

South Carolina Department of Education
Application for Grant to Meet the
Special Educational Needs of Educationally Deprived Children
Under Title I of Public Law 107-110

GEORGETOWN 2018

SECTION I - PROJECT REVIEW AND APPROVAL (To be completed by SEA)

SECTION 1-A - FUNDING (To be completed by LEA)

1. STATE PROJECT NO. 18BA039	2. FOR FISCAL YEAR ENDING September 2018	1. FY 2017 CARRYOVER ON DEPOSIT WITH LEA \$482,869.98 2. FY 2018 FUNDS (NEW GRANT) \$2,961,666.63 3. TOTAL REQUESTED \$3,444,536.61
3. AMOUNT APPROVED \$0.00	4. DATE APPROVED 01/01/1900	
5. SIGNATURE (Authorized SEA Official)		

SECTION II - CERTIFICATION AND STATISTICAL DATA (To be completed by applicant)

CERTIFICATION

The applicant designated below hereby applies for a grant of Federal funds to provide instructional activities and services to meet the special educational needs of educationally deprived children as set forth in this application.

I HEREBY CERTIFY that, to the best of my knowledge, the information contained in this application is correct; the agency named below has authorized me, as its representative, to file this application; and such action is recorded in the minutes of the agency's meeting held on

05/25/2017

APPLICANT (LEGAL NAME OF SCHOOL DISTRICT) GEORGETOWN			NAME AND TITLE OF AUTHORIZED REPRESENTATIVE H. Randall Dozier, Ph.D. - Superintendent	
MAILING ADDRESS (STREET, CITY, OR TOWN) 2018 Church Street, Georgetown			SIGNATURE	
STATE SOUTH CAROLINA	COUNTY GEORGETOWN	ZIP CODE 29440	TELEPHONE (with Area Code) 843-436-7036	DATE SIGNED 06/30/2017
NAME AND TITLE OF CONTACT PERSON Patti Hammel - Title I Coordinator			TELEPHONE NO. 843-436-7036	FAX NO. 843-463-7004
MAILING ADDRESS 2018 Church Street, Georgetown, SC 29440			E-MAIL ADDRESS phammel@gcsd.k12.sc.us	

1. MAINTENANCE OF FISCAL EFFORT - Average per pupil expenditure, or aggregate expenditure, from non-Federal funds for two most recent Fiscal Years.

A. For FY ending June 30, 2015 \$ 9,603.00

B. For FY ending June 30, 2016 \$ 9,819.00

2. SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES (select all that apply)

A. U.S. Census Bureau ☐

B. Free & Reduced Lunch ☒

C. School Survey ☐

D. Other (Specify): None

FY 2018 GEORGETOWN

Eligible School Attendance Areas

Standard Targeting Method

Target Percentage: **35.0%**

☐ 35% Rule || ☐ District Average (used when serving any school <35% poverty) || ☐ Grade Span % Poverty
☐ N/A One School Per Grade Span || ☐ N/A Less than 1,000 Students

CEP Option

- ☐ No CEP (Schools-Direct Certification Data)
☐ All CEP (Schools-Direct Certification Data) ☐ All CEP (Schools-Direct Certification x Multiplier)
☐ Mixed CEP & Non-CEP (Schools-Direct Certification Data)
☐ Mixed CEP & Non-CEP (Schools-Direct Certification Data) and Multiplier
☒ Mixed CEP & Non-CEP (Direct Certification & F/R Lunch Count x Multiplier)

All Public Schools Grouping: ALL	April 1st Enrollment	SNACS Report or Direct Cert.	Percent Poor	Eligible School	Served School
Plantersville Elem (PK-5)	91.27	77.00	100.00	X	X
Browns Ferry El (PK-5)	146.28	105.00	100.00	X	X
Sampit El (PK-5)	306.36	218.00	100.00	X	X
McDonald Road El (PK-5)	415.65	291.00	100.00	X	X
Maryville El (PK-5)	490.90	291.00	94.85	X	X
Andrews Elem (PK-5)	701.04	413.00	94.26	X	X
Carvers Bay Middle (6-8)	280.61	165.00	94.08	X	X
Kensington El (PK-5)	607.60	337.00	88.74	X	X
Pleasant Hill Elem (PK-5)	337.19	175.00	83.04	X	X
Carvers Bay High (9-12)	388.91	201.00	82.69	X	X
Andrews High (9-12)	581.70	285.00	78.39	X	X
Rosemary Middle (6-8)	438.74	210.00	76.58	X	X
Georgetown Middle (6-8)	793.33	378.00	76.24	X	X
Georgetown High (9-12)	1029.95	640.00	62.14	X	
Waccamaw Intermediate (4-6)	544.33	197.00	36.19	X	
Waccamaw Middle (7-8)	407.81	122.00	29.92		
Waccamaw Elem (PK-3)	502.68	147.00	29.24		
Waccamaw High (9-12)	865.94	210.00	24.25		
Coastal Montessori Charter School (1-6)	218.19	33.00	15.12		
Howard Adult Center (6-12)	0.00	0.00	0.00		

District Totals	9148.48	4495.00	49.13		
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DISTRICT SET ASIDES/SCHOOL ALLOCATIONS

Schools at or above 35% Poverty

<p>Section I New Title I Allocation <u>\$2,961,666.63</u></p> <p>TOTAL REQUESTED (From section1-A, #3) <u>\$3,444,536.61</u></p> <p>Less Set-Asides, as applicable:</p> <p>LEA Administration <u>\$0.00</u></p> <p>Parent and Family Engagement* <u>\$5,000.00</u></p> <p>(1% Min. of allocation = \$ 29,617) Parent and Family Engagement funds already included in the school allocations: \$ 69,187</p> <p>Homeless <u>\$32,901.61</u></p> <p>(funds must be set-aside for homeless students)</p> <p>Neglected <u>\$0.00</u></p> <p>Delinquent <u>\$0.00</u></p> <p>Highly Qualified Professional Development*** <u>\$0.00</u></p> <p>Other fund sources used for professional development</p> <p>Source: <u>Other Funding</u> <u>\$0.00</u></p> <p>Other Set-Asides1: Indirect Cost <u>\$119,921.00</u></p> <p>Other Set-Asides2: Conferences <u>\$3,000.00</u></p> <p>Other Set-Asides3: Foster Care <u>\$3,892.00</u></p> <p>TOTAL SET-ASIDES <u>\$164,714.61</u></p> <p>TOTAL AMMOUNT TO BE DISTRIBUTED TO SCHOOLS <u>\$3,279,822.00</u></p> <p>(Total Set-Asides + Amount to be distributed to Schools = Total Requested)</p>	<p>Per Pupil Cost Calculation Explain the process to be used and show figures as to how the per pupil will be applied: LEA Total Requested less Set-Asides divided by poor count in eligible schools; LEA chosen per pupil amount; poverty bands.</p> <p>Allocations were set by poverty indicies. > 130% = \$744 > 110% = \$719 > 90% = \$699 > 85% = \$674 > 80% = \$644 > 75% = \$619 The highest level of poverty is Plantersville Elementary at 134.98%. The lowest level of poverty is Georgetown Middle at 76.24%.</p> <p>TOTAL TO BE DISTRIBUTED TO SCHOOLS <u>\$3,279,822.00</u></p>
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*Applies to districts receiving \$500,000 or more in allocation.

**The full 20% must be withheld until Choice and/or SES has been offered to eligible parents and appropriate amounts are set-aside. After that, unneeded funds (based on documentation at the district level) may be reallocated to the schools. This reallocation would require amending the Title I project.

***If all teachers and paraprofessionals meet the highly qualified requirement, put N/A for not applicable.

LEA with CEP and non-CEP schools-F/R Lunch Count (minus PreK) and multiplier

2018 Project																ALL Schools	
III. Allocation to Eligible Schools		District: GEORGETOWN		LEA APPLICATION PAGE													
Served Schools Grouping: ALL	CEP School?	April 1 Enrollment	Direct Cert. *	Direct Cert. % x 1.6 multiplier	135 ADM	F/R Lunch Count	Poverty %	Poverty % Basis	Rank	No. Poor			# of Students for PPA (enrollment or F/R Lunch Count)	Per Pupil Allocation	Public School Allocation	Private School Allocation	Total Allocation
										Public	Private	Total					
Plantersville Elem PK-5	Yes	91.27	77	134.98	NA	NA	100.00	Direct Cert.	1	77	0	77	91	744	\$67,704.00	\$0.00	\$67,704.00
Browns Ferry El PK-5	Yes	146.28	105	114.85	NA	NA	100.00	Direct Cert.	2	105	0	105	146	719	\$104,974.00	\$0.00	\$104,974.00
Sampit El PK-5	Yes	306.36	218	113.85	NA	NA	100.00	Direct Cert.	3	218	0	218	306	719	\$220,014.00	\$0.00	\$220,014.00
McDonald Road El PK-5	Yes	415.65	291	112.02	NA	NA	100.00	Direct Cert.	4	291	0	291	416	719	\$299,104.00	\$0.00	\$299,104.00
Maryville El PK-5	Yes	490.90	291	94.85	NA	NA	94.85	Direct Cert.	5	291	0	291	466	699	\$325,734.00	\$0.00	\$325,734.00
Andrews Elem PK-5	Yes	701.04	413	94.26	NA	NA	94.26	Direct Cert.	6	413	0	413	661	699	\$462,039.00	\$0.00	\$462,039.00
Carvers Bay Middle 6-8	Yes	280.61	165	94.08	NA	NA	94.08	Direct Cert.	7	165	0	165	264	699	\$184,536.00	\$0.00	\$184,536.00
Kensington El PK-5	Yes	607.60	337	88.74	NA	NA	88.74	Direct Cert.	8	337	0	337	539	674	\$363,286.00	\$0.00	\$363,286.00
Pleasant Hill Elem PK-5	Yes	337.19	175	83.04	NA	NA	83.04	Direct Cert.	9	175	0	175	280	644	\$180,320.00	\$0.00	\$180,320.00
Carvers Bay High 9-12	Yes	388.91	201	82.69	NA	NA	82.69	Direct Cert.	10	201	0	201	322	644	\$207,368.00	\$0.00	\$207,368.00
Andrews High 9-12	Yes	581.70	285	78.39	NA	NA	78.39	Direct Cert.	11	285	0	285	456	619	\$282,264.00	\$0.00	\$282,264.00
Rosemary Middle 6-8	Yes	438.74	210	76.58	NA	NA	76.58	Direct Cert.	12	210	0	210	336	619	\$207,984.00	\$0.00	\$207,984.00
Georgetown Middle 6-8	Yes	793.33	378	76.24	NA	NA	76.24	Direct Cert.	13	378	0	378	605	619	\$374,495.00	\$0.00	\$374,495.00
Served School Totals			3146							3146	0	3146		8817	\$3,279,822.00	\$0.00	\$3,279,822.00
														Total on page 2C	\$3,279,822.00		

* The methods recommended by OFSA include using the direct certification number of identified students based on the 135 ADM or the April 1 enrollment. Whichever method is selected should be used consistently for purposes of ranking the schools in the school district.

Page 2-C Addendum

District Set-Aside Activities

To be submitted in the fall with change pages or an ammendment, following the district's receipt of the Title I carryover.

Parent and Family Engagement Required	188-300 Parent Involvement in Newspaper 1,500.00 188-410 Parenting Supplies 3,500.00 Subtotal of Activity: \$5,000.00	\$5,000.00
Homeless Required	100-410 Supplies such as backpacks and paper 32,901.61 Subtotal of Activity: \$32,901.61	\$32,901.61
Indirect Cost Supplemental	430-791 Indirect Cost 119,921.00 Subtotal of Activity: \$119,921.00	\$119,921.00

Page 2-C Addendum

District Set-Aside Activities

To be submitted in the fall with change pages or an ammendment, following the district's receipt of the Title I carryover.

Conferences Supplemental	220-300 Mileage for Title I and Foster Care Conferences Subtotal of Activity:	3,000.00 \$3,000.00	\$3,000.00
Foster Care Required	271-300 Bus mileage for Foster Care children Subtotal of Activity:	3,892.00 \$3,892.00	\$3,892.00

Title I District Set-Aside Addendum Budget

Project No. 18BA039
County No. 22
District No. 01
Federal 2
Sub Program 01

District GEORGETOWN (2201)
Period Begins July 1, 2017
Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$ 0.00	\$ 0.00	\$ 0.00	\$32,901.61	\$ 0.00	\$ 0.00		\$32,901.61
Parenting/Family Literacy	188	\$ 0.00	\$ 0.00	\$1,500.00	\$3,500.00	\$ 0.00	\$ 0.00		\$5,000.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$3,000.00	\$ 0.00	\$ 0.00	\$ 0.00		\$3,000.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
262	262	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$3,892.00	\$ 0.00	\$ 0.00	\$ 0.00		\$3,892.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$119,921.00	\$119,921.00
Totals		\$ 0.00	\$ 0.00	\$8,392.00	\$36,401.61	\$ 0.00	\$ 0.00	\$119,921.00	\$164,714.61

For signatures below, please use blue ink.

Business Official Name (print or type) _____

Signature _____ Date _____

Title I Contact Name (print or type) _____

Signature _____ Date _____

EDIT

SUB
PROGRAM

CLAIM

DATE

ACTION



SDE USE ONLY

Title I Project Budget

Project No. 18BA039
County No. 22
District No. 01
Federal 2
Sub Program 01

District GEORGETOWN (2201)
Period Begins July 1, 2017
Period Ends June 30, 2018

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$1,319,925.00	\$560,605.00	\$123,311.00	\$248,258.61	\$196,484.00	\$4,058.00		\$2,452,641.61
Parenting/Family Literacy	188	\$ 320.00	\$ 200.00	\$30,950.00	\$41,820.00	\$ 0.00	\$ 0.00		\$73,290.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$401,400.00	\$172,894.00	\$175,931.00	\$17,552.00	\$ 0.00	\$ 750.00		\$768,527.00
Supervision of Spec. Prog.	223	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Trans Fed	251	\$5,500.00	\$1,475.00	\$6,300.00	\$ 0.00	\$ 0.00	\$ 0.00		\$13,275.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
262	262	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$4,000.00	\$1,690.00	\$11,192.00	\$ 0.00	\$ 0.00	\$ 0.00		\$16,882.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$119,921.00	\$119,921.00
Totals		\$1,731,145.00	\$736,864.00	\$347,684.00	\$307,630.61	\$196,484.00	\$4,808.00	\$119,921.00	\$3,444,536.61

For signatures below, please use blue ink.

Business Official Name (print or type) _____

Signature _____ Date _____

Title I Contact Name (print or type) _____

Signature _____ Date _____

EDIT

SUB
PROGRAM

CLAIM

DATE

ACTION



SDE USE ONLY

DISTRICT TITLE I PLANNING TEAM

District: GEORGETOWN

School Term: 2017 - 2018

DISTRICT TITLE I PLANNING TEAM: List the names of individuals that meet the requirements that "each local educational agency plan shall be developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part." (Section 1112 (d)(1))

Name	Title I School	Title	Comment
Lee Glover	Carvers Bay High	Parent of Title I school student	
Brenda Watson	Carvers Bay Middle	Parent of Title I school student	
Ellen Willocks	Carvers Bay High	Teacher of Title I school	
Ashley Plexico	Andrews Elem	Teacher of Title I school	
Stephanie Stuckey	Maryville El	Principal of Title I school	
Sabrina Goff-Mack	Sampit El	Principal of Title I school	
Adrienne Watford	Andrews Elem	Principal of Title I school	
Teddy Graham	Pleasant Hill Elem	Principal of Title I school	
LaTanya Goodson	Rosemary Middle	Local Title I (or other fed. program) Administrator	
Michael Caviris	District Personnel	Local Title I (or other fed. program) Administrator	
Cameron Worten	Rosemary Middle	Other personnel at Title I school	
Scott Batton	Maryville El	Other personnel at Title I school	

Others:

Fedrick Cohens	District Personnel
Barbara Nesmith	Waccamaw Intermediate
Darryl Stanley	Plantersville Elem
Tracey McCants	Andrews High
Dr. Kendra Giles	Plantersville Elem
Pamela Vereen	District Personnel
Barbara Goggans	District Personnel
Diane Wingate	District Personnel
Michelle Greene	Andrews High
Nancy Coker	Pleasant Hill Elem
Ashton Kennedy	Sampit El
Maggie Hapeshis	Sampit El
Bethany Giles-Burgess	Carvers Bay High
Melissa Miller	McDonald Road El
Carla Brandon	Kensington El
Janelle Williams	Carvers Bay High

Meeting Dates:

Date 1: 02/21/2017

Date 2: 04/10/2017

Date 3: 06/08/2017

District: GEORGETOWN

- 1. Describe how this plan has been coordinated with other programs under this Act, the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act, and other Acts, as appropriate.**

The Title I LEA Plan has been coordinated with other programs under other Acts, as appropriate. District-wide meetings have been held to ensure that all stakeholders representing all populations have been included. Efforts have been made to ensure services have not been duplicated. We do not have any homeless students at this time. We will address it when homeless students enter our school district. We are constantly working with our schools to ensure that all students' are being monitored for 'homeless' status.

- 2. Describe any high-quality student academic assessments, if any, to be used in addition* to the academic assessments described in the state plan under section 1111(b)(3), that the local educational agency and schools served under this part will use –**
*(*If additional assessments are indicated, they may only be used for the purpose of identifying more schools for school improvement, not reducing the number of schools identified.)*

- a. to determine the success of children served under this part in meeting the state student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the state student academic achievement standards described in section 1111(b)(1)(D)(ii);**

N/A

- b. to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet state student achievement academic standards and do well in the local curriculum;**

Teachers will develop classroom tests, utilize the GCSD Power School and School Net and benchmark testing to diagnose and modify teaching and learning in the classroom. Measures of Academic Progress will be used to determine student strengths and weaknesses. The RIT Scores each student receives will directly correlate with S.C. Standards, National Standards, and SC State Standards. This diagnostic instrument will be given in the fall, winter, and spring as student progress is noted. Our teachers work in Professional Learning Teams to make sure that as common assessments are given, students' strengths and weaknesses are being addressed.

- c. to determine what revisions are needed to projects under this part so that such children meet the state student academic achievement standards; and**

Revisions will be shown in the Schoolwide Plan(s) School Needs Assessment and School Improvement Plans are used to revise the project so that all students meet state standards.

- d. to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;**

Screening Reading Assessment SC Readiness Test, Diebels Diagnostic Reading Assessment Individual Reading Inventory (Fountas and Pinnell), Measures of Academic Progress Classroom-based Instructional Reading Assessment Teacher observation an additional assessment, PALS, will be used for early learning diagnosis, Measures of Academic Progress Standards Assessments are ongoing using Rubrics that mirror the SC Ready analysis, etc. Ongoing use of running records will identify independent and instructional levels for reading.

District: GEORGETOWN**3. At the local educational agency's discretion, a description of any other indicators that will be used in addition* to the academic indicators described in section 1111 for the uses described in such section.**

*(*If additional assessments are indicated, they may only be used for the purpose of identifying more schools for school improvement, not reducing the number of schools identified.)*

The state's definition of AMO (Annual Measurable Objectives) will be used. Other indicators will not be used. The Waiver will be used for the Report Card Process.

4. Describe how the local educational agency will provide additional educational assistance to individual students assessed as needing help in meeting the state's challenging student academic achievement standards.

Students' progress will be monitored regularly. Comprehensive remediation program(s) and/or extended day, extended year (summer school), peer tutoring, small group instruction (school-wide SuccessMaker), will be used along with other methods to provide additional assistance. Title I is funding extra tutorial sessions beyond the regular tutorials that are offered by the district. These are implemented as each school sets up additional tutorials with school-based Title I allocations. These do not supplant the sessions that are monitored and offered to all students with academic needs. Progress monitoring in early reading will be accomplished with Fountas and Pinnell reading levels and running records. The students will be monitored with Measures of Academic Progress and School Net as well as benchmarks to determine diagnostic needs to remediate. Primary MAP Assessments will be used to determine ongoing progress. SC Ready diagnostic information will be used to assist with instructional planning. The use of Professional Learning Teams will assist with additional expertise to help teachers make better instructional as well as assessment decisions. Assessments such as PALS, (early learning assessment) and Fountas and Pinnell, Running Records, and common assessments will be used.

5. Describe the strategy the local educational agency will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119.

The areas of need for professional growth were determined to be in line with the S.C. Learner Curriculum Standards, and SC State Standards incorporation, delivery of instruction (strategies, content, and expectations), and assessment techniques and varieties. Heavy emphasis on teachers working in Professional Learning Teams will provide a basis for sharing expertise. There was a district-wide committee, which includes Title I schools, formed consisting of teachers (traditional district certified staff and personnel from alternative programs), parents, community members, administrators, and district staff. Other schools such as Tara Hall were included as committee members overall. Data from teacher turnover (>30 turnover over the past 3 years), student achievement, teacher evaluation, observations by administrators, observation and feedback by mentors, and feedback from induction teachers contributed to the overall needs assessment. Teachers currently assigned to Title I Schools are qualified to deliver the instruction in the currently assigned content areas. Based on identified needs of individual Title I schools, additional professional development is funded through Title I. The Title I funded professional development includes additional training and/or follow-up for district initiatives beyond what non-Title I schools in the district receive, and training with follow-up on other identified needs of the individual school. As an example, in Title I schools 100 Book Challenge, Balanced Literacy, and AIMS have been embedded and ongoing. (These are only some of the areas.) In school improvement we are implementing common assessments for middle levels and in grades 3 - 5 as well as a strong emphasis on non-fiction writing with close supervision of data. Data walls are an expectation to provide pertinent information to all teachers/administrators. As the literacy focus is monitored throughout the district, individual needs for schools and specifically for teachers will be met. The recognized achievement gaps that are determined by carefully analyzing test data have been addressed through determining needs at each school. Georgetown County School District, after reviewing information provided at South Carolina Department of Education Meetings, implemented "Understanding by Design" model to increase teachers' understanding of the planning, teaching, and assessment techniques they utilized 'Backward Planning' design was noted as an effective model in a great deal of literature to assure students were exposed to similar assessments and means of delivery. Therefore, the UBD Model was implemented into training sessions and ongoing professional development activities throughout the curricular areas. As teachers began to work on units of instruction, clear evidence surfaced as to the need for Standards Clarity and Implementation. The professional growth focus included curriculum calibration at middle schools and all district elementary schools. This year the main focus for the middle schools will be on strategy development with ongoing professional modeling and instruction from the Center for Performance Assessment. Common assessments, common pacing guides, and resources are the focus for this year. Collecting data, analyzing data, preparing instruction, and assessing learning at a high level of rigor will be closely monitored. The curriculum specialists at each school will further enhance these strategies by modeling and monitoring their implementation. Effectiveness of the strategies will be assessed by Measures of Academic Progress and summatively by SC Ready. Another part of this implementation was facilitated by a teacher leadership team at each grade level K-5 being chosen. Ongoing training was provided and will continue to be provided for the leadership team. This team of leaders will then provide school-based and district-wide training for their colleagues. At all district middle schools, teams of teachers by grade level and by subject area met on a regular basis with direction and instruction from curriculum coordinators. Understanding CCSS as well as unit development was/is being carried out at each school site. An opportunity to articulate across grade levels will be done on a regular basis at the school sites and periodically at the district level. Curriculum needs for strengthening content, strategies, and assessment included math and science. Coursework for teachers seeking a higher degree and to eliminate coursework deficiencies will be ongoing and is funded by Title II, K-5 Enhancement, PDSI (Professional Development of Standards Implementation), 6-8 Enhancement, Title VI, Intervention and Assistance, and the district addition of technology coaches have also provided opportunities. To assess the effectiveness of the newly acquired techniques/methodologies, teachers will demonstrate proficiency via lesson plans which evidence a multi-modal approach to teaching integrated standards based on scientifically based research. Follow-up is continuous and even is provided from year to year. Through the curriculum calibration process, teachers will acquire skills in examining instructional materials and student assessment criteria. Standards in Practice is utilized as a tool to assess progress toward 100% time on task teaching SC Learner Standards. As teachers dialogue with colleagues, shared learning will occur. Student achievement will increase in all areas to meet AMO expectations as a result of improved understanding of planning to incorporate specific standards, providing instruction based on student needs building on prior knowledge, and creating assessments which focus on predetermined criteria. These assessments will show relevance to the real world or students' experiences and provide opportunities for students to demonstrate

understanding of the specific standards. Curriculum Guides will be updated for elementary teachers in all four of the core areas. These will include pacing guides, resources, teaching strategies, and common assessments (benchmarks) to determine student growth. Ongoing work will continue so that all students will have access to differentiated instruction, but with common goals.

6. Describe how the local educational agency will coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as:

a. Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and

There is an ongoing effort by the LEA (GCSD) to promote coordination and collaboration to integrate all programs (as applicable) to achieve common goals and to insure program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Meetings with district and/or school personnel including Even Start, Head Start, First Steps program personnel, takes place periodically throughout the year to coordinate and collaborate services provided. Also, annually transition activities are implemented for preschool students entering local elementary schools including Even Start, Head Start, First Steps, and other state-run programs.

b. Services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of Title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program;

There is an ongoing effort by the LEA (GCSD) to promote coordination and collaboration to integrate all programs (as applicable) to achieve common goals and to insure program effectiveness, eliminates duplication, and reduce fragmentation of the instructional program. Meetings with district and/or school personnel take place periodically throughout the year to coordinate and collaborate services for LEP, special education, neglected youth, homeless, and immigrant students and are addressed in detail in our District Strategic Plan, School Renewal Plans, and AdvancED Plans, which are part of our continual planning, coordination, and collaboration process. All the aforementioned agencies/programs and interested parties were afforded the opportunity for input in all phases of the planning process. At this time, the district does not have migrant, delinquent youth, or Indian students in its population at this time. The district just completed the 5-year process for accreditation successfully.

District: GEORGETOWN

7. **Describe how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under this part. (This requires a consultation response.)**

N/A

8. **Describe the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.**

Tara Hall is a school for neglected children in grades 3-8. These local institution programs are conducted and governed according to their guidelines. Title I funds are used in a supplemental manner for Reading and Math instructional supplies, materials, software, and hardware as well as technical CAI support. This is an N & D Program funded in part by Title I with GCSD as the fiscal agent. This is not a school that is part of the district's school list of institutions.

9. **Describe how the local educational agency will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part.**

There are no migrant children in our School District at this time. Migratory students will be identified by home language surveys, proof of residence, and/or family employment as identified by the request for information for free/reduced lunch application.

10. **Describe, if appropriate, how the local educational agency will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a sub-contract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program.**

Head Start Programs are housed at Andrews Elementary, but not overseen by our district. We do work collaboratively with First Steps when appropriate and with Family Literacy when appropriate.

District: GEORGETOWN

11. Describe the actions the local educational agency will take to assist its low-achieving schools identified under section 1116 for school improvement.

Plantersville Elementary School was on a "watch" list and has been given additional administrative oversight for the 2016-2017 and 2017-2018 school year. Additional classroom instructional assistants has been provided. Programmatic changes in Mathematics have been implemented and additional reading intervention services have been provided.

12. Describe the actions the local educational agency will take to implement public school choice and supplemental services, consistent with the requirements of section 1116, if applicable.

Currently for the 2017-18 school year, we have 9 children who exercised that choice option under NCLB and are completing the grade spans to which they were assigned.

13. Describe how the local educational agency will meet the requirements of section 1119 regarding highly qualified teachers and paraprofessionals.

District: GEORGETOWN

14. Describe the services the local educational agency will provide homeless children, including services provided with funds reserved under section 1113 (c)(3)(A).

We have 51 children homeless as identified in Power School at this time in our school district. However, if any are identified we will provide services that are necessary such as immediate transportation to their home school, emergency supplies for school, and meet immediate needs. The district will seek all other funding sources prior to use of Title I funds.

15. Describe the strategy the local educational agency will use to implement effective parental involvement under section 1118.

A parent involvement policy has been jointly developed with, agreed on, and distributed to parents of participating children. Parent compacts are signed annually and include involvement by parents, teachers and the school leader. High school students are part of the commitment to their own learning. The district and schools offer parent trainings, and provide constant communication that includes meetings, newsletters, etc.

16. Describe, where appropriate, how the local educational agency will use funds under this part to support after-school (including before-school and summer school) and school-year extension programs.

The LEA will support after-school and school-year extension programs through Local Funds, Grants, EAA, Act 135, and other funding sources. No Title I fund are used for after-school or extended day programs, except for Andrews Elementary which is operating a summer school. However, Title I funds provide additional assistance in the form of small group tutoring during the regular day program.

District: GEORGETOWN

Insert below the district's policy of Parent Involvement, which has been developed jointly with, agreed upon with, and distributed to the parents of participating students. This policy should reflect those requirements of Section 1118 of Title I, Part A.

In developing the Title I Parent Involvement Policy, the district administration has worked jointly with, agreed upon with, and distributed to the parents a written policy. Parents have been provided an opportunity for input and to view the LEA Title I Plan. A Program Review was provided for our board approval. Attached is a copy of the Title I Parent Involvement Policy which addresses the policy requirements and how we will accomplish each of the requirements.

Georgetown County School District

Title I Parent Involvement Policy

Local Educational Agency (District) Policy

The Georgetown County School District has developed jointly with, agreed upon with, and distributed to parents a written parent involvement policy that will address the following six statements:

1. Involve parents in the joint development of the District's plan and the process of school review and improvement through a planning questionnaire, recommendation form, and by working directly on the planning committees. This will be met by:
 - a) distributing copies of the proposed and final applications, needs assessment, budget, evaluation, state and federal laws and regulations;
 - b) providing meeting space and staff availability for further regular meetings of parents;
 - c) offering training programs for parents; and
 - d) reviewing other reasonable requests.
2. Provide coordination, technical assistance, and support to schools for effective parent involvement, through the parent involvement coordinator, guidance counselors, and Title I coordinator and to improve student achievement and school performance through parenting workshops, home visits, and other methods that may be suggested from parental contacts.
3. Build the school's and parents' capacity for strong parent involvement through:
 - a) at least one scheduled conference between individual parents and teachers each year;
 - b) the solicitation of parents' suggestions in the planning, development and operation of the program by sending a planning questionnaire to Title I parents;
 - c) requesting parental input by discussing the program of the current year, and by allowing input by parents in the planning of the program for the next fiscal year;
 - d) requiring all parents, students and schools (principals) to sign a promise of commitment (compact) to affirm their responsibilities as a team in accordance with the Georgetown County Board of Education Policy JF-E (1);
 - e) reporting to each child's parent(s) on the child's progress by sending reports home at the end of each grading period; and
 - f) providing training for parents on how to help their children academically.
 - g) providing information, programs and activities for parents in a language and form that they can understand.
4. Coordinate and integrate parent involvement under this program with parent involvement under other programs such as Head Start, the Parents as Teachers Program, the Home Instruction Program

for Preschool Youngsters, and State-run programs through monthly meetings.

5. Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy to determine:

a) the effectiveness as to increasing parent participation; and,

b) barriers to participation as noted in section 1118 of the law.

Note: Parents will be given recommendation forms to indicate any barriers to greater parent participation and to determine possible steps to overcome those barriers for the next fiscal year.

Minutes of any meetings and a summary of recommendations will be maintained.

6. Involve parents in the activities of the school served under this part.

7. Use such findings to design strategies for school improvement and revise, if necessary, the District and school parental involvement policies.

Parent Comments

If the plan is not satisfactory to parents of participating children, the District shall submit any parent comments with this plan as part of its submission to the State. Parents' input will be solicited in the spring of each year.

Title I Local Education Agency Assurances

The local educational agency assures, by marking the boxes below, that it will:

1.	inform eligible schools and parents of Schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources.	Yes
2.	provide Priority (TA) and support to Schoolwide programs.	Yes
3.	work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards.	Yes
4.	fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).	Yes
5.	provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.	Yes
6.	take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.	Yes
7.	ensure that early childhood development services comply with the performance standards established under Section 641A(a) of the Head Start Act, in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance.	Yes
8.	work in consultation with schools as the schools develop and implement their plans or activities under Sections 1118 and 1119.	Yes
9.	comply with the requirements of Section 1119 regarding the qualifications of teachers and paraprofessionals and professional development.	Yes
10.	inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX and, if the state is an Ed-Flex Partnership state, to obtain waivers under the Educational Flexibility Partnership Act of 1999.	Yes
11.	coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the state educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under Section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.	Yes
12.	ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.	Yes
13.	use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).	Yes
14.	ensure that the results from the academic assessments required under Section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand.	Yes
15.	assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D).	Yes

16.	participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.	Yes
17.	comply with the requirements of Section 1118 of parental involvement.	Yes
18.	use 5 percent (unless a lesser amount is needed) for professional development activities to ensure that teachers who are not highly qualified become highly qualified.	Yes
19.	agree, with the school, to involve parents of children receiving services under this part in the decisions regarding how funds reserved for parent involvement (1 percent, unless 1 percent is less than \$5,000 which is an exclusion from this requirement*) are allotted for parental involvement activities. The LEA agrees that not less than 95 percent of the 1 percent reserved* for parent involvement shall be distributed to schools under this part.	Yes
20.	publicize and disseminate the results of the local annual review to parents, teachers, principals, schools, and the community in accord with Section 1116(a)(1)(C) of the law.	Yes
21.	review the effectiveness of the actions and activities the schools are carrying out under this part with respect to parental involvement, professional development, and other activities assisted under this part.	Yes
22.	ensure that the plan was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part, including a shared responsibility of schools, teachers, and the school district in making decisions regarding Sections 1114 and 1115 of the law.	Yes
23.	ensure that the plan will remain in effect for the duration of the agency's participation under this part. The plan will be reviewed and revised as needed.	Yes
24.	comply with Section 1112(g)(1) regarding notification to parents of limited English proficient children and parents of children with a disability.	Yes
25.	plan for and implement Head Start performance standards including pursuing the availability of other federal, state and local funding sources to assist in compliance with Section 1112(c)(2)(B)	Yes
26.	use funds received under this part only to supplement, the amount of funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in programs assisted under this part, and not to supplant such funds as in accord with Section 1120A of the law.	Yes
27.	ensure that the district has established and implemented a districtwide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies and will further demonstrate compliance with the requirements of comparability as set forth in Section 1120A of the law.	Yes
28.	use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to this agency under the Title. [GEPA, Section 436(b)(3)].	Yes
29.	keep such records and provide such information to the SEA as may be required for fiscal audit and assessment consistent with the responsibilities of the SEA under the Title.	Yes
30.	comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.	Yes
31.	comply, in the case of construction required for the operation of this project, with applicable requirements as specified by the SEA Office of School Planning and Building.	Yes

32.	agree that it, and the schools served, will comply with all requirements in the Title I law.	Yes
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Name and Title of Authorized Official

Randall Dozier

Signature of Authorized Official

KHANNA@GCSD.K12.SC.US22010002018 *

Date of Signature

06/29/2017

Title I Local Education Agency Assurances

Page 11 - 14

The local educational agency assures, by marking the boxes below, that it will:

1.	inform eligible schools and parents of Schoolwide program authority and the ability of such schools to consolidate funds from federal, state, and local sources.	Yes
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3.	work in consultation with schools as the schools develop the schools' plans pursuant to Section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to Section 1115 so that each school can make adequate yearly progress toward meeting the state student academic achievement standards.	Yes
4.	fulfill such agency's school improvement responsibilities under Section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).	Yes
5.	provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.	Yes
6.	take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.	Yes
7.	ensure that early childhood development services comply with the performance standards established under Section 641A(a) of the Head Start Act, in the case of a local educational agency that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance.	Yes
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12.	ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.	Yes

13.	use the results of the student academic assessments required under Section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the state's proficient level of achievement on the state academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).	Yes
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15.	assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with Section 1111(b)(8)(D).	Yes
16.	participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.	Yes
17.	comply with the requirements of Section 1118 of parental involvement.	Yes
18.	use 5 percent (unless a lesser amount is needed) for professional development activities to ensure that teachers who are not highly qualified become highly qualified.	Yes
19.	agree, with the school, to involve parents of children receiving services under this part in the decisions regarding how funds reserved for parent involvement (1 percent, unless 1 percent is less than \$5,000 which is an exclusion from this requirement*) are allotted for parental involvement activities. The LEA agrees that not less than 95 percent of the 1 percent reserved* for parent involvement shall be distributed to schools under this part.	Yes
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22.	ensure that the plan was developed in consultation with teachers, principals, administrators (including administrators of programs described in other parts of this title), and other appropriate school personnel, and with parents of children in schools served under this part, including a shared responsibility of schools, teachers, and the school district in making decisions regarding Sections 1114 and 1115 of the law.	Yes
23.	ensure that the plan will remain in effect for the duration of the agency's participation under this part. The plan will be reviewed and revised as needed.	Yes
24.	comply with Section 1112(g)(1) regarding notification to parents of limited English proficient children and parents of children with a disability.	Yes
25.	plan for and implement Head Start performance standards including pursuing the availability of other federal, state and local funding sources to assist in compliance with Section 1112(c)(2)(B)	Yes
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27.	ensure that the district has established and implemented a districtwide salary schedule, a policy to ensure equivalence among schools in teachers, administrators, and other staff, and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies and will further demonstrate compliance with the requirements of comparability as set forth in Section 1120A of the law.	Yes
28.	use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to this agency under the Title. [GEPA, Section 436(b)(3)].	Yes

29.	keep such records and provide such information to the SEA as may be required for fiscal audit and assessment consistent with the responsibilities of the SEA under the Title.	Yes
30.	comply with Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, Title IX of the Education Amendments of 1972, and the Age Discrimination Act of 1975.	Yes
31.	comply, in the case of construction required for the operation of this project, with applicable requirements as specified by the SEA Office of School Planning and Building.	Yes
32.	agree that it, and the schools served, will comply with all requirements in the Title I law.	Yes

Name and Title of Authorized Official

Randall Dozier

Signature of Authorized Official

KHANNA@GCSD.K12.SC.US22010002018 *

Date of Signature

06/29/2017

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1.	Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.	Yes
2.	Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.	Yes
3.	Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.	Yes
4.	Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.	Yes
5.	Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. Â§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).	Yes
6.	Will comply with all Federal statutes ¹ relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. Â§1681-1683, and Â§1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. Â§794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. Â§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) Â§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. Â§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. Â§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.	Yes
7.	Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.	Yes
8.	Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. Â§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.	Yes

9.	Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §327-333), regarding labor standards for federally assisted construction subagreements.	Yes
10.	Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.	Yes
11.	Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. Â§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. Â§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).	Yes
12.	Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.	Yes
13.	Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. Â§470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. Â§469a-1 et seq.).	Yes
14.	Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.	Yes
15.	Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. Â§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.	Yes
16.	Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. Â§4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.	Yes
17.	Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.	Yes
18.	Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.	Yes

Application Organization

Date Submitted

CERTIFICATION REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Department and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that it and its principals:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- (b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- (d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE

A. GRANTEEES OTHER THAN INDIVIDUALS -- APPLICABLE TO GRANTEEES RECEIVING \$50,000 OR MORE AND ALL STATE AGENCIES REGARDLESS OF GRANT AMOUNT.

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

The applicant certifies that it will or will continue to provide a drug-free workplace by:

- (a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
- (b) Establishing an on-going drug-free awareness program to inform employees about:
 - (1) The dangers of drug abuse in the workplace;
 - (2) The grantee's policy of maintaining a drug-free workplace;
 - (3) Any available drug counseling, rehabilitation, and employee assistance programs; and
 - (4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
- (c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
- (d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:

- (1) Abide by the terms of the statement; and
- (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
- (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
- (f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
- (1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
- (2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
- (g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. GRANTEES WHO ARE INDIVIDUALS

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610.

- (a) As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- (b) If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

PLACE OF PERFORMANCE

The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant

Street Address

City

County

State

Zip Code

Check ☐ if there are workplaces on file that are not identified here.

CERTIFICATION

Name of Applicant

PF/Award Number and/or Project Name

Name and Title of Authorized Representative

Authorized Certifying Official

Date Submitted

Certification Regarding Lobbying

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying". This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- (a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- (b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- (c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT GEORGETOWN	PR/AWARD NUMBER AND / OR PROJECT NAME GEORGETOWN
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE H. Randall Dozier	
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL KHANNA@GCSD.K12.SC.US22010002018	DATE SUBMITTED 01-26-2018

**Certification of Compliance with the
Gun Free Schools Statute**

The LEA assures that it is in compliance with all requirements of the South Carolina gun-free schools statute, 59-63-235, Code of Laws of South Carolina, 1976.

As the duly authorized representative of the applicant, I hereby assure that the applicant will comply with the above statute.

Signature of Authorized Certifying Official *

rdozier@GCSD.K12.SC.US22010002010

Title

38GEOR01

Applicant Organization

GEORGETOWN

Date Signed

06/29/2017

** By clicking submit you are agreeing to the terms and conditions of this page. This signature constitutes your digital signature and does not in any way release you from any agreements herein.*

**Certification of Compliance with the
Guidance on Constitutionally Protected Prayer in Public Education**

In accordance with 20 USC 7904, in order to receive funds under the Elementary and Secondary Education Act, a local educational agency (LEA) must certify in writing that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in the *Guidance on Constitutionally Protected Prayer in Public Education*.

I, the authorized certifying official of the below referenced school district, have received and read the *Guidance on Constitutionally Protected Prayer in Public Education* issued by the United States Department of Education on February 7, 2003. I hereby certify that the school district referenced below has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools as set forth in the guidance.

Signature of Authorized Certifying Official *

rdozier@GCSD.K12.SC.US22010002010

Title

38GEOR01

Applicant Organization

GEORGETOWN

Date Signed

06/29/2017

**Certification of Compliance with the
Guidance on Constitutionally Protected Prayer in Public Education**

In accordance with 20 USC 7904, in order to receive funds under the Elementary and Secondary Education Act, a local educational agency (LEA) must certify in writing that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in the *Guidance on Constitutionally Protected Prayer in Public Education*. .

I, the authorized certifying official of the below referenced school district, have received and read the *Guidance on Constitutionally Protected Prayer in Public Education* issued by the United States Department of Education on February 7, 2003. I hereby certify that the school district referenced below has no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools as set forth in the guidance.

Signature of Authorized Certifying Official *

rdozier@GCSD.K12.SC.US22010002010

Title

38GEOR01

Applicant Organization

GEORGETOWN

Date Signed

06/29/2017