

# Thomaston-Upson County Schools

## Overview of Federal Programs

### Title I: Academic Achievement of Disadvantaged Students

- Purpose: Enable schools to provide opportunities for at-risk and disadvantaged children to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.
- Title I funds can only be spent in the following academic areas: Reading/Language Arts/English, Math, Science and Social Studies.
- Title I funds cannot be spent for Foreign Languages, Art, Music, Health and PE, Gifted and Talented, or any area other than core academic subjects.
- When choosing how to spend Title I funds, schools must ask:
  - Do I really need this?
  - Do I need to spend these funds to meet the purposes and needs of the program?
  - Do I have the capacity to use what I am purchasing?
  - Did I pay a fair rate and can I prove it?
  - Would I be comfortable defending this purchase?
  - Is the proposed cost consistent with the underlying needs of the program?
- For Professional Learning, schools must ask these questions:
  - Is the workshop or conference justified in the Continuous Improvement Plan/Title I Schoolwide Plan?
  - Does the agenda of the training address Title I related issues?
  - Is the cost reasonable? Is the workshop necessary?
- Required documents
  - Student/Parent/Teacher Compact
  - District and School Parent Involvement Plans
  - Continuous Improvement Plan/Schoolwide Plans
  - Comprehensive LEA Improvement Plan (CLIP)
  - Flexible Learning Program Plan (Priority and Focus Schools)
  - Periodic Certifications (Employees paid with Title I funds)
  - Employee Schedules (Employees paid with Title I funds)
  - Paraprofessional Assurances Form (Schools where paraprofessionals are paid with Title I funds)
- Additional requirements
  - Annual Title I Parent Meeting
  - Property Inventory

### Supplement versus Supplant

- Title funds must supplement already existing services. Supplanting occurs when:
  - A school uses Title funds to provide services that are required under federal, state, and local laws.
  - A school uses Title funds to provide services that were provided with non-Title funds in the previous year.

### Additionally, expenditures must be:

- Necessary to implement a strategy included in an approved Continuous Improvement Plan/Schoolwide Plan.
- Reasonable in cost.
- Allocable to Title programs.

### Homeless, Migrant, Neglected and Delinquent Student Services

- Purpose: To improve educational services for homeless and migrant students and children and youth in local and State institutions for neglected or delinquent children and youth so that such students have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet.
- The Thomaston-Upson School System is required to set aside a portion of Title I funds to serve homeless, migrant, neglected and delinquent youth.
- Definitions
  - Homeless - Individuals whose nighttime residence is NOT:
    - Fixed—stationary, permanent, and not subject to change.
    - Regular—used on a predictable, routine, or consistent basis.
    - Adequate—sufficient for meeting both the physical and psychological needs typically met in the home.
  - Migrant - a migrant agricultural worker or has a parent, spouse, or guardian who is a migrant agricultural worker; and has moved from one school district to another within the preceding 36 months in order to obtain (or seek) temporary or seasonal employment in qualifying agricultural work.
  - Neglected - children and youth who are in need of care due to abandonment, neglect, or death of their parents or guardians.
  - Delinquent - children who have been adjudicated to be delinquent or in need of supervision.

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### Title II: Teacher and Leader Quality and Effectiveness

- Purpose: For each school to have a teaching staff that is highly qualified and effective in helping all students, regardless of individual learning needs, achieve challenging state content and academic achievement standards.
- A secondary goal is for every student to have an equitable opportunity to receive quality instruction in terms of teacher quality, and teacher experience.
- Title II funds can be used in the following areas: recruitment, retention, professional development, and class size reduction.
- When choosing whether to use Title II funds, schools must ask, 'Will implementation of the strategy likely result in one or more of the following?':
  - A highly qualified, more effective teaching staff that is able to help *all* students meet high academic standards
  - A school administrative staff that is more qualified to lead their school's efforts to increase student academic achievement
  - More equitable opportunities for *every* student to be taught by highly qualified, highly effective teachers
- Effective Use of Funds Involves the Following Processes:
  - Conduct an Annual Needs Assessment
  - Identify and Prioritize System Needs
  - Design Strategies to Address Needs
  - Allocate Funds to Implement Strategies (Budget)
  - Expend Funds as Budgeted
  - Evaluate Effectiveness of Strategies in Addressing Needs
- Professional Learning must be of high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom.

### Title III: English to Speakers of Other Languages

- Purpose: To prepare students for success in school and in society through the development of cultural awareness and English language proficiency in listening, speaking, reading, and writing.
- The Thomaston-Upson School System does not receive direct funding for ESOL but can request funds to purchase instructional materials as part of a consortium made up school districts with small ESOL populations.
- WIDA Standards and Can Do Descriptors govern the ESOL Program and assists teachers with understanding what can be expected of students based on their scores on the ACCESS test. Every regular education teacher of ESOL students is required to participate in training on these two areas.
- Students qualify for services based on their performance on W-APT or ACCESS exams.
- The school system has one ESOL teacher who serves English Learners (ELs) for grades K-8 and one ESOL teacher who serves students in grade 9-12.
- Georgia's Title III accountability measures establish the amount of growth towards English proficiency an EL student is expected to demonstrate from one year to the next (as measured by the ACCESS for ELLs annual English proficiency assessment). The percentage of ELs making expected progress towards proficiency is also reflected on CCRPI reports.

### Title VI: Rural Education Achievement Program (REAP)

- Purpose: To assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement.
- Use of Funds: Title VI, part B funds can be used to support any initiatives that are allowed under Title I and Title II guidelines.

### Ethics, Fraud, Waste, Abuse & Corruption

- The Thomaston-Upson School System establishes and implements systems and procedures to prevent and detect ethics violations, fraud, waste, abuse, and corruption. A proactive approach to preventing fraud in the institution is done by implementing the proper internal controls.
- Employees of the Thomaston-Upson School System are responsible for reporting any dishonest acts such as theft or misappropriation of funds, supplies, property or other resources; forgery or alteration of documents; unauthorized alteration, falsification or manipulation of files or reports; improper or wasteful activities either known or suspected.
- All stakeholders should follow the established Complaint Procedures to report an incident involving an ethics violation, fraud, waste, abuse and/or corruption.

### Complaint Procedures

- Any individual, organization, or agency may file a complaint with the Thomaston-Upson School System (TUCS) if that individual, organization, or agency believes and alleges that TUCS is violating a federal statute or regulation that applies to a program under the elementary and secondary education act (ESEA).
- All complaints should be reported at the school level first. If no resolution is reached, you may file a formal complaint by calling the Thomaston-Upson School System at 706-647-9621.
- Formal complaint forms are available at the Thomaston-Upson School System's District Office, 205 Civic Center Drive, Thomaston, GA.

If you have questions, comments, or suggestions related to Federal Programs, feel free to contact Julie English, Federal Programs Director, Thomaston-Upson Schools, [jenglish@upson.k12.ga.us](mailto:jenglish@upson.k12.ga.us), 706-647-9471