisor's Signature

Date

After/Summer School Contact's Signature

Date



Williamsburg County School District



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Title I After/Summer School Weekly Attendance Sheet

Student's Name	Grade Level	Mon. Date	Tue. Date	Wed. Date	Thur. Date	Fri. Date

P = Present A = Absent

Lead Teacher's Signature

Date

Principal's Signature

Date

Original Attendance sheets must be submitted weekly with time sheets to the Office of Federal Programs.



Williamsburg County School District



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Title I / GEAR UP After/Summer School Weekly Attendance Sheet (Middle/High)

Monday Date	Tuesday Date	Wednesday Date	Thursday Date	Friday Date

Middle/High School Students must sign in each day of attendance.

Lead Teacher’s Signature

Date

Principal’s Signature

Date

Original Attendance sheets must be submitted weekly with time sheets to the Office of Federal Programs.



Title I After/Summer School Program Evaluation

Name/Title of Person completing Evaluation	
--	--

1. What was the total enrollment of students in the program for the current school year? _____

2. Indicate by grade level the number of students who attended.

	K	1	2	3	4	5	6	7	8	9	10	11	12
Males													
Females													

3. How many teachers/assistants/volunteers worked in the after/summer school program? _____

4. Describe the process used to hire/recruit the after/summer school staff: _____

5. Did after/summer school staff members attend regular after/summer school faculty meetings? _____
If yes, how frequently did they attend? _____
If no, when or how was professional development provided for them? _____

6. Please list the subjects that were taught during the after/summer school program: _____

7. Did after/summer school staff and day school faculty communicate about student's achievement and/or behavior? If so, how often? _____

8. Did after/summer school staff and faculty communicate about lesson plans and activities? If so how often? _____

9. Did after/summer school staff communicate with parents about their student's progress in the program? What methods of contacts were made? **(Please list all that apply)** _____

10. What days / hours per week did the program operate? _____

11. On average, what percentage of students enrolled in the after/summer school program were promoted to the next grade level or successfully completed courses? _____

12. On average, what percentage of students was retained or failed required course work? _____
13. Describe intervention(s) to address this area: _____

14. In your opinion, what were the three strongest features of your Title I after/summer school program?

15. In your opinion, what were the three weakest features of your Title I after/summer school program?

16. What is your overall assessment of your Title I after/summer school program? _____

Lead Teacher's Signature

Date

Principal's Signature

Date



Williamsburg County School District



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Title I After/School Program Employee Evaluation

	Yes	No	NI (needs improvement)	Comments
Reports to assigned area as scheduled and on time				
Leaves work area neat and clean				
Provides an environment in which students feel comfortable and free to ask for assistance as needed				
Provides individual /small group assistance on specific skills for remediation				
Provides timely feedback to students and assists with immediate areas of weaknesses				
Works as an advocate for student achievement and success				
Communicates with parents about their students' progress				
Communicates with day teachers about student achievement/behavior				
Communicates with faculty about lesson plans and activities				
Participates in school / district staff development activities				

Title I Employee's Signature

Date

Title I Lead Teacher's Signature

Date

Principal's Signature

Date



Certification of Full-Time Employment Under Title I Semiannual Form

This is to certify that for the time period from July (_____) to December (_____),
Type year hereType year here

I have performed job responsibilities solely related to Title I, which support funding through Title I, Elementary and Secondary Education Act (ESEA), as a 1.0 full-time equivalent staff member of the Williamsburg County School District.

This form must be completed by all Title I funded positions.

School Name (Type or Print)

Employee Name (Type or Print)

Employee Signature

Date

Principal's/Supervisor's Signature

Date



Certification of Full-Time Employment Under Title I Semiannual Form

This is to certify that for the time period from **January** (_____) to **June** (_____),
Type year here Type year here
I have performed job responsibilities solely related to Title I, which support funding through Title I, Elementary and Secondary Education Act (ESEA), as a 1.0 full-time equivalent staff member of the Williamsburg County School District.

This form must be completed by all Title I funded positions.

School Name (Type or Print)

Employee Name (Type or Print)

Employee Signature

Date

Principal's/Supervisor's Signature

Date



Williamsburg County School District



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Title I Employee Evaluation COMPUTER LAB PROCTOR

	Yes	No	NI (needs improvement)	Comments
Reports to assigned area as scheduled and on time.				
Computer Lab is opened on a daily basis for student use.				
Provides an environment that is neat and clean.				
Attractive bulletin boards display student progress and incentives for students mastering skills.				
Provides individual /small group assistance as needed.				
Provides timely reports to teachers and administrators regarding student/class progress.				
Communicates with classroom teachers, administrators, and district staff regarding areas of strengths and weaknesses.				
Targets instructional skills in the lab to address assessment results (MAP, PASS, SCREADY, EOC, and ACT)				
Attends grade level/curriculum focus/ and faculty meetings to stay abreast of instructional needs and initiatives.				

Title I Lab Proctor's Signature

Date

Principal's Signature

Date



Title I Employee Evaluation ACADEMIC ASSISTANT

	Yes	No	NI (needs improvement)	Comments
Reports to assigned area as scheduled and on time.				
Works with the assigned teacher to provide an environment that is neat, clean, and conducive to learning.				
Provides individual /small group assistance for remediation and acceleration.				
Communicates with assigned classroom teachers regarding student progress.				
Targets instructional skills that address assessment results (MAP, PASS, SCREADY, EOC, and ACT).				
Attends grade level/curriculum focus/ and faculty meetings to stay abreast of instructional needs and initiatives.				
Participates in school/district staff development activities.				
Works collaboratively with administrators and staff to implement school mission, vision, and goals.				

Please provide additional comments concerning this employee’s contribution to affect the instructional programs within your school.

Academic Assistant’s Signature

Date

Principal’s Signature

Date



Title I Employee Evaluation Instructional Coach

	Yes	No	NI (Needs improvement)	Comments
Assists with developing, writing, and monitoring the Title I project.				
Maintains accurate records and documentation as required for Title I monitoring.				
Assists the principal in monitoring the school's instructional program.				
Presents best practices through professional development sessions, coaching and model lessons.				
Analyzes and interprets test data to teachers and uses results to improve the instructional program.				
Conducts classroom observations and provides immediate feedback and instructional support for teachers.				
Communicates with classroom teachers, administrators, and district staff regarding areas in need of improvement and seeks to find measures of support.				
Assists the principal in planning and conducting on-going staff development sessions.				
Participates in district/state level staff development activities.				

Instructional Coach's Signature

Date

Principal's Signature

Date



Title I Project Evaluation Procedures & Signature Page

Title I project evaluations will be conducted at the end of a program year and are intended to measure the efficacy and impact of the district's Title I program. All aspects of the Title I project must be included in evaluation of its impact, including academic assistance provided, parent/guardian involvement activities, computer-based programs, materials and personnel). Evaluation data—such as periodic and summative student assessment data—and staff and parent/guardian surveys may be used to evaluate the strengths and weaknesses of the program’s impact on raising student achievement and in productively involving parent/guardians in their children’s education. The evaluation must reflect accountability data for the district and all Title I schools and careful review of the Federal Accountability report card (ESEA).

Each school will complete a project evaluation form and provide an overall assessment of the previous year’s project and recommendations for changes and remediation for the current project. The Project Evaluation will describe how each school’s Title I program is annually evaluated for impact on student achievement. This includes the data used, constituents consulted, process used to arrive at evaluation findings, and how these findings will be utilized for planning and improvement.

Please respond to the following questions as an overall project evaluation upon completion of each reform strategy and activity evaluation forms attached:

1. Has the Title I project been effective?
2. What has worked well in the Title I project?
3. What has not worked well in the Title I project?
4. How should the Title I project be refined?
5. What sources of data were used to determine project effectiveness? (Data and surveys may be attached to your evaluation)

Prior to submission to the Office of Federal Programs, the results of the evaluation should be shared with the School-wide Title I Planning Team and signed by the Principal and Title I Curriculum Specialist.

Principal’s Signature

Date

Please submit your Title I Project Evaluation to the Office of Federal Programs on or before May 29 annually.



Title I Parent and Family Engagement Policy

PART I: GENERAL EXPECTATIONS

Williamsburg County School District agrees to implement the following statutory requirements:

- The District will put into operation programs, activities, and procedures for the involvement of parents in all of its school with Title I, Part A programs, consistent with Section 1118 of the Elementary and Secondary Education Act. Those programs, activities, and procedures will be planned and operated with meaningful consultation with parents of participating children. The district will convene a committee of representative parents who meet annually to revise and update the district's policy. Parents are encouraged to be active members of the committee and are solicited through school newsletters and the district's website. Recommendations and revisions to the LEA Parent Involvement Policy are welcome and such actions will be taken where reasonable and feasible. All parents will be given opportunities for feedback by contacting the district and the schools.
- Consistent with Section 1118, the District will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of Section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with Section 1118(d) of the ESEA.
- The District will incorporate this district-wide parental involvement policy into its LEA plan developed under Section 1112 of the ESEA.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under Section 1112 of the ESEA, is not satisfactory to the parents of participating children, the District will submit any parent comments with the plan when the District submits the plan to the South Carolina Department of Education.
- The District will involve the parents of children served in Title I, Part A, schools in decisions about how the 1 percent of Title I, Part A, funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parent in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring –

- (A) that parents play an integral role in assisting their child’s learning;*
- (B) that parents are encouraged to be actively involved in their child’s education at school;*
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- (D) the carrying out of other activities, such as those described in Section 1118 of the ESEA.*

PART II: DESCRIPTION OF PARENTAL INVOLVEMENT POLICY IMPLEMENTATION

- 1. Williamsburg County School District** will take the following actions to involve parents in the joint development of its district-wide parental involvement plan under Section 1112 of the ESEA:
 - Convene a committee of representative parents who meet annually to revise and update the district’s policy. Parents are invited through school newsletters, the district website, and the Alert Now system. Recommendations and revisions to the LEA Parental Involvement Policy are welcome and consideration will be given to all suggestions where feasible, reasonable, and practicable.
- 2. Williamsburg County School District** will take the following actions to involve parents in the process of school review and improvement under Section 1116 of the ESEA:
 - Monitor each school to ensure that all parents have an opportunity to participate in the process of school review and improvement through service on planning committees and completion of surveys.
 - Review the results of parent surveys, program evaluations, and achievement data for the purpose of modifying the Parental Involvement Policy, as needed.
- 3. Williamsburg County School District** will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A, schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Provide materials and training to enable parents to work with children to support their academic achievement, such as through literacy training and instructional technology.
 - Provide training to school staffs and principals to strengthen parent involvement efforts, including outreach activities.
 - Provide Parent Liaisons in each of the district’s schools to provide parents with information about Title 1 programs, services, parent involvement opportunities, parental rights, plan review process, and school improvement processes.
 - Provide appropriate support services for students to assist with the home-school connection and students’ academic achievement.
- 4. Williamsburg County School District** will coordinate and integrate parental involvement strategies under the following other programs: Head Start, by:
 - Providing home instruction programs in parent involvement activities to support academic transition and success.
 - Establishing parent resources among coordinated programs to promote literacy and participation in the education of children.
 - Assisting students and parents through coordinated services among school, family, and related services as needed for initial school entry and on-going academic success.
- 5. Williamsburg County School District** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A, schools. The evaluation will include identifying barriers to

greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). Williamsburg County School District will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents), its parental involvement policies.

- The District will conduct an annual evaluation of the content and the effectiveness of this parental involvement policy in improving the quality of title I, Part A, schools. This will be administered through a survey sent home to parents at the end of each year prior to the parent committee meeting.
- Throughout the year, periodic surveys will be administered to determine the effectiveness of this policy.

6. Williamsburg County School District will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- A. The school district will, with the assistance of its Title I, Part A, schools, provide assistance through workshops, conferences, and classes to parents of children served by the school district or school, as appropriate, in understanding topics such as the following:
 - The South Carolina academic content standards,
 - The South Carolina student academic achievement standards,
 - The state and local academic assessments, including alternate assessments,
 - The requirements of Part A,
 - How to monitor your child's progress, and
 - How to work with educators
- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
 - Each school provides a parent liaison whose responsibility it is to serve as a resource to parents through the provision of materials, trainings, and information sessions to help parents improve their child's academic achievement.
 - A Parenting Room has been established at each of the district's schools. This room houses resources and information to assist parents in improving their child's academic achievement.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - The District will annually conduct workshops at each school to focus on outreach and communication with parents.
- D. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

- E. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats, upon request, and, to the extent practicable, in a language the parent s can understand.
- All school-level parent meetings, programs, and activities will be published at the beginning of the school year via the District website, school newsletters, and local newspapers.
 - Parents are also encouraged by each school’s parent liaison to become active participants in their child’s education through volunteering in school-wide activities.
 - The district will use Google Translate to ensure that announcements are published in a language parents can understand. If necessary, the district will enlist the assistance of interpreters to the greatest extent possible.

PART III: DISCRETIONARY DISTRICT-WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

In addition to the above statutory requirements, Williamsburg County School District will implement the following activities to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement:

1. Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school In order to maximize parental involvement and participation in their children’s education:
2. Establishing a district-wide parent advisory council to provide advice on matters related to parental involvement in Title I, Part A, programs.
3. Providing other reasonable support for parental involvement activities under Section 1118, as parents may request.

PART IV: ADOPTION

This District-wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A, programs, as evidenced by those participating in the parenting meeting.

This policy was adopted by the Williamsburg County School District on 05-04-17 and will be in effect for the period of this school year. The school district will distribute this policy to all parents of participating Title I, Part A, children.

Signature of Authorized Official

Date

Edited 11-10-18



Title I School Parent and Family Engagement Policy Checklist

Title I Parent Involvement requires each Title I school to develop a written parental involvement policy that describes the means for carrying out the requirements of Section 1118 of the ESEA. The school must ensure that information related to school and parent programs, meetings and other activities are sent to the parents of Title I children in a format and in a language the parents can understand.

The policy must be:

- Developed jointly with and agreed on by parents of Title I children;
- Written in an understandable format and provided in a language parents can understand;
- Distributed to all parents of Title I children; and
- Made available to the local community and updated periodically to meet the changing needs of parents and the school.

CHECKLIST OF REQUIRED COMPONENTS	YES	NO
Policy Involvement		
1) The policy describes how parents will be involved in the planning, review, and improvement of the school's Parent and Family Engagement Policy.		
2) The policy states that an annual meeting will be held to inform parents of the school's participation in the Title I program and to explain the requirements of the program and their right to be involved.		
3) The policy states that parent meetings, including parent conferences, will be held at different times during the day.		
4) The policy states that Title I funds may be used to pay reasonable and necessary expenses associated with parent involvement activities, including transportation, childcare, or home visit expenses to enable parents to participate in school-related meetings and training sessions.		
5) The policy describes how parents will be involved in the planning, review, and improvement of the school's Title I program.		
6) The policy describes how the school involves parents in the joint development of the School-wide Program Plan under Section 1114. <i>Applies only to Title I schools operating a school-wide program.</i>		
7) The policy describes how the school will provide parents of participating children with timely information about the Title I program.		
8) The policy describes how the school will provide parents of participating children with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.		
9) The policy states that the school will provide, if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decision relating to the education of their children and respond to any such suggestions as soon as practicably possible.		
Shared Responsibilities for High Student Academic Achievement (School-Parent Compact)		

10) The policy states that a school-parent compact was jointly developed with parents and the compact outlines how parents, the entire school staff, and students will share in the responsibility for improved student achievement.		
a) The school-parent compact describes the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the challenging state academic standards.		
b) The school-parent compact describes the ways in which each parent will be responsible for supporting their children’s learning; volunteering, as appropriate, in their child’s classroom; participating, as appropriate, in decisions relating to the education of their children, and positive use of extracurricular time.		
c) The school-parent compact addresses the importance of communication between teachers and parents on an on-going basis through, as a minimum— <ul style="list-style-type: none"> • Parent-teacher conferences, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement; • Frequent reports to parents on their child’s achievement; • Reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and • Ensuring regular two-way meaningful communication between family members and school staff and, to the extent practicable, in a language that family members can understand. 		
Building Capacity for Involvement		
11) The policy describes how the school will provide assistance to parents in understanding such topics as the challenging state academic standards, state and local academic assessments, and how to monitor their child’s progress and work with educators to improve the achievement of their children.		
12) The policy describes how the school provides materials and training to help parents to work with their children to improve their children’s achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.		
13) The policy describes how the school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out, to communicate, and to work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.		
14) The policy, to the extent feasible and appropriate, describes how the school coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.		
15) The policy describes how the school will ensure that information related to school and parent programs, meetings, and other activities is sent to parents in a format and in a language the parents can understand.		
16) The policy describes how the school provides such other reasonable support for parental involvement activities as parents may request.		
Accessibility		
17) The policy describes how the school provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand.		



Title I School Parent Compact Requirements Checklist

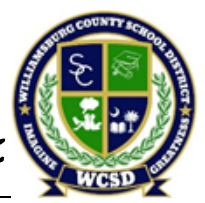
Federal law [20 U.S.C. §6318(d)] requires that each school served under Title I shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards.

This school-parent compact must:

- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment.
- Describe the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching, as well as volunteering in their child's classroom
- Address the importance of communication between teachers and parents on an on-going basis through, at a minimum:
 - Annual parent-teacher conferences in elementary schools.
 - Frequent reports to parents on their children's progress.
 - Reasonable access to staff.
 - Opportunities to volunteer and participate in their child's class.
 - Observation of classroom activities.



Williamsburg County School District



500 N. Academy Street | P.O. Box 1067 | Kingstree, SC 29556 | Phone: 843-355-5571 | Fax: 843-355-3213

Title I Parent and Family Engagement Policy Survey

The following statements will encourage you to reflect on family issues at your school. Please rate your school in the following areas. Check your responses in the appropriate boxes below.

		Rarely	Sometimes	Regularly	Always
1.	Recognizes that all parents, regardless of income, educational level, or cultural background, want their children to do well in school and are involved in their child's learning.				
2.	Supplies a written Title I Parent Involvement Policy that is jointly developed with parents that outlines the partnership among the student, parent, and school.				
3.	Holds an annual meeting to inform parents of children in Title I programs about the Title I program.				
4.	Provides resources, such as books, videos, and newsletters that help with better parent participation at home.				
5.	Encourages and provides opportunities for parental input into the design and development of the School-Parent Compact.				
6.	Schedules varied meeting times to accommodate parents' work and childcare schedules.				
7.	Provides parents with ideas on how to help their children with homework.				
8.	Thinks of the community as an extension of the family.				
9.	Provides opportunities for parents to have input in the operations of the school.				
10.	Staff sees how diversity may be used to enrich learning experiences for students.				
11.	Uses information from parent and family surveys to design or change school procedures and programs.				

Please comment on each of the topics below:

1. I would recommend the following changes for how the school communicates with families.
2. I would recommend the following changes for the Title I services my child is receiving.
3. I would recommend these changes for the Title I Parent Involvement Survey.
4. Please list other ways that the district can help support you in your efforts to support your child's academic and social success.
5. Please list any other comments or concerns you may have.



Title I Parent and Family Engagement Policy Feedback

Parent Comments

Comments and suggestions made by parents are important to the planning, design, and implementation of the Title I school-wide program.

- A. Comments and suggestions made by parents will be forwarded to the Coordinator of Federal Programs.
- B. Comments and suggestions related to individual school-wide programs will be directed to the appropriate principal.
- C. Responses may be given
 - Verbally (in person, in a meeting, by telephone)
 - By note or letter
- D. If the title I school-wide plan is not satisfactory to parents of participating children, the LEA shall submit any negative parent comments with the plans part of its submission to the South Carolina Department of Education.
- E. Parent comments will be submitted with the school-wide plan as part of its submission only if the plan is not satisfactory to parents of participating children.



Williamsburg County School District

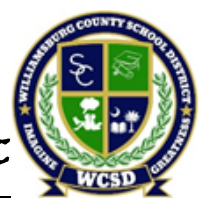


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Title I Meeting Notes

School:		Date:	
Members Present			
Name	Titles	Name	Titles
	Parent		LEA Admin.
	Parent		Priority Providers
	Community Member		Other School Staff
	Community Member		Other School Staff
	Teacher		Student (if HS)
	Teacher		Student (if HS)
	Principal		Pupil Services
	Other		Other
	Other		Other

Meeting Minutes



Title I Planning Team Meeting Notes

School:		Date:	
<p>Part I. Planning Team members MUST include member titles from Page 1 of the school-wide plan. (All titles do not have to be represented at all meetings, but all titles must be present in at least one meeting.)</p>			
Name	Planning Team Titles	Name	Planning Team Titles
	Parent		LEA Admin.
	Parent		Priority Providers
	Community Member		Other School Staff
	Community Member		Other School Staff
	Teacher		Student (if HS)
	Teacher		Student (if HS)
	Principal		Pupil Services
Part II. Comprehensive Needs Assessment Data (as applicable to your school)			
Program Survey for Parents	Major or Relevant Questions		Response
Program Survey for Teachers	Major or Relevant Questions		Response
School Report Card Analysis	Assessment Indicators		School Percentage

Accountability Rating	Indicators	Comments/Concerns
Other	Indicators	Comments/Concerns

Part III. Planning Team Minutes

Note: Maintain all planning team documentation for compliance audits.



Table of Contents for School-wide Title I Documentation Guide

Sections	Yes	No	N/A
I. Planning Team			
A. List of planning team members- Names and addresses			
B. Calendar of meeting dates			
C. Letters documenting meeting notification			
D. Sign in sheets from all meetings			
E. Agendas from all meetings			
F. Minutes off all meetings			
II. Copy of Project			
A. Demographic Data			
B. Comprehensive Needs Assessment			
Test Data (ALEKS, TE21, IReady, EOC, MAP)			
School Improvement Report			
Surveys			
Benchmark Summary Data			
Classworks Lab Gains Report			
C. Scientifically Based Research			
Research Citations			
Copies of research articles & professional readings			
D. Dissemination of Results			
PTO/PTA meeting dates, interim report dates, report card dates			
Written description of how results are disseminated			
Public meeting notice to discuss Title I Plan			
Public meeting agenda, minutes, handouts			
School report card			
AYP Status			
School Choice letter			
Supplemental Service letter/notice			
Parents Right to know			
Timely response to parent's suggestions			
Parents given opportunity to comment on School-wide plan			
E. School-wide Plan Summary			
Reform strategy activities			
School-wide Assurances			
Sections	Yes	No	N/A

III. Instructional Programs			
A. List and description of school programs			
B. Research on which programs are based			
IV. Highly Qualified Personnel			
A. Certified Personnel (Areas of certification and years of experience)			
B. Copies of Correspondence to parents regarding "Highly Qualified Teachers"			
C. Paraprofessionals (Areas assigned, duties, supervisors)			
V. Professional Development			
A. Copies of course contracts, dates, registration, and evaluations			
B. Course follow up: Person responsible, agendas, sign in sheets			
C. Copies of consultant contracts, dates, agendas, and evaluations			
D. Conference requests, dates, agendas, purchase orders, accounts payables			
E. Copy of Staff Development Plan			
F. Parent Teacher Conference training agendas and sign in sheets			
VI. Budget Inventory			
A. Budget summary showing budget allocations and current expenditures			
B. Copies of Title I purchase orders			
C. Copies of Fixed assets sheets for Title I equipment			
D. Inventory of Title I equipment (Reconciliation form)			
E. Statement of location of expenditures and purchase orders			
VII. Integrated Services			
A. Description of Services			
B. Personnel and schedule			
VIII. Parent Involvement			
A. Flyers, agendas, and sign in sheets for Open House, PTO Meetings, Title I			
B. Copy of School-Parent Compact & location where housed			
C. Copy of Parent letters and documentation to support Parent involvement activities			
D. Copy of Parent Involvement Policy			
Sections	Yes	NO	N/A
IX. School Improvement			
A. SDE Correspondence and forms			
B. School Renewal Plan			
C. CTA / Priority Plan			
D. School Support Plan			
E. School Improvement Planning (Minutes, agendas, sign-in sheets)			
X. Correspondence/Forms			
A. Copy of Correspondence to parents regarding "Certified Teachers"			
B. Other <ul style="list-style-type: none"> • Title I evaluation procedures signature page • Title I Project evaluation 			

Comments: _____

Submitted by: _____ Date _____

For Office Use Only:	
Title I Notebook is:	
Complete	Incomplete (See Comments)
Title I Director Signature _____	Date _____



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Title I Feedback Form

In an effort to provide the most efficient and effective technical assistance and support, please indicate in the space below how the Title I Office may better serve your individual and school needs.

School: _____

Additional requests: _____

Please return this form to the Title I Office via email to enyoung@wcsd.k12.sc.us or emccray@wcsd.k12.sc.us.

Principal's Signature

Date

Instructional Coach's Signature

Date



Parent's/Guardian's Rights Notification

The Parents' Right to Know about a teacher's qualifications is posted on the District's website. In addition to placing this information on the District's website, you need to include it in the school's student handbook and any newsletters sent home to parents.



Parent Notification Letter for Non-Certified Teacher

Dear Parents,

Re: Teacher Credentials

The *Every Student Succeeds Act (ESSA)* of 2015 requires schools who receive Title I, Part A funds to notify parents or legal guardians when their child has been taught for four consecutive weeks by a teacher who has not met state certification/licensure requirements.

While there are various reasons why this may occur, some of which are due to unforeseen circumstances, all educators in South Carolina are still required to meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification as outlined by the South Carolina State Department of Education.

Williamsburg Elementary School is fortunate that **Ms. Apple Jack** has agreed to substitute for **Ms. Jane Doe** for several weeks until she returns. Although **Ms. Apple Jack** is not a certified teacher, she has met the Williamsburg County substitute requirements. Despite this technicality, we are doing whatever it takes to ensure that quality instruction will continue until Ms. Jane Doe returns.

If you have any questions regarding these circumstances, please feel free to contact me at **843-your school**. We welcome the opportunity to discuss our state's teacher certification requirements with you, and please be assured that your child's education will always remain our top priority.

Best Regards,

Your Name
Principal



Parent Notification Letter for Non-Certified Teacher

Dear Parents,

Re: Teacher Credentials-Long-Term Substitute

The *Every Student Succeeds Act (ESSA)* of 2015 requires schools who receive Title I, Part A funds to notify parents or legal guardians when their child has been taught for four consecutive weeks by a teacher who has not met state certification/licensure requirements.

While there are various reasons why this may occur, some of which are due to unforeseen circumstances, all educators in South Carolina are still required to meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification as outlined by the South Carolina State Department of Education.

Williamsburg Elementary School is fortunate that **Ms. Apple Jack** has agreed to substitute for **Ms. Jane Doe** for several weeks until she returns. Although **Ms. Apple Jack** is not a certified teacher, she has met the Williamsburg County substitute requirements. Despite this technicality, we are doing whatever it takes to ensure that quality instruction will continue until Ms. Jane Doe returns.

If you have any questions regarding these circumstances, please feel free to contact me at **843-your school**. We welcome the opportunity to discuss our state's teacher certification requirements with you, and please be assured that your child's education will always remain our top priority.

Best Regards,

Your Name
Principal

Title I Monitoring Form
Schoolwide Programs
Elementary and Secondary Education Act (ESEA)
Public Law 107-110, Section 1114

District _____ School _____ Date of Review _____

Reviewer(s) _____

Eligibility of Schoolwide Programs: _____

Monitoring Requirements	Evidence of Compliance	Compliant
1. The school is eligible for Title I service as a Schoolwide program school.	<input type="checkbox"/> Free and reduced lunch or CEP percentage for the current year is greater than or equal to 40% <input type="checkbox"/> Other: _____	<input type="checkbox"/>
2. Appropriate documentation verifies the percentage of low-income students in the identified school.	<input type="checkbox"/> March SNACS report (i.e. free and reduced lunch count for March) <input type="checkbox"/> 135 day ADM <input type="checkbox"/> CEP data	<input type="checkbox"/>

Required Plan

Monitoring Requirements	Evidence of Compliance	Compliant
<p>1. The district has conducted a comprehensive needs assessment of the entire school, including taking into account the needs of migratory children.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Most recent Title I AYP report <input type="checkbox"/> Results of the most recent applicable assessments <input type="checkbox"/> Most recent state report card <input type="checkbox"/> Results of most recently administered surveys, if applicable <input type="checkbox"/> Evidence of when and how data was analyzed <input type="checkbox"/> Data on needs of migratory students <input type="checkbox"/> Other data: _____ 	<input type="checkbox"/>
<p>2. The Schoolwide program is designed to upgrade the entire educational program in the identified school.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Title I Schoolwide program plan with appropriate activities for each reform strategy _____ and _____ <input type="checkbox"/> The activities in the Schoolwide plan benefits most grades _____ and subject areas in the identified school. 	<input type="checkbox"/>
<p>3. The plan has been developed by the school, in consultation with the LEA, parents and its school support team or other technical assistance providers.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> The following school-level Title I planning team meeting documentation: <ul style="list-style-type: none"> <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members _____ or _____ <input type="checkbox"/> District-level Title I meetings with Title I school representatives <ul style="list-style-type: none"> <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets 	<input type="checkbox"/>

Monitoring Requirements	Evidence of Compliance	Compliant
	<input type="checkbox"/> List of planning team members and <input type="checkbox"/> Evidence of district-level staff consultation with Title I school representatives. (Examples of documentation include work logs, follow-up correspondence, etc.)	
<p>4. The specific uses of the Title I funds, as described in the plan, are evident in the identified school. The specific uses of the Title I funds are supplemental in nature and do not supplant local funding, including the hiring of teachers or paraprofessionals.</p>	<input type="checkbox"/> Title I plan expenditures (purchase orders) correspond to the funded activities described in the plan. <input type="checkbox"/> Equipment paid for with Title I funds is appropriately labeled and can be tracked on the equipment inventory reconciliation form. <input type="checkbox"/> Certificate of 100% Title I employment, if applicable <input type="checkbox"/> Schedules and work logs are signed by supervisor for employees paid partially with Title I funds, if applicable. (not all of the above are required)	<input type="checkbox"/>
<p>5. Documentation is available to confirm that the Schoolwide program plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from that school.</p>	<input type="checkbox"/> School-level Title I planning team meeting documentation is available. <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <input type="checkbox"/> Above documentation reflects participation by diverse membership of the planning team	<input type="checkbox"/>

Monitoring Requirements	Evidence of Compliance	Compliant
<p>6. Appropriate training to enable all students to meet the state’s student performance standards has been provided to teachers, aides, and parents, and if warranted, to principals, pupil services personnel, and other school staff,</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Agendas, handouts, and sign-in sheets for professional development activities <input type="checkbox"/> Agendas and handouts from conferences <input type="checkbox"/> Agendas, handouts, and sign-in sheets for parenting workshops <input type="checkbox"/> Documentation matches professional development conducted to professional development planned 	<p style="text-align: center;"><input type="checkbox"/></p>

<p>7. For each school that has a Schoolwide program, the school does not identify particular children as eligible to participate in the Schoolwide program; however, activities shall be provided to ensure that students who experience difficulty are provided effective, timely, and additional assistance (including measures to ensure that student’s difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance).</p>	<p><input type="checkbox"/> List of Schoolwide program academic interventions to ensure that students who experience difficulty are provided effective, timely, and additional assistance</p> <p><input type="checkbox"/> Documentation reflects how students at risk are targeted and served throughout the year</p>	<p><input type="checkbox"/></p>
<p>8. The Schoolwide program planning team met to determine that:</p> <ul style="list-style-type: none"> • the plan is a Schoolwide program plan; • the team looked at the needs of the entire school; • the team reviewed research before deciding on a program; • the team considered extended school year, before and after-school, and summer programs; • the appropriate team members were involved, including parents and others as stated in Section 1114 (b)(2)(B)(ii); • meetings of the team have been documented; • if the Schoolwide program is a continuing Schoolwide program plan, the team reconsidered the needs of the school and revised the plan accordingly. 	<p><input type="checkbox"/> At least one activity addresses each of the eleven reform strategies</p> <p><input type="checkbox"/> Title I Schoolwide program planning team meeting agenda and minutes indicate the following were reviewed at a Title I planning meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> needs assessment data <input type="checkbox"/> scientifically-based research <p><input type="checkbox"/> Title I Schoolwide program meeting agenda and minutes indicate the following were considered at a Title I planning meeting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> extended school year <input type="checkbox"/> before and after-school <input type="checkbox"/> summer programs <input type="checkbox"/> revision of a continuing Title I Schoolwide program plan is based on evaluation data <p><input type="checkbox"/> Members of the planning team include the following individuals:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Parents <input type="checkbox"/> Community members <input type="checkbox"/> Teachers 	<p><input type="checkbox"/></p>

	<input type="checkbox"/> Principal <input type="checkbox"/> LEA agency administrator <input type="checkbox"/> Pupil services personnel <input type="checkbox"/> Technical assistance provider <input type="checkbox"/> Other school staff <input type="checkbox"/> Students, if high school (please address all of the above)	
9. The Schoolwide planning team met to determine if its Schoolwide program plan is effective in meeting its goals and objectives.	<input type="checkbox"/> Documentation of Title I program evaluation and <input type="checkbox"/> Title I Schoolwide planning team meeting agenda and minutes indicate that the Title I program plan was evaluated.	<input type="checkbox"/>

Fiscal Requirements (ESEA, Section 1120A (b)(1))

Monitoring Requirements	Evidence of Compliance	Compliant
1. The LEA can document that Title I funds made available for Schoolwide programs only 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 school. This includes being supplemental to funds to meet requirements by law for LEP children and those with disabilities. (Funds are supplementary, not services.)	<input type="checkbox"/> Documentation is available to show that all Title I activities are supplemental and do not supplant state and/or local funding. (Example: Nurses hired with Title I funds are additional to those provided by the district for all schools.) And/or <input type="checkbox"/> Title I funds for class size reduction does not supplant the districts class size reduction initiatives. Class size(s) meet state requirements prior to class size reduction with Title I funds based on Power School reports by grade and class.	<input type="checkbox"/>
2. If the LEA plan is not consolidated, the LEA maintains records to document the expenditure of Title I funds in a Schoolwide program.	<input type="checkbox"/> Expenditure reports from the district's accounting system and <input type="checkbox"/> Copies of purchase orders & check requests are available at the school-level	<input type="checkbox"/>

<p>3. Any equipment purchased with Title I funds has been properly identified and accounted for in the district's or school's fiscal inventory system.</p>	<p><input type="checkbox"/> Equipment purchased with Title I funds has been properly logged with the following information on the Title I inventory reconciliation form. reconciliation form.)</p> <ul style="list-style-type: none"> • Item description • Model number (if applicable) • Inventory control number • Serial number • Acquisition date • Cost • Condition • Location <p style="text-align: center;">and</p> <p><input type="checkbox"/> At the time of monitoring documentation reflects reconciliation of inventory within the past 12 months</p>	<input type="checkbox"/>
<p>4. No funds have been used for repairs, minor remodeling or construction of the school facilities.</p>	<p><input type="checkbox"/> Title I expenditure report from school's accounting system (expenditures in 500 object code have appropriate documentation).</p>	<input type="checkbox"/>

Program Operation

Monitoring Requirements	Evidence of Compliance	Compliant
<p>1. The LEA provided technical assistance to the school during the development of the plan and reviewed the plan for approval.</p>	<p><input type="checkbox"/> District-level Title I meetings with Title I school representatives</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes 	<input type="checkbox"/>

Monitoring Requirements	Evidence of Compliance	Compliant
	<input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members and <input type="checkbox"/> Evidence of district-level staff consultation with Title I school representatives. (Examples of documentation include work logs, follow-up correspondence, etc.)	
<p>2. Planning for a new Schoolwide program occurred over a one-year period based on documentation provided, unless documentation exists that the LEA, after considering the recommendations of the technical assistance providers, determined less planning time was needed for this school.</p>	<input type="checkbox"/> School-level Title I Schoolwide program planning team meeting documentation is available. <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <input type="checkbox"/> Above documentation reflects one year of planning for new schoolwide programs	<input type="checkbox"/>
<p>3. The school has made its plan available to the LEA, parents, and the public in a language appropriate to the population, to the extent practicable.</p>	<input type="checkbox"/> Evidence of distribution of Title I plan to parents (i.e. letter, newspaper, newsletter, etc.)	<input type="checkbox"/>
<p>4. For each school that has a Schoolwide program, the LEA has been relieved of requirements with respect to the consolidation (commingling) of Title I and other program funds, if the school has indicated funds to be consolidated (commingled) in the application.</p>	<input type="checkbox"/> District financial records <input type="checkbox"/> Not applicable	<input type="checkbox"/>
<p>5. If the school indicated consolidation (commingling) of funds in their plan, the school is meeting the intent and purposes of the consolidated (commingled) programs and the needs of the intended beneficiaries, especially with migrant education.</p>	<input type="checkbox"/> District financial records <input type="checkbox"/> Not applicable	<input type="checkbox"/>

Monitoring Requirements	Evidence of Compliance	Compliant
<p>6. If funds have been consolidated (commingled), the plan was developed in consultation with parents of children of the other programs, especially migrant and Indian education.</p>	<p><input type="checkbox"/> The following school – level Title I Schoolwide program planning team meeting documentation:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meeting announcements <input type="checkbox"/> Agendas <input type="checkbox"/> Minutes or notes <input type="checkbox"/> Sign-in sheets <input type="checkbox"/> List of planning team members <input type="checkbox"/> Not applicable 	<p><input type="checkbox"/></p>

Accountability Requirements

Monitoring Requirements	Evidence of Compliance	
<p>1. The LEA and school provided individual assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the state.</p>	<p><input type="checkbox"/> Samples of communication with parents concerning test scores and an interpretation of those test scores.</p>	<p><input type="checkbox"/></p>

Qualifications for Teachers and Paraprofessionals

Monitoring Requirements	Evidence of Compliance	
<p>1. A copy of the qualifications attestation by the principal is maintained at both the LEA main office and at the school, and is available to any member of the general public upon request. (Section 1119)</p>	<p><input type="checkbox"/> Attestation form has been completed and is on file at the school and LEA main office.</p>	<p><input type="checkbox"/></p>
<p>2. The duties of paraprofessionals providing instruction in a Title I program are consistent with Section 1119 and include working under the direct supervision of a teacher.</p>	<p><input type="checkbox"/> Evidence that the paraprofessional providing instruction works under the direct supervision of a teacher (i.e. teacher’s lesson plans with paraprofessionals’ assignments noted,</p>	<p><input type="checkbox"/></p>

	paraprofessionals' work log with teacher's signature for verification of assignments, etc.)	
<p>3. Paraprofessionals funded under this part may assume limited duties as assigned to similar personnel who are not working in a program supported with these funds so long as the amount of time spent on such duties is the same proportion of total work time as that spent by similar personnel at the same school on those duties.</p>	<p><input type="checkbox"/> Schedules for non-Title I and Title I staff</p> <p><input type="checkbox"/> Paraprofessional duty roster that includes non-instructional responsibilities of non-Title I and Title I staff</p>	<p><input type="checkbox"/></p>

WILLIAMSBURG COUNTY SCHOOL DISTRICT

500 N. Academy Street | P.O. Box 1067 | Kingstree, SC 29556 | Phone: 843-355-5571 | Fax: 843-355-3213

Inventory Management Manual



Dr. Kelvin Wymbs, Superintendent

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Office of Teaching, Learning, and Leadership Support*

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WCSD Destiny Resource Management Contact*

Inventory Management

Overview

Tracking of all inventory will increase accountability and avoid potential loss, replacement, and displacement. Therefore, it is extremely important that each Principal assume an active role in maintaining the accuracy of the equipment inventory for their school. This handbook is a compilation of the procedures and responsibilities related to inventory at your location. Each section is as brief as possible, containing step-by-step instructions, with sample copies of pertinent documents included.

Reason for Procedures

Legal responsibilities require that the district accurately record and account for equipment/inventory annually. With set procedures everyone will use the same standard procedures for recording new and existing inventory, changes in inventory and the methodology of recording keeping. Procedures will provide steps to assist district and school personnel in the safeguarding, accounting for and disposing of inventory. Each asset can be tracked to the school building, classroom, and student or teacher responsible for it.

Because each school engages in the acquisition, transfer, disposal, and use of equipment, this policy sets forth the roles and responsibilities in regard to inventory management. This document is intended to describe the standard procedures. In addition, it is intended to provide steps to assist district and school personnel in the safeguarding, accounting for and disposing of inventory.

Guidelines

Inventory Management personnel are responsible for the monitoring and safeguarding of inventory in accordance with the following guidelines:

1. Only Resource Manager will be used for tracking and maintaining of inventory.
2. Inventory is not to be altered, removed, moved, or destroyed without appropriate approval.
3. Inventory is defined as an item purchased cost of \$100 and/or shelf life of more than one year.
4. Compile all data from sources such as purchase orders, invoices, and forms to maintain inventory records.
5. Complete required reports in accordance with district, state, and federal requirements.

Roles and Responsibilities

Principal Responsibilities

The School Principal/Administrator is responsible for the following:

1. Read and understand the Inventory Management Procedures;
2. Maintain current inventory records for all equipment within their assigned schools;
3. Assure property is given proper care and protection;
4. Ensure that WCSD property is used only in the conduct of official school business;
5. Notify the Resource Manager whenever inventory is transferred/acquired, destroyed, stolen, lost or otherwise disposed of by using the correct form;
6. Conduct quarterly check of inventory and submit to the District Resource Manager;
7. Oversee an end-year check of inventory at their schools as part of an exit checklist for each teacher.

Book Keeper Responsibilities

1. Check all inventory received to ensure that it is correct. Notify the department that processed order to find out the designation of new inventory.
2. Maintain accurate files of all inventory information.
3. Complete Inventory form and submit with Accounts Payable and to media specialist.
4. Ensure all inventory is delivered to media specialist to be barcoded and inputted into Resource Manager.

Curriculum Specialist Responsibilities

1. Maintain accurate records of Title I inventory.
2. Check and Submit quarterly reports to District Resource Manager of all Title I inventory.
3. Inform Bookkeeper of designation of all new inventory.
4. Work very closely with the media specialists on maintaining inventory.

Media Specialists Responsibilities

Media Specialists should read and understand the Inventory Management Procedures as well as the following responsibilities:

1. Complete and review all inventory reports in order to ensure that they have been completed accurately. Forward inventory report to the principal.
2. Report to the principal a list of any items that have missing barcode tags. Check Serial Number against Inventory and write barcode number on equipment with permanent marker. Request and additional barcode from district office.
3. Report to principal a list of all items that could not be located so that the missing items can be investigated.
4. Input all warranty information in Follett Resource Manager.
5. Input all Inventory Movement/Disposal forms and new inventory.
6. Place barcodes on all new inventory and check it out in Follett Resource Manager to the designated person.

Procedures

Inventory that must be barcoded and place in Follett Resource manager. Only Follett Asset Manager will be used for tracking and maintaining inventory. Inventory is defined as anything \$100 and/or a shelf life of more than one year.

- For any **stolen** item, a Police Report is required. Police report must be scanned into Follett Asset Manager before item is marked as stolen.

The District Office will make random Inventory checks throughout the year.

- It is the **school's responsibility to replace items that cannot be located** unless deemed old enough to be discarded at \$0.

Annual Physical Inventory

In order to maintain an accurate account of WCSD property, an annual physical inventory of equipment is to be taken. An email will be sent to all Principals at the beginning of every school year. The Principal will have an appropriate amount of time to take inventory and send it back to the District Resource Manager *via the Principal's e-mail*. **School Principals are responsible for ensuring that inventory records are up to date.**

Unrecorded Equipment

Some equipment acquired prior to the implementation of the centralized system are not recorded on the inventory detail reports. Additionally, some inventory tags are missing from the equipment because they have fallen off or have been removed. All items that are considered equipment and are without tags must be included in the annual inventory. If the tag has been removed, the media specialists may write the tag number on the asset with a black/gold/silver permanent marker. Bar codes can be requested from the District Resource Manager.

Additional Physical Inventories

Some situations exist whereby an additional physical inventory should be conducted:

1. Immediately Following a Burglary
2. During Change of Principal or Other Administrator

Two physical inventories should be conducted at this time: one by the outgoing administrator and one by the incoming administrator. This procedure is essential for determining responsibility for inventory at a particular location.

End of Year Procedure

1. When closing the fiscal year, all inventory should be turned in. Lock up any equipment being left and give the inventory list to the office personnel or administrator to keep on file. If any equipment is being checked out for the summer, **Usage of Equipment form** must be completed and item must be checked out to the patron in Resource Asset Manager.
2. Retain a copy of the **Equipment Transfer Form** in the office or with the administrator to document any equipment being moved within the school. Complete a Work Order on any equipment being sent for tech repair. Print out a copy of the work order to keep on file in the office.
3. Please use the **Equipment Disposal Form** to identify the equipment subject to disposal so that the proper procedures are followed in order to remove it from your school inventory.
4. If someone is transferring to another school in the district OR leaving the school district, the Principal is to check all inventory assigned to that teacher to ensure it is all accounted for. **All equipment must remain at the school of origin.**
5. Highly walkable items such as CD players and headphones, Ipads, calculators, etc. should be stored in a locked closet or room during the summer months and reissued at the start of school.

Acquisition of New Equipment

Newly acquired equipment includes items purchased by the School Board or school, and donations received from individuals or organizations.

1. Barcodes must be requested by contacting District Resource Manager who will issue barcodes to the schools. The numbered barcodes(s) will be delivered to the proper location. ***It is the responsibility of the book keeper to ensure that all inventory and paperwork is given to media specialists. It is the responsibility of the media specialists to affix the barcode to the equipment and enter all information in Resource Asset Manager.*** Barcodes should be attached to the items as soon as they are received and placed in an area where it is visible and not easily removed. Removal or Loss of Equipment from a Location

A. Retirement of Obsolete or Broken Equipment

In order to remove obsolete or broken equipment from your inventory, the following procedures must be followed:

1. Items determined by the principal or media specialists to be obsolete or irreparable should be identified on an **Equipment Disposal Form**. The form will need to be signed by the principal.

B. Retirement of Stolen Equipment

In the event of theft of any equipment, the following procedures should be followed:

1. Conduct a thorough search of the premises for the missing equipment.
2. Review any sign-out logs (**Off-site Usage of Equipment**) and Resource Asset Manager on equipment and interview the person to whom each item was assigned regarding the whereabouts.
3. File the Police report. Police report should be scanned into Follet Asset Manager.

Transfer of Equipment to Another Location

The inventory management system tracks equipment by location; therefore, it is imperative that transfers of equipment be recorded. To transfer any equipment during the yearly inventory, the media specialist should record on the yearly inventory where the new location is and what teacher it has been assigned to using the **Equipment Transfer Form**. NOTE: The media specialist must have a location and name to transfer it to or it must stay in original location until received.



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Equipment Check-Out Form

Description of Equipment:	
Model Number:	
Title I Inventory Control # Or Fixed Asset #	
Location:	
The above equipment is being issued to you for official use only. By signing below, you acknowledge responsibility for this equipment and its use while in your possession.	
Name	Signature
Position	
Check Out Date	Return Date



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Equipment Transfer Form

Description of Equipment:		
Model Number:		
Title I Inventory Control Number Or Fixed Asset Number		
Location Prior to Transfer	Location after Transfer	
Surrendering Location	Director's/Principal's Signature	Date
Receiving Location	Director's/Principal's Signature	Date



Declaration of Intent to Dispose of Equipment

Description of Equipment	
Model:	
Barcode Number	
Location:	
Approximate Age:	
Acquisition Cost:	
Estimate of Fair Market Value or Trade In Value:	
Condition of Equipment:	
Approved by:	

Principal's Signature

Date

Title I Director's Signature

Date

Note: This information must be completed for each piece of equipment of which you intend to dispose. You may choose to provide this information in chart form if you have several pieces of equipment to dispose at the same time.