

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

COLLETON 2011

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

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

1. STATE PROJECT NO. 11BA024	2. FOR FISCAL YEAR ENDING September 2011	1. FY 2010 CARRYOVER ON DEPOSIT WITH LEA \$580,759.77 ON RESERVE WITH SEA \$ 0.00
3. AMOUNT APPROVED \$0.00	4. DATE APPROVED 01/01/1900	2. FY 2011 FUNDS (NEW GRANT) \$2,716,194.23
5. SIGNATURE (Authorized SEA Official)		3. TOTAL REQUESTED \$3,296,954.00

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

05/14/2010

APPLICANT (LEGAL NAME OF SCHOOL DISTRICT) COLLETON	NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Leila W. Williams - Superintendent			
MAILING ADDRESS (STREET, CITY, OR TOWN) PO Box 290, Walterboro	SIGNATURE			
STATE SOUTH CAROLINA	COUNTY COLLETON	ZIP CODE 29488	TELEPHONE (with Area Code) 843-782-4510	DATE SIGNED 08/11/2010
NAME AND TITLE OF CONTACT PERSON Catherine Turner - Title I/Federal Special Projects Coordinator			TELEPHONE NO. 843-782-4522	FAX NO. 843-782-3865
MAILING ADDRESS PO Box 290, Walterboro, 29488			E-MAIL ADDRESS cturner@colletonsd.org	

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, 2008 \$ 8,060.06

B. For FY ending June 30, 2009 \$ 7,961.26

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 2011 COLLETON

Eligible School Attendance Areas

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

All Public Schools Grouping: ALL	Public School Enrollment	Children From Low Income Families	Percent Poor	Eligible School	Served School
Black Street Early Childhood Center (PK-K)	266.21	248.00	93.16	X	X
Hendersonville Elem (PK-5)	475.46	430.00	90.44	X	X
Bells Elementary (PK-5)	347.78	303.00	87.12	X	X
Cottageville El (PK-5)	540.77	454.00	83.95	X	X
Colleton Middle (6-8)	411.41	341.00	82.89	X	X
Northside Elem (1-5)	611.77	494.00	80.75	X	X
Ruffin Middle (6-8)	340.18	272.00	79.96	X	X
Forest Circle Middle (6-8)	686.79	510.00	74.26	X	X
Forest Hills Elem (1-5)	576.43	412.00	71.47	X	X
Colleton County High (9-12)	1693.45	1172.00	69.21	X	
Edisto Beach Elem (PK-6)	40.39	0.00	0.00		
District Totals	5990.64	4636.00	77.39		

DISTRICT SET ASIDES/SCHOOL ALLOCATIONS

Schools at or above 35% Poverty

Section I	New Title I Allocation <u>\$2,716,194.23</u>		Per Pupil Cost Calculation
	TOTAL REQUESTED (From section1-A, #3)	<u>\$3,296,954.00</u>	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.
Less Set-Asides, as applicable:			Colleton schools were rank ordered based on percent of poverty identified on the 135th day (2009-10 school year). Schools requiring an allocation of 85% of the previous year's allocation are allocated at least at that level. Based on the percentage of students receiving free and reduced-priced lunch, the Title One schools were allocated in the following manner: Black St. Early Childhood Center has a 93.16% of f/r priced students. Per pupil amount for BSECC is \$471 and the school is allocated \$116,808. Hendersonville Elementary has a 90.44% of f/r students. Per pupil amount for HES is \$471 and the school is allocated \$202,530. Bells Elementary has a 87.12% population of f/r students. The per pupil for BES is \$471 and the school is allocated \$142,713. Cottageville Elementary has a 83.95% population of f/r students. The per pupil is \$467 and the school is allocated \$212,018. Colleton Middle has a 82.89% population of f/r students. The per pupil allocation is \$467 and the school is allocated \$159,247. Northside Elementary has a 80.75% population of f/r students. The per pupil is \$329 and the school is allocated \$162,526. Ruffin Middle has a 79.96% population of f/r students. The per pupil is \$319 and the school is allocated \$86,768. Ruffin Middle made AYP and did not require an allocation at 85% of previous year's. Forest Circle has a 74.26% population of f/r students. The per pupil is \$319, which is 85% of previous yr's allocation)and the school is allocated \$162,690. Forest Hills Elementary has a 71.47% population of f/r students. The per pupil is \$319 and the school is allocated \$131,428. FHE made AYP. Total allocated to schools is \$1,376,728.
	LEA Administration	<u>\$321,755.00</u>	
	Parent Involvement*	<u>\$27,180.00</u>	
	(1% Min. of allocation = \$ 27,162) Parent Involvement funds already included in the school allocations: \$ 0		
	Homeless	<u>\$20,000.00</u>	
	(funds must be set-aside for homeless students)		
	Neglected	<u>\$0.00</u>	
	Delinquent	<u>\$0.00</u>	
	School Improvement		
	(20% of allocation, even if only Choice or SES = \$543,239)		
	Transportation for Choice** (5-15%)	<u>\$52,000.00</u>	
	(Must be 20% for LEA with Newly Identified schools only)		
	Supplemental Services or SES** (5-15%)	<u>\$491,245.00</u>	
	District Improvement	<u>\$465,908.00</u>	
	(10% of the allocation = \$271,620) Portion from school allocation counted: \$ 0		
	Highly Qualified Professional Development***	<u>\$135,812.00</u>	
	Other fund sources used for professional development		
	Source: <u>\$0.00</u>		
	Other Set-Asides1: Orchard Lab Instructors	<u>\$198,117.00</u>	
	Other Set-Asides2: Indirect Costs	<u>\$67,903.00</u>	
	Other Set-Asides3: SES Stipends	<u>\$9,643.00</u>	
	Other Set-Asides4: ESOL instructor	<u>\$20,313.00</u>	
	Other Set-Asides5: Elementary Interventionists Salaries/benefits	<u>\$110,350.00</u>	
	Other Set-Asides6: Other6	<u>\$0.00</u>	
	Other Set-Asides7:	<u>\$0.00</u>	
	TOTAL SET-ASIDES	<u>\$1,920,226.00</u>	
	TOTAL AMMOUNT TO BE DISTRIBUTED TO SCHOOLS	<u>\$1,376,728.00</u>	
	(Total Set-Asides + Amount to be distributed to Schools = Total Requested)		TOTAL TO BE DISTRIBUTED TO SCHOOLS <u>\$1,376,728.00</u>

*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.

2011 Project									ALL Schools
III. Allocation to Eligible Schools			District: COLLETON		SEA APPLICATION PAGE				
Served Schools Grouping: ALL	Enrollment	Percent Poor	No. Poor			Per Pupil Allocation	Public School Allocation	Private School Allocation	Total Allocation
			Public	Private	Total				
Black Street Early Childhood Center <u>PK-K</u>	266.21	93.16	248.00	0.00	248.00	471.00	\$116,808.00	\$0.00	\$116,808.00
Hendersonville Elem <u>PK-5</u>	475.46	90.44	430.00	0.00	430.00	471.00	\$202,530.00	\$0.00	\$202,530.00
Bells Elementary <u>PK-5</u>	347.78	87.12	303.00	0.00	303.00	471.00	\$142,713.00	\$0.00	\$142,713.00
Cottageville El <u>PK-5</u>	540.77	83.95	454.00	0.00	454.00	467.00	\$212,018.00	\$0.00	\$212,018.00
Colleton Middle <u>6-8</u>	411.41	82.89	341.00	0.00	341.00	467.00	\$159,247.00	\$0.00	\$159,247.00
Northside Elem <u>1-5</u>	611.77	80.75	494.00	0.00	494.00	329.00	\$162,526.00	\$0.00	\$162,526.00
Ruffin Middle <u>6-8</u>	340.18	79.96	272.00	0.00	272.00	319.00	\$86,768.00	\$0.00	\$86,768.00
Forest Circle Middle <u>6-8</u>	686.79	74.26	510.00	0.00	510.00	319.00	\$162,690.00	\$0.00	\$162,690.00
Forest Hills Elem <u>1-5</u>	576.43	71.47	412.00	0.00	412.00	319.00	\$131,428.00	\$0.00	\$131,428.00
Served School Totals	4256.80	81.38	3464.00	0.00	3464.00	3633.00	\$1,376,728.00	\$0.00	\$1,376,728.00
						Total on page 2C	\$1,376,728.00		

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.

LEA Administration Supplemental	223-100 Title One Coord Salary	73,348	\$321,755.00
	223-200 Title One Coord Benefits	21,764	
	223-100 Admin Assistant Salary	35,329	
	223-200 Admin Assistant Benefits	15,044	
	223-100 Clerical Salary	9,564	
	223-200 Clerical benefits	2,500	
	223-400 Supervisor's Supplies	6,261	
	223-332 Supervisor's travel	20,000	
	254-321 Supervisor's cell phone	1,200	
	100-400 assessment software (Progress Monitoring, MAP, TfHS, Test View) for Title I Schools	88,435	
	188-115 Parent Involvement Coordinator	24,750	
	188-400 Title I Parent Center Supplies/Postage/Communications	15,000	
	188-200 Parent Involvement Coordinator Benefits	8,560	
	Subtotal of Activity:	\$321,755.00	
Parent Involvement Required	188-312 Parent Involvement Purchase Services to cunduct parent trainings	2,025	\$27,180.00
	188-410 Parent Involvement Supplies for 9 schools	9,414	
	188-100 Parent Involvement stipends for parent facilitators in Title I schools	9,000	
	188-200 Parent involvement benefits for facilitators	1,890	
	254-130 custodial services during parent trainings (10 days)	630	
	254-200 benefits for custodian	135	
	188-135 honorarium for 54 district employees	3,375	
	188-200 benefits for district employees	711	
	Subtotal of Activity:	\$27,180.00	
Homeless Required	100-410 School supplies	20,000	\$20,000.00
	Subtotal of Activity:	\$20,000.00	

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.

<p>Transportation for Choice Required</p>	<p>251-331 travel 52,000 Subtotal of Activity: \$52,000.00</p>	<p>\$52,000.00</p>
<p>Supplemental Services or SES Required</p>	<p>100-312 SES Purchase Services 491,245 Subtotal of Activity: \$491,245.00</p>	<p>\$491,245.00</p>
<p>District Improvement Required</p>	<p>220-100 7 District Instr Facilitators 362,112 220-200 Benefits for DIFs 103,796 Subtotal of Activity: \$465,908.00</p>	<p>\$465,908.00</p>

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.

<p>Highly Qualified Professional Development Required</p>	<p>220-300 Provide HQ training / coursework 135,812 Subtotal of Activity: \$135,812.00</p>	<p>\$135,812.00</p>
<p>Orchard Lab Instructors Supplemental</p>	<p>100-100 8 Orchard Lab Instructors - Salaries 139,415 100-200 Orchard Lab Instructors - Benefits 58,702 Subtotal of Activity: \$198,117.00</p>	<p>\$198,117.00</p>
<p>Indirect Costs Supplemental</p>	<p>430-791 Indirect Costs 67,903 Subtotal of Activity: \$67,903.00</p>	<p>\$67,903.00</p>

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.

<p>SES Stipends Supplemental</p>	<p>100-100 SES Sch Contact Stipend 8,000 100-200 benefits for SES Sch contacts 1,643 Subtotal of Activity: \$9,643.00</p>	<p>\$9,643.00</p>
<p>ESOL instructor Supplemental</p>	<p>100-100 ESOL Salary 14,090 100-200 ESOL benefits 6,223 Subtotal of Activity: \$20,313.00</p>	<p>\$20,313.00</p>
<p>Elementary Interventionists Salaries/benefits Required</p>	<p>100-115 Salary for 2 cert staff and 3 assistants 91,242 100-200 Benefits for interventionists 19,108 Subtotal of Activity: \$110,350.00</p>	<p>\$110,350.00</p>

DISTRICT TITLE I PLANNING TEAM

District: COLLETON

School Term: 2010 - 2011

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
Darlene Miller	Cottageville El	Parent of Title I school student	
Karen Nix	Northside Elem	Parent of Title I school student	
Joseph Williams	Hendersonville Elem	Parent of Title I school student	Parents
Wendy Strickland	Forest Hills Elem	Parent of Title I school student	Parents
Rebecca Steedley	Colleton Middle	Teacher of Title I school	
Patty Gibson	Forest Hills Elem	Teacher of Title I school	
Cliff Warren	Colleton County High	Principal of Title I school	
Jessica Williams	Hendersonville Elem	Principal of Title I school	
Bob Pence	District Personnel	Local Title I (or other fed. program) Administrator	
Catherine Turner	District Personnel	Local Title I (or other fed. program) Administrator	
Cynthia Gant	District Personnel	Other personnal at Title I school	
Nancy Carter	District Personnel	Other personnal at Title I school	
Berty Williams	Bells Elementary	Other personnal at Title I school	Parent Involvement Facilitators
Blanche Hamilton	Colleton Middle	Other personnal at Title I school	Parent Involvement Facilitators
Brad Rodgers	Forest Hills Elem	Other personnal at Title I school	Parent Involvement Facilitators
Michael Thomas	Colleton Middle	Other personnal at Title I school	Assistant Principals
Paul Haase	Administration	Other personnal at Title I school	School Board Member
Sonya Williams	Ruffin Middle	Other personnal at Title I school	Parent Involvement Facilitators
Uirica Bodison	Forest Circle Middle	Other personnal at Title I school	Assistant Principals

Others:

Esther Womble	Cottageville El		Community Member
Amy Cook	Colleton County High		Community Member
Art Ellis	Administration		Headmaster, Colleton Preparatory Academy
Lee Runyon	Forest Hills Elem		Community Member
Leila Williams	District Personnel		Newly Appointed Superintendent
Vivian Williams	Hendersonville Elem		Community Member

Meeting Dates:

Date 1: 01/26/2010

Date 2: 03/18/2010

Date 3:

District: COLLETON

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 CCSD plans to work with other programs listed to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional programs. The district will do this in an effort to ease transition and to bring about program coordination. The district coordinates and integrates services provided under Title I with services provided from local, state, and other federal monies to provide services that meet the needs of the students, school staff, parents and community persons. This coordination includes identification and selection of Head Start students and other five year-olds to attend all day kindergarten. Also, coordination efforts include: 1. The smooth transition for children entering school, 2. IDEA funds for programs with students with disabilities, 3. Tutoring and instructional services to migrant children, 4. ESL tutoring, 5. Transition services to students preparing to enter Tech Prep curriculum in high school, and 6. Alternative school students participating in classes at the technology and career center. Efforts are made to target migrant children so that interruption of their academic learning is kept at a minimum. Assistance is offered through the CCSD Parent Center. Parents are encouraged to check out computers that will help the students recognize and pronounce words in English or Spanish. The district vocational educational and career center works closely with the school district to utilize resources and services. Perkins funding supports many of the programs at the CCSD career center, Thunderbolt Career and Technology Center (TCTC). Middle school students, which includes students served by Title I, visit TCTC to learn about the career training that is provided; middle school teachers are provided the opportunity to attend the Education and Business Summit each summer; funding is provided for industrial technology classes at the middle schools; and the vocational counselor sponsors a yearly career fair.

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);

Colleton County School District (CCSD) will not use any academic assessments other than the PASS test to identify schools for improvement. However, CCSD does distribute the school's state report card to parents and teachers. The district also issues a report on the state of the district that includes the tests scores and other data to inform the public about the district's schools. In addition, each school has a School Improvement Council (SIC) that participates in an advisory capacity to the principal. Parents, teachers, and, in the high school, students are members of the SIC. The Title I Parent Advisory Council also meets regularly to discuss parent-school issues. Parenting Coordinators attend PTO meeting to provide information to parents and guardians.

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;

Colleton County School District (CCSD) uses various methods to assist in the diagnosis of student weaknesses with the specific intent of instructing to address the weaknesses. The schools administer benchmark assessments based on the PASS format periodically during the year. These assessments provide specific feedback in reference to student weaknesses, which the PASS does not. Teachers are then expected to teach to the identified weaknesses. Also, many schools use computer programs supported by Title I to identify academic needs to provide remediation. District funds and Title I funds are used to purchase instructional materials and inform parents of the students' weaknesses, what the school is doing to address them, and encourage parents to partner with the schools in this effort. CCSD is instituting researched based interventions such as SRA, direct instruction to improve student reading skills. Explicit Direct Instruction supported by DataWorks is a staff development program designed to improve instruction. Measures of Academic Progress (MAP) a computer adaptive assessment is used to inform instruction. The district has purchased software that will allow teachers to track student PASS test scores. This software will also assist teachers with the writing of student improvement plans.

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

District level and school wide improvement plans are used to guide the need for revision. These plans are based on a needs assessment with PASS data, and other data as appropriate. Plans for corrective action also are included in these plans.

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 a. Valid, reliable, and based on scientifically based reading research, such as SRA direct instruction. b. A brief procedure designed as a first step in identifying children who may be high risk and in need of further diagnosis of their need. Diagnostic Reading Assessment a. Valid, reliable, and based on scientifically based reading research. b. Used to identify strengths and weaknesses, to determine difficulties and potential cause, and to determine intervention strategies and related needs. Classroom-Based Instructional Reading Assessment a. An evaluation based upon teacher observations of children performing academic tasks as a part of the daily classroom experience. b. An assessment, such as SRA or software, used to improve instruction in reading, including classroom instruction.

District: COLLETON**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.)*

In the Palmetto Assessment of State Standards (PASS), South Carolina has adopted a challenging assessment that is aligned with the "State's challenging content and student performance standards" and PASS provides feedback concerning a student performance in relation to the standards. The tests are administered to students at grade levels in accordance to section 1111. Colleton County School District does not utilize any other tests or assessments in addition to the academic indicators described in section 1111. The exception may be the tests used to place special education students.

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.

Summer school, tutorial services, extended day sessions, pull-out classes, better targeting of instruction, and accelerated instruction will be among the methods educational assistance will be provided to students to assist them in meeting state's challenging student academic achievement standards.

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.

Strategy for Professional Development The district's professional development activities are generally aligned to the State's student content and student performance standards. These activities are tied to the school's action plans. The district provides all staff members high quality, intensive and sustained professional development, designed by teachers and administrators to enhance individual and organizational growth. Priorities for staff development reflect current research on teaching and learning and are designed to have a positive impact on teachers' performance in the classroom. All activities are school- focused approaches linked to the State Curriculum Frameworks and include methods to teach children with special needs. For Title I elementary schools, Curriculum and Instructional Facilitators are employed to provide intensive coaching in ELA and math. In addition, the state of urgency for improvement that the federal guidance dictates and the current lack of progress in students' test scores require the district to do more intensive classroom observations and feedback. The district will employ retired educators and administrators to perform additional observations for teachers needing instructional support. An effort is made to combine local, state, and federal funds in providing comprehensive staff development for all employees and include gender-equitable education methods, techniques, and practices. Administrators of programs such as special service, technology, Tech Prep, and parenting organize staff development activities to allow for maximum professional growth. The district staff development efforts are based on district needs as identified by assessment surveys, administrative input, and input from other community stakeholders.

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. 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:**

The district plans to work with the other programs to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional programs. The district will do this in an effort to ease transition and to bring about program coordination. For example, to improve teacher quality and effectiveness, the district will provide District Instructional Facilitators to coach teachers and to provide common assessments to measure student performance

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;

The district plans to work with the other programs to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional programs. The district will do this in an effort to ease transition and to bring about program coordination. Parents can declare their homelessness on the Proof of Residency form that all parents complete when students enroll. Title One supports this effort by providing a salary for an ESOL teacher to work with our growing Hispanic population. In addition, Title One has funds set aside to provide uniforms and school supplies for students identified as homeless.

District: COLLETON

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.)**

NA

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.**

NA

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.**

The district ensures that migratory children are located and provided the same learning opportunities as other children to meet the challenging State performance standards. In the Title I School-wide projects, all students are provided the same advantages, but particular care is taken to identify migrant students and teach them as much as possible during the short time they are in our district.

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.**

The local Head Start program is funded through a grant dating back many years that does not include the school district; however, the school district works closely with Head Start in many ways. Every spring, Head Start students, parents and staff visit the primary school to familiarize the children with the daily routines and curricula of public school and to eliminate anxiety. The CCSD parenting program, headed by Ms. Joy Mazur, follows the state mandated Even Start Family Model. This model contains elements for adult education, early education, parent and child interaction and parenting. Our preschool program works closely with the district's special services' Child Find program to identify young children with special educational needs. LEA, Special services, EIA and Title I School-wide funds are combined to provide three and four year-old children with disabilities, acute developmental delays, and language communication deficits the necessary learning opportunities designed to ensure academic and social success in kindergarten and first grade. These classes participate in all of the primary school activities, making transitions to kindergarten easier for the children and parents. This program complies with State performance standards and Public Law 99-457, Americans with Disabilities Act, in providing the necessary health and support services.

District: COLLETON

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

The district will implement its strategic plan of action. The district plan contains strategic activities focused on those areas that prevented the district from meeting AYP. All schools have developed school renewal plans and Title I schools developed focused school improvement plans that support and sustain the district's strategic plan. Each school's plan includes activities aimed at areas that prevented the school from making AYP.

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.

The district will implement its plan consistent with the requirement of the regulations. Of the 20% required set aside, approximately 15% of the allocation is set aside for SES to pay SES providers for tutoring eligible students in schools in CSI, CA, RP, and R; and approximately 5% set aside for Choice transport for students attending schools NI, CSI, CA, RP and R..

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

The district Personnel Director will actively recruit staff that meets the requirement. Current staff (professionals and paraprofessionals) will be encouraged to meet the requirements within the grace period. All newly hired staff members will be highly qualified as defined by the NCLB legislation. Core teachers who are not currently highly qualified will be expected to take classes, participate in HOUSSE evaluations, take PRAXIS exams or participate in staff development as appropriate in becoming highly qualified by 2005-06.

District: COLLETON

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

Title I will coordinate/combine with local and state funds to provide these activities. Homeless children who do not have the materials will be provided basic school supplies and school uniform(s).

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

The LEA will: 1. Involve parents in the development of the LEA plan and in the process of school review and improvement; 2. Assist schools in planning and implementing effective parent involvement; 3. Build school/parent capacity for parent involvement; 4. Coordinate with other programs that work with parent involvement; and 5. With parents, annually evaluate the parent involvement policy to determine how well it is increasing parent participation, and to identify barriers to greater participation- especially those caused by disability, economic disadvantage, limited English proficiency or literacy, or minority background.

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.

Some of the school-wide programs support after-school tutoring. The local district supports the coordination of funds from sources such as homework center funds, Twenty-first Century grants, K-5 and 6-8 Enhancement funds and other grants to provide academic experiences for students.

District: COLLETON

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.

Colleton County School District has attached its revised and updated parent involvement policy. Each Title One school has added details to their own school's policy, which is now an extension of the district policy. The revisions will be provided to parents at each school for any additional suggestions and recommendations.

PARENT INVOLVEMENT POLICY

PART I. GENERAL EXPECTATIONS

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

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs. Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements and include, as a component, a school-parent compact.
- The school district will incorporate this district wide parental involvement policy into its district plan.
- In carrying out the Title I, 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 in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the district plan for Title I developed is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the one 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 parents 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.
- The school district will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in South Carolina.

PART II. DISTRICT/SCHOOL WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Each Title I school and Colleton County School District will take the following actions to involve

parents in the joint development of its school parental involvement plan:

Bells Elementary-

- * The school will work with parents to jointly develop a written policy that is distributed to all parents.
- * Parents will be referred by teachers to serve on a committee that will be responsible for composing and adopting a district wide Parental Involvement Plan.
- * Parent volunteers will be used to help print and distribute policies to students.
- * Parent meetings will be held to allow parents to review and make improvements to the district policy.
- * Parents will be given the opportunity to meet with school employees to discuss policy after school hours by calling the school to schedule times at their convenience.
- ? School will provide on site childcare during parent meetings and provide transportation if requested.
- * School will send notices home and advertise through postings on campus stating the time and location of parent meetings. Parents will be given the option of meeting during out of school hours with school administration and parent center staff to discuss school parental involvement policy.

Black Street Early Childhood Center –

- * The school will work with parents to jointly develop a written policy that is distributed to all parents.
- * Parents will be referred by teachers to serve on a committee that will be responsible for composing and adopting a district wide Parental Involvement Plan.
- * Parent volunteers will be used to help print and distribute policies to students.
- * Parent meetings will be held to allow parents to review and make improvements to the district policy.
- * Parents will be given the opportunity to meet with school employees to discuss policy after school hours by calling the school to schedule times at their convenience.
- * School will provide on site childcare during parent meetings if requested.
- * School will send notices home and advertise through postings on campus stating the time and location of parent meetings. Parents will be given the option of meeting during out of school hours with school administration and parent center staff to discuss school parental involvement policy.

Cottageville Elementary –

- * A written policy will be distributed to all parents that has been developed by all stakeholders – teachers, administrators, community members and parents.
- * Opportunities for parent input will be provided so that we can ensure parents have a part in the decision making of the school. At the beginning of the year, stakeholders including parents and community members will review and revise the parent involvement policy.
- * Parent volunteers will be utilized throughout the school building to assist in a variety of ways. These include becoming lunch buddies, reading buddies, assisting with the copying and distributing of school to home communication which includes the parent involvement policy.
- * Parents will be given the opportunity to meet with all school personnel during the school day. Parents will be given the opportunity to meet with personnel after school hours as long as the parent schedules this with school personnel.
- * The school will provide communication to families through a variety of ways. These include the use of the automated dialer, newsletters, emails, phone calls, or post cards to notify them of parent meetings

Colleton Middle School –

- * Provide parents with a copy of the student handbook and other pertinent information vital to the opening of school
- * Afford parents the opportunity to provide input on the school district plan through the School

Improvement Council (SIC)

- * Provide parents with informative reports pertaining to curriculum and instruction through the School Improvement Council

- * Develop parental policy with the input of the School Leadership team and the parents

Forest Circle Middle School -

- * A questionnaire will be distributed to parents at the beginning of the school year to obtain input on changes that may need to be made with the plan.

- * Parents will be asked to volunteer for a committee to discuss the changes that may be implemented and to adopt the said changes.

- * Childcare will be available for any parents that will need to utilize it.

Forest Hills Elementary –

- a- Survey parents at least once a year

- b- Request input from parents at School Improvement and/or PTO meetings

Hendersonville Elementary –

- * The school will work with parents to jointly develop a written policy that is distributed to all parents.

- * Parent volunteers will be used to help print and distribute policies to students.

- * Parent meetings will be held to allow parents to review and make improvements to the district policy.

- * Parents will be given the opportunity to meet with school employees to discuss policy after school hours by calling the school to schedule times at their convenience.

- * School will provide on site childcare during parent meetings.

- * School will send notices home and advertise through phone dialer automotive system to notify parents of the time and location of parent meetings. Parents will be given the option of meeting during out of school hours with school administration and parent center staff to discuss school parental involvement policy.

Northside Elementary -

- * Parents will be referred by the school's faculty to serve on a parent advisory committee that will be responsible for composing and adopting a Parental Involvement Policy.

- * The school will work with parents on the parent advisory committee to jointly develop a written Parental Involvement Policy.

- * Parents will be notified that the Parent Involvement Policy is available for review, how it may be obtained for reviewing, and how and when to make suggestions to the Parental Involvement Policy by one or more of the following options autodialer, listserv, school newsletter, or school webpage.

- * A copy of the Parental Involvement Policy will be available on the school's webpage for review.

- * Parents may request a hardcopy of the Parental Involvement Policy to review.

- * Parents may meet with school employees to discuss the Parental Involvement Policy during or after school hours by calling the school to schedule a time.

- * By a specified date, parents may email comments/suggestions for change or send written comments/suggestions for change to the Parent Involvement Policy to the school's parent facilitator.

Ruffin Middle -

- * The school will work with parents to jointly develop a written policy that is distributed to all parents.

- * Parents will be referred by teachers to serve on a committee that will be responsible for composing and adopting a district wide Parental Involvement Plan.

- * Parent volunteers will be used to help print and distribute policies to students.

- * Parent meetings will be held to allow parents to review and make improvements to the district policy.

- * Parents will be given the opportunity to meet with school employees to discuss policy after school hours by calling the school to schedule times at their convenience.
 - * School will provide on site childcare during parent meetings and provide transportation if requested.
 - * School will send notices home and advertise through postings on campus stating the time and location of parent meetings. Parents will be given the option of meeting during out of school hours with school administration and parent center staff to discuss school parental involvement policy.
2. The Title One schools and Colleton County School District will take the following actions to involve parents in the process of school review and improvement:

Bells Elementary-

- * The school will publicize and disseminate the results of its local annual review of each school (i.e., the review used to determine whether the school is making AYP) to parents, teachers, principals, schools, and the community so that they can continually refine the instructional program, in an instructionally useful manner, to help all children in Title I, Part A programs meet the challenging State student achievement standards.
- * One parent per grade level will be asked to serve on a Parent Advisory Committee that will work jointly to share in decision making of school review and improvement.
- * Parents will participate in the development and evaluation of the School Improvement Plan.
- * Parents will be provided with a School Handbook that allows them to review school policies and they will be encouraged verbally and in print to make suggestions to administrators regarding policies.
- * The school will host parent meetings to discuss school review and improvement and allow parents to ask questions about and make suggestions to the process.

Black Street Early Childhood Center –

- * The school will publicize and disseminate the results of its local annual review of each school (i.e., the review used to determine whether the school is making AYP) to parents, teachers, principals, schools, and the community so that they can continually refine the instructional program, in an instructionally useful manner, to help all children in Title I, Part A programs meet the challenging State student achievement standards.
- * One parent per kindergarten pod will be asked to serve on a Parent Advisory Committee that will work jointly to share in decision making of school review and improvement.
- * Parents will be provided with a School Handbook that allows them to review school polices and they will be encouraged verbally and in print to make suggestions to administrators regarding policies.
- * The school will host parent meetings to discuss school review and improvement and allow parents to ask questions about and make suggestions to the process.

Cottageville Elementary –

- * Cottageville Elementary will inform parents of progress the school is making by utilizing a variety of communication methods. We will include the progress of our school in our bi-monthly newsletters, presentation of student/school data at PTO and SIC nights, letters and autodialer. We will include the analysis of our AYP status and the Yearly South Carolina School Rating.
- * One parent per grade level will be asked to serve on the Parent Advisory Committee. This committee will work with other committees such as the School Improvement Committee and the School Leadership Team to review school progress and have input to the decisions for making school improvement.
- * Parents will have an opportunity to participate in the development, review and revision of the School Improvement Plan.
- * Parents will be given a student handbook that discusses policies and procedures for Cottageville Elementary. Parents will be provided an opportunity to give feedback or ask questions regarding the school policies and procedures.

Colleton Middle –

- * Make available to parents the results of the State Assessments and the school's performance on those assessments.
- * (School Report Card, Annual Report, School Summary Report, etc)
- * Share information through the School Improvement Council (SIC) to inform parents and to obtain suggestions of improvement when assessments are not meeting standards set by the state
- * Conduct annual survey to evaluate the effectiveness and content of the Parent Involvement Policy
- * Ensure effective involvement through providing a student agenda which communicates information about topics such as... attendance, Character Education, School Calendar, etc.

Forest Circle Middle -

- * At least one parent per grade level will be asked to join a Parent Advisory Committee that will work in conjunction with the administrators and the parent facilitator to share in the development and the follow through of the School Improvement Plan.
- * Meetings will be held on a regular basis to and all parents will be encouraged to attend these meeting.
- * A notice will be sent home to parents and posting will be made throughout the building advising them of the dates and times of all meetings.
- * An Open Door Policy will be maintained to all parents who wish to come to visit our school and to offer suggestions that will be taken into consideration by the administration.
- * Forest Circle Middle School and the Colleton County School District will offer a flexible number of meetings, such as meetings in the mornings or evenings, and may provide, with funds approved under this part, transportation, child care, or home visits, as such services related to parental involvement. Suggestions may be made as to central locations throughout the community that may be a better suited meeting location.

Forest Hills Elementary –

- a-Request input through surveys, meetings, and/or parent-teacher conferences
- b- Parents will participate as members of the School Improvement Council

Hendersonville Elementary -

- * The school will publicize and disseminate the results of its local annual review of each school (i.e., the review used to determine whether the school is making AYP) to parents, teachers, principals, schools, and the community so that they can continually refine the instructional program, in an instructionally useful manner, to help all children in Title I, Part A programs meet the Palmetto Assessment of State Standards.
- * One parent per grade level will be asked to serve on a Parent Advisory Committee that will work jointly to share in decision making of school review and improvement.
- * Parents will participate in the development and evaluation of the South Carolina School Improvement Plan.
- * Parents will be provided with a School Handbook that allows them to review school policies and they will be encouraged verbally and in print to make suggestions to administrators regarding policies.
- * The school will host parent meetings to discuss school review and improvement and allow parents to ask questions about and make suggestions to the process.

Northside Elementary -

- * The school will provide all parents with a copy of the school's AYP Report.
- * Special awards that the school may receive during the year such as the Palmetto Achievement Award or Red Carpet Award will be publicized in the local newspapers, school newsletter, and school webpage.
- * The Parent Advisory Committee, which will include at least one parent per grade level
- * (provided a parent at each grade level is willing to participate), will be given an opportunity through a meeting to include the principal or assistant principal to review and make comments to the

school improvement plan.

* Parents will be provided with a school handbook that allows them to review school policies and they will be encouraged to make suggestions regarding policies to administrators via written communication, email, in person visits, and phone communication.

* Parents may meet with school employees to discuss school review or improvement during or after school hours by calling the school to schedule a time.

Ruffin Middle –

* The school will publicize and disseminate the results of its local annual review of each school (i.e., the review used to determine whether the school is making AYP) to parents, teachers, principals, schools, and the community so that they can continually refine the instructional program, in an instructionally useful manner, to help all children in Title I, Part A programs meet the challenging State student achievement standards.

* One parent per grade level will be asked to serve on a Parent Advisory Committee that will work jointly to share in decision making of school review and improvement.

* Parents will participate in the development and evaluation of the School Improvement Plan.

* Parents will be provided with a School Handbook that allows them to review school policies and they will be encouraged verbally and in print to make suggestions to administrators regarding policies.

* The school will host parent meetings to discuss school review and improvement and allow parents to ask questions about and make suggestions to the process.

3. The Title One schools and Colleton County School District will convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of Title I, and the right of the parents to be involved,

Bells Elementary-

Black Street Early Childhood Center –

* Within the first nine weeks, the school will host a parent meeting in which the school identifies itself as Title I, explains the rights of parents and informs parents of school requirements associated with Title I.

* School will host meetings that provide parents with opportunities to review and make suggestions to improve the school's Title I Program. The Title I Program will then be revised to reflect the changes.

Cottageville Elementary –

* The annual meeting will be scheduled at Cottageville Elementary School in the school cafeteria. The school will provide communication to the parents informing parents of the date and time of the meeting. Flyers will be posted within community to encourage parent support. The district's Title One coordinator will present the parents with information regarding the progress of the school district while school administration presents information regarding the progress of the school.

Colleton Middle –

• The school will provide an opportunity for parents to meet in September in the building to be informed of the requirements of Title One and of their rights to be involved

• The school will notify parents via newsletter in reference to the status of staff (highly qualified, etc)

Forest Circle Middle –

* This meeting will be held during the first month of the school year in the cafeteria of Forest Circle Middle School with a time to be announced.

Forest Hills Elementary –

This meeting will be held annually by November at Forest Hills Elementary.

Hendersonville Elementary -

* Parent involvement meetings will be held monthly in various locations and times will be adjusted to accommodate parents and to foster greater participation. i.e., meetings may be held in our local

community centers and churches of our serving populations.

Northside Elementary -

* The school will provide information on Title I presented by a member of the Title I office during an annual evening meeting held prior to Oct. 31 at the school.

Ruffin Middle -

4. The Title One schools and Colleton County School District will offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement;

Bells Elementary-

Black Street Early Childhood Center –

* Meetings will be held at three times during the year: breakfast, lunch and evenings to give all parents the opportunities to attend.

* Opportunities will be given to allow parents to volunteer to assist with school functions such as chaperoning field trips and after school activities.

Cottageville Elementary –

* The school will provide a variety of times that parents may utilize to meet with school personnel. Early dismissal days, half days, and alternative times in the evening on teacher workdays will be utilized in order to maximize parental involvement. Administration, teachers and parents will work together if needed to develop additional strategies in case the above are not convenient for parent attendance. School personnel will conduct home visits if needed.

Colleton Middle –

• The School will schedule monthly School Improvement Council (SIC) meetings to address the issues as follows:

1. Curriculum and Instruction
2. Appropriate surveys to collect information pertinent to the advancement of the school
3. Technology Growth and Development
4. Parenting class topics for parent workshops.
5. Resources for a parent center located at school

Forest Circle Middle –

Suggestions may be made as to central locations throughout the community that may be a better suited meeting location.

Forest Hills Elementary –

We offer meetings during the school day, after school, and during the evening hours for parents to be active participants.

Hendersonville Elementary -

Meetings will be held after school hours from 6:00- 7:30 or meetings may be held on teacher workdays in which students are dismissed from school early, providing an opportunity to meet during the mid day hours. Morning meeting may also be added to accommodate the needs of our parent and the needs of parents who serve on the parent involvement committee. A Consensus will be made on the times and a location of meetings to assure that parent involvement is maximized.

Northside Elementary –

* Parents referred for the parent advisory committee will be given an opportunity via survey to select a day and a time period(s) that would be most convenient for them to meet.

* Meetings of the parent advisory committee will be based on the best day and time period(s) selected by the parents on the committee via survey.

* Parents on the parent advisory committee may bring their children with them to meetings. Children will be provided with paper activities or computer activities to complete in the media center while meeting.

* During parent teacher conferences, appointments will be scheduled at various times throughout the day. If parents are unable to attend during these times, parents may schedule a conference at their convenience, including after school hours as long as the teacher can be available.

Ruffin Middle - Suggestions may be made as to central locations throughout the community that may be a better suited meeting location.

5. The Title One schools and Colleton County School District will provide the following necessary coordination, technical assistance, and other support to assist Title I schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Bells Elementary-

* Parents will be involved on committees whose focus is in developing and implementing the School Improvement Plan at the school level.

* Opportunities will be given to allow parents to volunteer to assist with school functions such as chaperoning after school activities, etc.

* The school will host parent meetings that provide parents with information on how to best help their child succeed in school. Parents will also be given the option of meeting with Parent Center staff and school faculty during out of school hours if needed.

* The school will conduct volunteer training annually at various times to allow parents get necessary training in order to volunteer within the school.

Black Street Early Childhood Center –

* The school will host parent meetings that provide parents with information on how to best help their child succeed in school. Parents will also be given the option of meeting with Parent Center staff and school faculty during out of school hours if needed.

* The school will conduct volunteer training annually at various times to allow parents get necessary training in order to volunteer within the school.

Cottageville Elementary –

* Parents will be active members of the Parent Advisory Committee and the School Improvement Committee where they will provide input in the development, review and revision of the Cottageville Elementary School Improvement Plan.

* Parents will be given opportunities for involvement in volunteering in the daily school functions. These include reading buddies, lunch buddies, field trip chaperoning, assisting in the copying and disseminating of school to home communications.

* Parents will have opportunities to attend parent workshops on a variety of topics that would enable them to better help their child at home.

* Parents will have the opportunity to attend parent volunteer training to learn procedures for volunteering within the school.

Colleton Middle –

• The School will employ two parent coordinators to organize and implement activities to ensure the active participation and involvement of parents in the school

• The parent coordinators will assist with two Literacy-math-science programs for parents to enjoy snippets and samples of classroom strategies in action

Forest Circle Middle -

* Meetings will be held to provide parents with information regarding their middle school age students. Discussions will be held on how to help your student succeed in academics as well as in society.

* Parents will be given a better insight on the importance of standardized testing and web sight that may be used as tools in this process.

* A calendar of events will be generated and parents will be able to volunteer to as chaperones for

these events such as dances, field trips, etc.

Forest Hills Elementary –

a-Keeping parents informed of upcoming school activities through the school’s website

b-Provide links to educational websites through the school’s website

c-Parent/Teacher conferences are encouraged and used to inform parents of their child’s progress

Hendersonville Elementary -

* Parents will be involved on committees whose focus is in developing and implementing the South Carolina State Department comprehensive School Improvement Plan at the school level.

* Opportunities will be given to allow parents to volunteer to assist with school functions such as chaperoning after school activities, etc.

* The school will host parent meetings that provide parents with information on how to best help their child succeed in school. Parents will also be given the option of meeting with Parent Center staff and school faculty during out of school hours if needed.

* The school will conduct volunteer training annually at various times to allow parents to get necessary training in order to volunteer within the school.

Northside Elementary -

* The school will coordinate with the district to provide and promote parent meetings that give parents information on how to best help their child succeed in school.

* Opportunities will be given to allow parents to volunteer to assist with school functions such as chaperoning before and after school activities, helping in the classroom, reading with children, etc.

* The school will provide a list of activities parents can do within the school as volunteers. This list will be sent home annually, be on the school’s webpage, and be kept in the front office to use as a reference when volunteers arrive.

Ruffin Middle -

* Parents will be involved on committees whose focus is in developing and implementing the School Improvement Plan at the school level.

* Opportunities will be given to allow parents to volunteer to assist with school functions such as chaperoning after school activities, etc.

* The school will host parent meetings that provide parents with information on how to best help their child succeed in school. Parents will also be given the option of meeting with Parent Center staff and school faculty during out of school hours if needed.

* The school will conduct volunteer training annually at various times to allow parents get necessary training in order to volunteer within the school.

6. The Title One Schools and the Colleton County School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by:

Black Street Early Childhood Center –

* Involving the preschool in school functions such as “MAP Success Day” and Muffins for Moms festivities.

* Inviting parents and students who participated in Countdown to Kindergarten to an orientation at school.

* Allowing and encouraging parents of preschool students to utilize the parent center.

* Welcoming parents of preschool and Head Start students to use the school’s technology centers and providing staff to assist them with usage of the facility, if needed.

* Working in a collaborative effort with the preschool teachers to include parents of preschool students to participate in school functions.

* School will form partnerships and communicate with the directors of Head Start and the partnership board of First Steps to include them in decision making processes and to include these groups in school hosted functions.

Cottageville Elementary –

* The administration will collaborate with the Head Start director to schedule opportunities for students to visit and tour the school.

* The administration will collaborate with the Head Start director to establish a working partnership between Cottageville Elementary and Head Start. Activities and strategies will be determined so that we can enhance the opportunity for student readiness at kindergarten and better relationships with parents entering our school.

Colleton Middle –

• The school will provide child care for parents to attend School Improvement Council (SIC) meeting and other meetings necessary for them to participate in activities at the school. The parent coordinators will facilitate this endeavor.

Forest Circle Middle -

* A Parent Resource Center will be used to assist parents with strategies to developing a well rounded student.

* Accelerated Reader will be used to help with the reading progress of students.

* Encourage parents to come into school library as well as classrooms, volunteering to read to students to promote reading outside of school.

* Make parents aware of all of the benefits involved in the Parenting Center and have staff available to assist as needed.

Forest Hills Elementary –

PBIS by communicating with parents about the positive behavior interventions being used at Forest Hills.

Hendersonville Elementary –

* Involving the Preschool/Head Start in school functions such as “Benchmark Success Day” and Muffins for Moms festivities.

* Encouraging parents and grandparents to read to students as part of the school’s Reading * Allowing and encouraging parents of Preschool/Head Start students to utilize the parent center.

* Welcoming parents of Preschool and Head Start students to use the school’s technology centers and providing staff to assist them with usage of the facility, if needed.

* Working in a collaborative effort with the preschool director to include parents of preschool students to participate in school functions.

* Hendersonville Elementary will form partnerships and communicate with directors of the Early Childhood Center and Head Start to include them in decision making processes and to include these groups in school hosted functions.

7. The Title One schools and Colleton 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). The 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.

Bells Elementary-

- * A parental involvement survey will be drafted by school administrators, faculty, and the parent advisory committee. Participants will then review the survey to ensure that it is diverse in its use and ensure that it's appropriate in meeting the needs of Limited English Proficiency and race or ethnic minorities.

- * Survey will be distributed by the parent center staff and parent volunteers to parents by sending it home with all students and distributing it to parents picking up and dropping off students, and at school functions, such as sports activities.

- * If revisions are necessary, the Parent Advisory Committee will meet and make necessary revisions. The survey will address any barriers that may reduce level of parental involvement in activities.

- * Parent meetings will be held to address and make improvements to the policy for any barriers that are determined.

- * Parents will be asked to make verbal suggestions to the parental involvement policy at various parent functions

- * The school will submit any parent comments in which the parent finds the plan unsatisfactory when the plan is made available to the district.

Black Street Early Childhood Center –

- * A parental involvement survey will be drafted by school administrators, faculty, and the parent advisory committee. Participants will then review the survey to ensure that it is diverse in its use and ensure that it's appropriate in meeting the needs of Limited English Proficiency and race or ethnic minorities.

- * Survey will be distributed by the parent center staff and parent volunteers to parents by sending it home with all students and distributing it to parents picking up and dropping off students, and at school functions.

- * If revisions are necessary, the Parental Involvement Policy Committee will meet and make necessary revisions. The survey will address any barriers that may reduce level of parental involvement in activities.

- * Parent meetings will be held to address and make improvements to the policy for any barriers that are determined.

- * Parents will be asked to make verbal suggestions to the parental involvement policy at various parent functions, such as progress report meetings and PTO meetings.

- * The school will submit any parent comments in which the parent finds the plan unsatisfactory when the plan is made available to the district.

Cottageville Elementary –

- * The Parent Advisory Committee, School Improvement Council and School Leadership Team will develop a survey to send to all parents concerning parental involvement. We would ensure that the survey can be utilized by all groups within the school. This includes parents of limited English proficiency, limited literacy, and all ethnic groups. The information from the survey would then be analyzed to determine barriers for parent involvement. This analysis would then be reviewed by the committees and presented to parents in newsletters, PTO nights, parent workshops, or family academic nights. Opportunities will be provided to parents to give suggestions to overcome these barriers. These suggestions would then be included in the revisions to the parent involvement policy.

Colleton Middle –

- The parent coordinators will be responsible for conducting a survey at the beginning of the year to get parents' input on the effectiveness of the school parent policy. The results of this survey will be used to guide and implement strategies and activities to improve parental input and involvement in the school. Another survey will be done toward the end of the year to gauge progress and/or identify strong and weak areas of our school program. Action plans will be developed from the results of

these surveys. Parents will assist with the action plans.

Forest Circle Middle -

- * A survey will be created by the parent facilitator along with the administration and the parent advisor committee to gather information of how to better meet the needs of all parents.

- * This survey will be submitted to all parents to get a better understanding of the needs of all of the parents at Forest Circle Middle School.

Forest Hills Elementary –

- a- A parent survey will be administered. The Parent Facilitator will be responsible for this.

Hendersonville Elementary -

- * A parental involvement survey will be drafted by school administrators, faculty, and the parent advisory committee. Participants will then review the survey to ensure that it is diverse in its use and ensure that it's appropriate in meeting the needs of Limited English Proficiency and race or ethnic minorities.

- * Survey will be distributed by the parent center staff and parent volunteers to parents by sending it home with all students and distributing it to parents picking up and dropping off students, and at school functions, such as sports activities.

- * If revisions are necessary, the Parental Involvement Policy Committee will meet and make necessary revisions. The survey will address any barriers that may reduce level of parental involvement in activities.

- * Parent meetings will be held to address and make improvements to the policy for any barriers that are determined.

- * Parents will be asked to make verbal suggestions to the parental involvement policy at various parent functions, such as Family Literacy Nights, School Improvement Council Meetings and PTO.

- * The school will submit any parent comments in which the parent finds the plan unsatisfactory when the plan is made available to the district.

Northside Elementary –

- * To evaluate parental involvement activities, a parental involvement survey will be drafted by the parent facilitator and the parent advisory committee.

- * The survey will be distributed by the parent facilitator and/or parent volunteers to parents by sending it home with all students.

- * The parent facilitator will tally results of the parent involvement survey.

- * Parent Advisory Committee members along with the parent facilitator and/or principal will discuss ways to address barriers noted in the parent involvement survey in order to increase parental involvement activities.

- * Parents will be asked to make verbal or written suggestions to the parental involvement policy. Verbal suggestions should be made to a school administrator or the parent facilitator. Written suggestions should be emailed to a school administrator or parent facilitator. Written suggestions may also be dropped off in a box within the parent resource center.

- * If revisions are necessary, the parental advisory committee along with the parent facilitator and/or school administrator will meet and make necessary revisions.

- * The school will submit any parent comments in which the parent finds the parent involvement policy unsatisfactory when the plan is made available to the district.

Ruffin Middle -

- * A parental involvement survey will be drafted by school administrators, faculty, and the parent advisory committee. Participants will then review the survey to ensure that it is diverse in its use and ensure that it's appropriate in meeting the needs of Limited English Proficiency and race or ethnic minorities.

- * Survey will be distributed by the parent center staff and parent volunteers to parents by sending it

home with all students and distributing it to parents picking up and dropping off students, and at school functions, such as sports activities.

* If revisions are necessary, the Parent Advisory Committee will meet and make necessary revisions. The survey will address any barriers that may reduce level of parental involvement in activities.

* Parent meetings will be held to address and make improvements to the policy for any barriers that are determined.

? Parents will be asked to make verbal suggestions to the parental involvement policy at various parent functions

? The school will submit any parent comments in which the parent finds the plan unsatisfactory when the plan is made available to the district.

8. The Title One schools and Colleton 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 schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --

- the State's academic content standards,
- the State's student academic achievement standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators:

Bells Elementary-

* School will provide parents with achievement scores annually and administration or parent center staff will be available to discuss content through in person visits, phone, email or home visits if needed.

* Parent teacher conferences will be conducted two times per school year at various times throughout the day. If parents are unable to attend during these times, parents will be allowed to schedule conferences at their convenience, including after school hours.

? Progress reports will be sent to parents four times per school year.

? School administrators or faculty will be available to discuss standards and progress with parents during out of school hours if needed. Arrangements can be made by contacting the school to schedule convenient times.

* School will host Open House at the beginning of the school year to inform parents of curriculum that will be used, the forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.

* School wide meetings will be conducted by administrators, faculty and school counselors to address topics such as how state wide assessments are used and how to help your child prepare for such tests.

* A certified teacher will be available to consult with and mentor parents on how to assist their child when dealing with specific learning objectives.

* Printed materials will be available to parents in the school parent center on topics such as; How to monitor their child's progress.

Black Street Early Childhood Center –

* School will provide parents with achievement scores annually and administration or parent center staff will be available to discuss content through in person visits, phone, email or home visits if needed.

* Parent teacher conferences will be conducted three times per school year at various times

throughout the day. If parents are unable to attend during these times, parents will be allowed to schedule conferences at their convenience, including after school hours.

- * Progress reports will be sent to parents three times per school year.

- * School administrators or faculty will be available to discuss standards and progress with parents during out of school hours if needed. Arrangements can be made by contacting the school to schedule convenient times.

- * School will host Open House at the beginning of the school year to inform parents of curriculum that will be used, the forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.

- * A certified teacher will be available to consult with and mentor parents on how to assist their child when dealing with specific learning objectives.

- * Printed materials will be available to parents in the school parent center on topics such as how to monitor their child's progress.

- * Parents will be provided internet access to tools available on the Department of Education website.

Cottageville Elementary –

- * The school will provide to the parents achievement data annually through the South Carolina School Report Card. Administration and parent resource facilitator will be available to answer any questions concerning the achievement data.

- * Teacher conferences with parents will be scheduled at least four times throughout the year to discuss the progress of students. These conferences will be scheduled at a time convenient to parents.

- * Progress reports will be sent home to parents every four and one-half weeks.

- * Parents will be provided with a copy of what their child should learn for the year. Parents will be provided with a copy of the standards for each nine weeks.

Colleton Middle –

The school will organize and conduct at least five parent classes to assist with the dissemination of grade level standards, discussion and explanation of the requirement of Title I and strategies on working collaboratively with classroom teachers in an effort to monitor and improve academic performance. The Curriculum facilitators, along with classroom teachers and parent coordinators will work collaboratively to implement these workshops

Forest Circle Middle -

- * School will provide parents with achievement scores annually and will be available to discuss these scores with parents at appointed times.

- o Open House will be held at the beginning of the school year to inform parents about the curriculum what the school year has in store as far as the school calendar with schedule events.

- * Teachers, counselors and administrators will be available to meet with parents with scheduled appointments.

- * Parents will be given access to internet based web sites to view student's progress on a daily basis.

- * Progress reports will be given out four times a year and appointments may be made to discuss grades with the student's teachers.

- * Printed materials will be provided for parents in the Parent Resource Center to cover a wide variety of topics such as: Bullying, How to help your child be a better test taker, Peer pressure, etc.

- * Workshops will be held through out the district to discuss a variety of topics concerning our community and your student.

Forest Hills Elementary –

a-Parent workshops will be held throughout the school year.

b- Two Family Nights will be held during the school year.

c-Quarterly Awards Programs will be held for students.

d-Parents and/or family members will be invited to eat lunch

and/or breakfast with the students.

Hendersonville Elementary -

- * School will provide parents with achievement scores annually and administration or parent center staff will be available to discuss content through in person visits, phone, email or home visits if needed.
- * Parent teacher conferences will be conducted four times per school year at various times throughout the day. If parents are unable to attend during these times, parents will be allowed to schedule conferences at their convenience, including after school hours.
- * Progress reports will be sent to parents four times per school year.
- * School administrators or faculty will be available to discuss standards and progress with parents during out of school hours if needed. Arrangements can be made by contacting the school to schedule convenient times.
- * School will host Open House at the beginning of the school year to inform parents of curriculum that will be used, the forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.
- * School wide meetings will be conducted by administrators, faculty and school counselors to address topics such as how state wide assessments are used and how to help your child prepare for such tests. For example, Open House, Testing Information Night, and Preparing your child for Middle School Planning Night.
- * A certified teacher will be available to consult with and mentor parents on how to assist their child when dealing with specific learning objectives.
- * Printed materials will be available to parents in the school parent center on topics such as; How to monitor their child's progress, How to help your child be a successful reader.
- * Parents will be provided internet access to tools available on the Department of Education website.

Northside Elementary –

- * The school will provide parents with achievement scores annually and a certified member of the school faculty will be available to discuss content through in person visits, phone, or email.
- * Parent teacher conferences will be conducted at least once per school year at various times throughout the day. If parents are unable to attend during these times, parents may schedule a conference at their convenience, including after school hour as long as the teacher can be available.
- * Individual progress reports (i.e. report cards) will be given to parents four times per year.
- * School administrators or faculty will be available to discuss academic standards, the curriculum used, and assessments with parents during and after school hours by appointment.
- * Parents will be provided internet access to use tools available via the Department of Education.
- * Information will be sent home with all students in grades 3-5 telling parents how to help their child prepare for state testing.
- * A certified teacher will be available to consult with and mentor parents on how to assist their child with specific learning objectives.

Ruffin Middle -

- * School will provide parents with achievement scores annually and administration or parent center staff will be available to discuss content through in person visits, phone, email or home visits if needed.
- * Parent teacher conferences will be conducted two times per school year at various times throughout the day. If parents are unable to attend during these times, parents will be allowed to schedule conferences at their convenience, including after school hours.
- * Progress reports will be sent to parents four times per school year.
- * School administrators or faculty will be available to discuss standards and progress with parents during out of school hours if needed. Arrangements can be made by contacting the school to schedule

convenient times.

- * School will host Open House at the beginning of the school year to inform parents of curriculum that will be used, the forms of academic assessment used to measure student progress, and proficiency levels students are expected to meet.

- * School wide meetings will be conducted by administrators, faculty and school counselors to address topics such as how state wide assessments are used and how to help your child prepare for such tests.

- * A certified teacher will be available to consult with and mentor parents on how to assist their child when dealing with specific learning objectives.

- * Printed materials will be available to parents in the school parent center on topics such as; How to monitor their child's progress.

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, by:

Bells Elementary-

- * School will offer parent education training, homework support, and tutoring programs.

- * Parents will be encouraged to participate in the parent library program which provides access various books and materials to help parents.

Black Street Early Childhood Center –

- * School will offer parent education training and support on literacy strategies for parents.

- * School parent center will have a section with numerous parent resources that address topics such as ADHD and titles such as “Taking Charge of Your Child's Education”.

- * Teachers will be available to consult with parent regarding achievement and the parent center will provide necessary materials to parents to work with their child's academic achievement.

Cottageville Elementary –

- * The school will provide parents with parent workshops, family nights and parent teacher conferences where parents will gain knowledge on the progress of their child and a clear understanding of the grade level expectations for their child.

- * Parents will be encouraged to check out the take home laptop and to utilize the Orchard program to enhance their child's achievement and literacy goals.

- * Parents will be encouraged to attend early literacy nights where we discuss and demonstrate reading strategies they may utilize. These nights will be video taped so that parents not attending may view the taped recording.

Colleton Middle –

- The School will organize a parent resource center to provide parent with appropriate resources, materials and technologies needed to assist in improving instruction

Forest Circle Middle -

- * Workshops will be held once a month in the community to help parents help their students in a wide variety of topics.

- * Parents will be encouraged to visit the child's school on a regular basis to view the materials being taught so that help can be followed through at home.

- * Computers will be made available for parents to sign out that are equipped with learning material.

Forest Hills Elementary –

a-Laptop computers are available for check-out.

b- Training for parents on how to use computers

Hendersonville Elementary -

- * School will offer parent education training, homework support, and tutoring programs.

- * Parents will be encouraged to participate in the after school Computer Lab which provides access to the internet complete with the Orchard learning software and staff will be available to assist parents if

needed. Various forms of media such as books on tape and educational DVD's will also be available.

- * School library will have a parent section with numerous parent resources that address topics such as ADHD and titles such as "Taking Charge of Your Child's Education".

- * Teachers will be available to consult with parent regarding achievement and the parent center will provide necessary materials to parents to work with their child's academic achievement.

Northside Elementary -

- * The school will promote district-wide parent education training workshops through sending home flyers with all students and notifying parents via the listserv of upcoming workshops.

- * The school will have a parent resource center with numerous written parent resources that address topics related to a child's academic achievement and his physical and social development.

- * The school's parent resource center will provide necessary materials that parents may use with their child to promote academic achievement. One such resource will be laptops loaded with Orchard software.

- * Teachers will be available to consult with parents concerning a child's achievement.

- * The school will appoint a school employee to serve as parent facilitator to help parents in finding resources.

Ruffin Middle –

- * School will offer parent education training, and homework support.

- * Parents will be encouraged to participate in the parent library program which provides access various books and materials to help parents.

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, by:

Bells Elementary-

- * The school will employ a parent involvement facilitator to consult with and educate parents on how to be a partner with the school.

- * The school will provide a handbook to parents that explain its policy on ways to best communicate with the school.

- * The school will consult with the Parent Advisory Committee to review policies and ensure that they foster parent school relationships and the school will revise any polices that might hinder this effort.

Black Street Early Childhood Center –

- * The school will employ a parent involvement facilitator to consult with and educate parents on how to be a partner with the school.

- * The school will provide a handbook to parents that explain its policy on ways to best communicate with the school.

- * The school will consult with the Parent Advisory Committee to review policies and ensure that they foster parent school relationships and the school will revise any polices that might hinder this effort.

Cottageville Elementary–

- * A parent involvement facilitator will establish a working relationship with parents where parents will identify ways they can partner with the school.

- * A handbook will be given to all parents that will communicate the school's policies and procedures. It also will provide information concerning the school day and school faculty.

- * The Parent Advisory Committee will work along with the school leadership team to review policies and ensure that a positive parent school relationship is established and fostered.

Colleton Middle –

- The school will expand the lines of communication by utilizing web-sites; email lists, telephones calls; newsletters sent home and community newspapers. The school will further use an automated

calling system to disseminate pertinent information about meetings, and other time sensitive information. The school will also print a calendar to plan ahead and view monthly activities in advance. Through these communicative endeavors; personnel, other staff and parents will be kept abreast of strategies to foster contributions and engage in programs to build ties between parents and the school.

Forest Circle Middle–

- * Title I Parent Handbook will be made available for parents to learn from.
- * Communication will be essential between parents and teachers.
- * Guidance counselors will be available for parents so ensure the well being of the students with parent follow up after meetings.

Forest Hills Elementary–

- a-Teachers are required to keep a positive parent contact log.
- b-Teachers are in-serviced on how to communicate with parents.

Hendersonville Elementary –

- * The school will employ a parent involvement facilitator to consult with and educate parents on how to be a partner with the school.
- * The school will provide a handbook to parents that explain school policies and procedures and ways to best communicate with the school.
- * The school will consult with the Parent Advisory Committee to review policies and ensure that they foster parent school relationships and the school will revise any polices that might hinder this effort.

Northside Elementary–

The school will provide a handbook to parents that explains its policies and the best ways to communicate with the school.

The school will consult with the parent advisory committee to review policies and ensure that they foster parent school relationships and the school will revise any policies that hinder this effort.

School faculty will be given an overview of the parent resource center and what is available so that they can direct parents to the center when they are in need.

The school's parent facilitator will participate in district-wide meetings to discuss parental involvement issues within the school and across the district.

Ruffin Middle -

- * The school will employ a parent involvement facilitator to consult with and educate parents on how to be a partner with the school.
- * The school will provide a handbook to parents that explain its policy on ways to best communicate with the school.
- * The school will consult with the Parent Advisory Committee to review policies and ensure that they foster parent school relationships and the school will revise any polices that might hinder this effort.

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, by:

Black Street Early Childhood Center –

- * Allowing and encouraging parents of preschool students to utilize the parent center.
- * Welcoming parents of preschool and Head Start students to use the school's technology centers and providing staff to assist them with usage o

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 technical assistance 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

Name and Title of Authorized Official

Signature of Authorized Official

CTURNER@COLLETONSD.ORG15010002011 *

Date of Signature

03/22/2011

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. GRANTEES OTHER THAN INDIVIDUALS -- APPLICABLE TO GRANTEES 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 COLLETON	PR/AWARD NUMBER AND / OR PROJECT NAME COLLETON
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Catherine Turner, Title One Coordinator	
SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL ETOWNS20	DATE SUBMITTED 08-11-2010

**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 *

CTURNER@COLLETONSD.ORG15010002010

Title

Catherine Turner

Applicant Organization

COLLETON

Date Signed

08/11/2010

** 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 *

CTURNER@COLLETONSD.ORG15010002010

Title

Catherine Turner

Applicant Organization

COLLETON

Date Signed

08/11/2010

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

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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 *

CTURNER@COLLETONSD.ORG15010002010

Title

Catherine Turner

Applicant Organization

COLLETON

Date Signed

08/11/2010

Summary of District-Wide Title I Professional Development
(To be completed only by Districts in "Needs Improvement")

District: COLLETON

Required 10% of District Allocation for Professional Development **\$271,620.00**

Total Use of Funds for Title I Professional Development (District and Schools): **\$0.00**

Complete the chart below to indicate the professional development activities planned (using Title I set-aside funds) to meet all or part of the 10% required expenditure for districts in improvement.

District Professional Development Activities

Staff Development Activity (Provide a brief one-sentence description for each activity.)	School(s) Impacted (Beds Codes)	Use of Funds	Item Cost	Activity Subtotal
District Activities Total:				\$ 0.00

10% of each Title I school's allocation reserved for professional development due to school improvement status may be counted toward the amount needed for 10% of the district allocation for professional development. For districts including staff development budgeted in Title I schools, please list the school and the total amount budgeted for professional development. The totals listed below must be reflected in each Title I school's plan.

School Professional Development

Title I School (To be completed only by schools in "Needs Improvement")	Budgeted for Staff Development
School Total:	\$ 0.00