

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 2014

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

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

1. STATE PROJECT NO. 14BA024	2. FOR FISCAL YEAR ENDING September 2014	1. FY 2013 CARRYOVER ON DEPOSIT WITH LEA ON RESERVE WITH SEA	\$262,308.74 \$ 0.43
3. AMOUNT APPROVED \$0.00	4. DATE APPROVED 01/01/1900	2. FY 2014 FUNDS (NEW GRANT)	\$2,595,348.83
5. SIGNATURE (Authorized SEA Official)		3. TOTAL REQUESTED	\$2,857,658.00

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

12/06/2013

APPLICANT (LEGAL NAME OF SCHOOL DISTRICT) COLLETON	NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Leila W. Williams - Superintendent			
MAILING ADDRESS (STREET, CITY, OR TOWN) 213 N. Jefferies Blvd., Walterboro	SIGNATURE			
STATE SOUTH CAROLINA	COUNTY COLLETON	ZIP CODE 29488	TELEPHONE (with Area Code) 843-782-4510	DATE SIGNED 06/17/2013
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, 2011 \$ 7,120.77

B. For FY ending June 30, 2012 \$ 7,463.04

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 2014 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 (from 135 ADM report)	Children From Low Income Families	Percent Poor	Eligible School	Served School
Hendersonville Elem (PK-5)	398.74	355.00	89.03	X	X
Bells Elementary (PK-5)	292.23	260.00	88.97	X	X
Black Street Early Childhood Center (PK-K)	305.65	248.00	81.14	X	X
Northside Elem (1-5)	601.97	468.00	77.74	X	X
Cottageville El (PK-5)	477.22	369.00	77.32	X	X
Colleton County Middle School (6-8)	1408.52	1050.00	74.55	X	X
Forest Hills Elem (1-5)	708.98	507.00	71.51	X	X
Colleton County High (9-12)	1635.36	1142.00	69.83	X	
Edisto Beach Elem (PK-6)	0.00	0.00	0.00		
District Totals	5828.67	4399.00	75.47		

Section I	New Title I Allocation <u>\$2,595,348.83</u>		Per Pupil Cost Calculation
	TOTAL REQUESTED (From section1-A, #3)	<u>\$2,857,658.00</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:			
	LEA Administration	<u>\$265,159.00</u>	Colleton schools were rank ordered based on percent of poverty identified on the 135th day (2012-13 school year). Based on the percentage of students receiving free and reduced-priced lunch, the Title One schools were allocated in the following manner: Hendersonville Elementary has a 89.03% of f/r students. Per pupil amount for HES is \$1000 and the school is allocated \$355,000. Bells Elementary has a 88.97% population of f/r students. The per pupil for BES is \$1000 and the school is allocated \$260,000. Black St. Early Childhood Center's Kindergarten has a 81.14% of f/r priced students. Per pupil amount for BSECC is \$930 and the school is allocated \$230,640. Northside Elementary has a 77.74% population of f/r students. The per pupil is \$855 and the school is allocated \$400,140. Cottageville Elementary has a 77.32% population of f/r students. The per pupil is \$855 and the school is allocated \$315,495. Colleton County Middle School has a 74.55% population of f/r students. The per pupil allocation is \$525 and the school is allocated \$551,250. Forest Hills Elementary has a 71.51% population of f/r students. The per pupil is \$525 and the school is allocated \$266,175. Total allocated to schools is \$2,378,700.
	Parent Involvement*	<u>\$26,059.00</u>	
	(1% Min. of allocation = \$ 25,954) Parent Involvement funds already included in the school allocations: \$ 0		
	Homeless	<u>\$5,000.00</u>	
	(funds must be set-aside for homeless students)		
	Neglected	<u>\$0.00</u>	
	Delinquent	<u>\$0.00</u>	
	Choice/SES		
	(20% if priority \$519,070 , 10% if focus \$259,535)		
	Transportation for Choice** (5-15%)	<u>\$0.00</u>	
	(Must be 20% for LEA with Newly Identified schools only)		
	Supplemental Services or SES** (5-15%)	<u>\$0.00</u>	
	Highly Qualified Professional Development***	<u>\$0.00</u>	
	Other fund sources used for professional development		
	Source: <u>0</u> <u>\$0.00</u>		
	Other Set-Asides1: Indirect Costs	<u>\$101,998.00</u>	
	Other Set-Asides2: District Parent Involvement Activities UPLIFT	<u>\$12,158.00</u>	
	Other Set-Asides3: PK Summer Program	<u>\$68,584.00</u>	
	Other Set-Asides4:	<u>\$0.00</u>	
	Other Set-Asides5:	<u>\$0.00</u>	
	Other Set-Asides7:	<u>\$0.00</u>	
	TOTAL SET-ASIDES	<u>\$478,958.00</u>	
	TOTAL AMMOUNT TO BE DISTRIBUTED TO SCHOOLS	<u>\$2,378,700.00</u>	TOTAL TO BE DISTRIBUTED TO SCHOOLS
	(Total Set-Asides + Amount to be distributed to Schools = Total Requested)		<u>\$2,378,700.00</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.

2014 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				
Hendersonville Elem <u>PK-5</u>	398.74	89.03	355.00	0.00	355.00	1000.00	\$355,000.00	\$0.00	\$355,000.00
Bells Elementary <u>PK-5</u>	292.23	88.97	260.00	0.00	260.00	1000.00	\$260,000.00	\$0.00	\$260,000.00
Black Street Early Childhood Center <u>PK-K</u>	305.65	81.14	248.00	0.00	248.00	930.00	\$230,640.00	\$0.00	\$230,640.00
Northside Elem <u>1-5</u>	601.97	77.74	468.00	0.00	468.00	855.00	\$400,140.00	\$0.00	\$400,140.00
Cottageville El <u>PK-5</u>	477.22	77.32	369.00	0.00	369.00	855.00	\$315,495.00	\$0.00	\$315,495.00
Colleton County Middle School <u>6-8</u>	1408.52	74.55	1050.00	0.00	1050.00	525.00	\$551,250.00	\$0.00	\$551,250.00
Forest Hills Elem <u>1-5</u>	708.98	71.51	507.00	0.00	507.00	525.00	\$266,175.00	\$0.00	\$266,175.00
Served School Totals	4193.31	77.67	3257.00	0.00	3257.00	5690.00	\$2,378,700.00	\$0.00	\$2,378,700.00
						Total on page 2C	\$2,378,700.00		

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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 (1.0 FTE)	77,478	\$265,159.00
	223-200 Title One Coord Benefits	25,009	
	223-100 Admin Assistant Salary (1.0 FTE)	38,443	
	223-200 Admin Assistant Benefits	16,953	
	223-400 Supervisor's Supplies such as technology equipment, general office supplies (paper, ink, newspaper subscription, notebooks)	10,615	
	223-332 Supervisor's travel (state meetings such as SCATA, Title One Comm of Practitioners, Title I meetings in district and around the state. Travel for administrators to Title One activies as directed by supervisor.	7,500	
	188-115 Parent Involvement Coordinator (1.0 FTE)	32,612	
	223-400 Title I Parent Center Supplies/Postage/Communications to parents and stakeholders throughout the district, additional parent center resources	5,000	
	188-200 Parent Involvement Coordinator Benefits	17,444	
	223-100 Clerical Services	17,005	
	223-200 Clerk benefits	8,100	
	223-300 Clerical assistance for inventory	7,500	
	254-300 Telephone	1,500	
	Subtotal of Activity:	\$265,159.00	
Parent Involvement Required	188-400 Parent involvement supplies at schools and district level	24,213	\$26,059.00
	188-100 Parent Inv. Facilitator Stipend at BES, NES, CCMS	1,500	
	188-200 Parent Inv. Facilitator Benefits at BES, NES, CCMS	346	
		Subtotal of Activity:	
Homeless Required	100-410 School supplies such as uniforms, bookbags, school student supplies and equipment, and informational materials.	5,000	\$5,000.00
		Subtotal of Activity:	

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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>Indirect Costs Supplemental</p>	<p>430-791 Indirect costs 3.93% 101,998 Subtotal of Activity: \$101,998.00</p>	<p>\$101,998.00</p>
<p>District Parent Involvement Activities UPLIFT Supplemental</p>	<p>188-410 District will maintain a Parent Center where District Parent Involvement Coordinator will provide support to schools, coordinate district activities for parents, provide parent curricular materials including website, newsletters, flyers, booklets, brochures, pamphlets, DVDs, CDs, and books directly to parents and at various events. Various nominal incentives including books and refreshments to use with children to promote literacy, attendance, and participation in events, sessions, forum, surveys, etc. will be provided to parents. Technological devices to use at home to improve student performance or parent ability will be made available for checkout to parents. Materials for parents and students to use to provide academic support over the summer may also be provided. 10,858 254-100 Custodial Salaries - UPLIFT events after-hours 1,000 254-200 Custodial Benefits - UPLIFT events after hours 300 Subtotal of Activity: \$12,158.00</p>	<p>\$12,158.00</p>
<p>PK Summer Program Supplemental</p>	<p>100-100 salary - 7 teachers at 4 sites for 17 days 17,850 100-200 benefits - 7 teachers at 4 sites for 17days 4,165 100-100 salary - 11 HQ aides at 4 sites for 17days 16,830 100-200 benefits - 11 HQ aides at 4 sites for 17days 3,927 251-331 transport fuel @ 1.83/mile (approx 600 miles per day) 20,468 251-117 salary for 6 bus drivers @ 15/hr - 3 hrs/day 4,320 251-200 benefits for 6 bus drivers 1,024 Subtotal of Activity: \$68,584.00</p>	<p>\$68,584.00</p>

Title I District Set-Aside Addendum Budget

Project No. 14BA024
 County No. 15
 District No. 01
 Federal 2
 Sub Program 01

District COLLETON (1501)
 Period Begins July 1, 2013
 Period Ends June 30, 2014

Functions/Codes		Object of Expenditures							Totals
		Salaries	Employee Ben.	Purchased Serv.	Supp. & Mat.	Cap. Outlay	Other Objects	Transfers	
		100	200	300	400	500	600	700	
Name	No.							(Indirect Cost)	
Instruction	100	\$34,680.00	\$8,092.00	\$ 0.00	\$5,000.00	\$ 0.00	\$ 0.00		\$47,772.00
Parenting/Family Literacy	188	\$34,112.00	\$17,790.00	\$ 0.00	\$35,071.00	\$ 0.00	\$ 0.00		\$86,973.00
Pupil Services	210	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Inst. Staff	220	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Supervision of Spec. Prog.	223	\$132,926.00	\$50,062.00	\$15,000.00	\$15,615.00	\$ 0.00	\$ 0.00		\$213,603.00
Pupil Trans Fed	251	\$4,320.00	\$1,024.00	\$20,468.00	\$ 0.00	\$ 0.00	\$ 0.00		\$25,812.00
School Building	253					\$ 0.00			\$ 0.00
Oper. & Main.	254	\$1,000.00	\$ 300.00	\$1,500.00	\$ 0.00	\$ 0.00	\$ 0.00		\$2,800.00
Food Services	256				\$ 0.00				\$ 0.00
Security	258	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Technology and Data Processing	266	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Pupil Service Activity	271	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Com. Services	300	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00		\$ 0.00
Charter Schools	416							\$ 0.00	\$ 0.00
Transfers	430							\$101,998.00	\$101,998.00
Totals		\$207,038.00	\$77,268.00	\$36,968.00	\$55,686.00	\$ 0.00	\$ 0.00	\$101,998.00	\$478,958.00

For signatures below, please use blue ink.

Business Official Name (print or type) _____
 Signature _____ Date _____
 Title I Contact Name (print or type) _____
 Signature _____ Date _____

EDIT SUB CLAIM DATE ACTION
PROGRAM
 - -
SDE USE ONLY

DISTRICT TITLE I PLANNING TEAM

District: COLLETON

School Term: 2013 - 2014

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
Missy Coursen	Colleton County Middle School	Parent of Title I school student	
Teresa Price	Northside Elem	Parent of Title I school student	
Tameka Washington	Bells Elementary	Parent of Title I school student	
Amy Kilpatrick	Hendersonville Elem	Parent of Title I school student	
Alisa Lemon	Cottageville El	Teacher of Title I school	Teacher
Angel Parker	Hendersonville Elem	Teacher of Title I school	Teacher
Crystal Warren	Forest Hills Elem	Teacher of Title I school	Teacher
Melissa Evans	Northside Elem	Teacher of Title I school	Title 1 Project Manager
Cindy Riley	Forest Hills Elem	Principal of Title I school	
Tasheena Allen	Hendersonville Elem	Principal of Title I school	
Barbara Kulisek	Black Street Early Childhood Center	Principal of Title I school	
Cordelia Jenkins	Bells Elementary	Principal of Title I school	
Bob Pence	District Personnel	Local Title I (or other fed. program) Administrator	Assistant Superintendent
Catherine Turner	District Personnel	Local Title I (or other fed. program) Administrator	Federal Special Projects Coordinator
Shelby Simmons	District Personnel	Local Title I (or other fed. program) Administrator	Parent Involvement Coordinator
Jessica Williams	District Personnel	Local Title I (or other fed. program) Administrator	Elementary Supervisor
Casey Avant	Black Street Early Childhood Center	Other personnel at Title I school	Parent Involvement Facilitator
Benjy Kennedy	Colleton County Middle School	Other personnel at Title I school	Assistant Principal
Sharon Simmons	Colleton County Middle School	Other personnel at Title I school	Title 1 Project manager
Others:			
Franklin Foster	District Personnel		HR Director
Queenie Crawford	Colleton County Middle School		Community Member
Willie Rabb	Black Street Early Childhood Center		Volunteer
Lori Finigan	Forest Hills Elem		Assistant Principal
William Hayden	Thunderbolt Career And Tech		Director

Meeting Dates:

Date 1: 05/16/2013

Date 2: 09/11/2013

Date 3: 12/06/2013

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 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; 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 Project Managers at each Title One school meet regularly with parents and with the district Title One Office to discuss parent-school issues. Project Managers attend PTO meetings 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 direct instruction to improve student reading skills. Direct Instruction 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

The district's Strategic Plan 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 MAP, 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 also utilizes NWEA's Measures of Academic Progress (MAP) 2 - 4 times per year to determine instructional needs for students in PK - 8th grade.

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

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.

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.

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.

2013-14 DISTRICT PARENT INVOLVEMENT POLICY:

Colleton County School District will take the following actions to involve parents in the joint development of its district and school parental involvement plans:

1. Each Colleton County school will select parent/staff/community representatives for a District TOP Team (Title One Partners) that will act as direct representatives of the parent community as a whole and for their school. The District Parent Involvement Coordinator will ensure parent surveys and District TOP Team recommendations are considered in the development of Parent Involvement plans, compacts, school/district improvement, and strategic plans.
2. The written Parent Involvement policy is developed with input from all stakeholders will be distributed to all parents in hard copy and electronic format. This distribution will include information on how to comment on the policy in person, in writing, and electronically. Parent's comments and suggestions will be solicited via printed and online surveys made available on the school, school district, and Title I Office website

The Title I schools and Colleton County School District will take the following actions to involve parents in the process of school review and improvement:

1. During the Annual Meeting at each school, Colleton County Schools 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, students, teachers, principals, schools, and the community so that they can provide input through one or more of the following: orally, via email, via school website, online survey, printed survey, or letter.
2. One parent per grade level, or some other representative sample of parents/stakeholders, will be asked to serve on the District TOP Team which will share in decision making of school review and improvement. The school Title I planning team will include at least two parents.
3. The school will present student/school data and the Title I plan at the Annual Meeting, PTO and SIC nights, and/or via letters, auto dialer, online, newsletter. This meeting will include the analysis of our AYP status, the Yearly South Carolina School Rating, and/or a school progress report/report card. 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.
 1. The Annual Meeting, held at each school at a convenient time for parents to attend, will also be made available online, via broadcast TV, online, or in DVD format and comments will be accepted year-round through one or more of the following: orally (via phone or in person), via email, via school website, online survey, printed survey, or letter.
 2. The Annual meeting will inform parents of their school's participation in Title I, explain the requirements of Title I, the right of the parents to be involved, review the past year's expenditures and initiatives, and inform parents of the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, how to monitor their child's progress, and how to work with educators.

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.

1. Parents referred for the District TOP Team will be given an opportunity via survey to select a day and time period(s) that would be most convenient for parent meeting. A consensus will be found and used to schedule meeting times and locations that will ensure that parents' involvement are maximized.
2. The schools, through the Parent Involvement Coordinator and District TOP Team members, will request input from parents in more than one of the following ways: at School Improvement and/or PTO meetings, at meetings held in the morning or evening, at family nights, online, via surveys, and at community events in order to design, implement, and increase opportunities for parent involvement.
3. Each Colleton County Title I school will decide if additional measures to promote meeting attendance are warranted.

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:

1. The Parent Involvement Coordinator and District TOP Team will identify programs, events, activities and topics of interest to parents in the school community that are shown to support/improve student academic achievement in core content areas and family health and wellness, and will facilitate those programs at the school.
2. The District Parent Involvement Coordinator will design materials (which may include one or more of the following: a calendar/handbook, newsletters, flyers, auto-dialer messages, websites, social networking campaigns, and text messages) to inform parents of activities and make activities available in one or more alternative formats by translation into other languages, making available online, in CD/mp3/DVD/broadcast TV formats or providing other accessibility features.
3. The district will make available volunteer training at various times to allow parents get necessary training in order to volunteer within the school. A calendar of events or newsletter will be generated and distributed to parents via print and website and be kept in the front office to use as a reference when volunteers arrive.

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: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs, by:

1. Parents of Preschool aged children will be allowed to utilize Title I schools' parent centers and technology centers (possibly including the computer lab, library, or classrooms, as designated by school administration); the school will provide staff to assist them with usage of the facility, if needed.
2. The District Parent Involvement Coordinator will communicate and collaborate with pre-school programs and organizations to encourage parents to attend UPLIFT sessions at local schools, use resources available online, and promote early literacy skills.
3. Schools may 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; parents may be allowed to schedule opportunities to visit and tour the school along with their children; parents of pre-school aged children may be encouraged to come into the school library and classrooms, and to volunteer to read to students to promote reading in and outside of school.

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.

1. A survey will be sent to all parents concerning parental involvement. We will 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.

a. Parents and/or students will receive incentives for returning completed surveys.

b. The information from the survey would then be analyzed to determine barriers for parent involvement.

c. 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.

2. The school/district will hold an annual forum and invite all stakeholders to review and comment on school and district policies and procedures including identifying barriers to 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 surveys, comment cards, and comments of participants to evaluate the parental involvement policy and activities, design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

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:

o the State's academic content standards,

o the State's student academic achievement standards,

o the State and local academic assessments including alternate assessments,

o the requirements of Title I,

o how to monitor their child's progress, and

o how to work with educators

By undertaking the actions described:

1. Each Colleton County School will host "Open House" and an Annual Meeting during the school year to inform parents of (among other school business) the curriculum that will be used; the forms of academic assessment used to measure student progress; proficiency levels students are expected to meet; and how to assist children with test preparation among other required topics. The information will be made available in various formats following the meeting.

2. Colleton County Schools will host parent-teacher conferences to discuss student and school performance will be conducted a minimum of two times per school year at various times throughout the day and after school hours. Progress reports will be sent to parents two to four times per school year, depending on student grade level, administrators and staff will be available to discuss and explain the document(s).

3. Colleton County Schools will provide parents with the school report card, achievement scores, curriculum and achievement standards, and various assessments annually in a variety of formats;

administration or parent center staff will be available to discuss content through in person visits, phone, email or home visits if needed.

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:

1. Providing various forms of media including books, books and periodicals on tape/CD, e-readers, electronic subscriptions, and educational DVD's to parents to improve knowledge and skills on a variety of topics crucial to student achievement in core content areas, health, and wellness through the school/school library's parent center and/or the district parent center.

2. Parents will receive technological support to support the parental role of "first teacher" through checking out hardware and receiving access to software programs to enhance their child's achievement and literacy goals.

3. The District/School will provide classes in teaching, academic, personal, and/or parenting skills (as requested by parents via survey, suggestion forms, and/or identified by the District Parent Involvement Coordinator) and/or informational sessions in multiple formats including one or more of the following: online, via local cable television, video streaming from school/district websites, or DVD checkout from the school/district.

4. The District Parent Center will support student and family literacy by providing informational sessions in core content areas using Common Core standards and providing parents with materials and strategies to use with their children to promote student success.

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:

1. The District Title I Coordinator and District Parent Involvement Coordinator will meet with school staff (teachers, administration, etc.) at scheduled staff meetings (identified by school administrators), in-service days, or provide in distance education format, staff/professional development on 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.

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:

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

2. Providing printed and/or electronic materials to help parents prepare pre-school aged children to begin school.

3. Welcoming parents of preschool and Head Start students to use the school's technology and or parent centers and providing staff to assist them with usage of the equipment.

4. Forming partnerships and communicating 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

5. Providing in-home and/ or in-community materials and interventions to assist parents in building early learning skills including early and family literacy.

Title I Local Education Agency Assurances

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

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

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

32. agree that it, and the schools served, will comply with all requirements in the Title I law.

Yes

Name and Title of Authorized Official

Catherine Turner, Title I

Signature of Authorized Official

CTURNER@COLLETONSD.ORG15010002014 *

Date of Signature

12/05/2013

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

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

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

Application Organization

Date Submitted

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

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

1. LOBBYING

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

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

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

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

A. The applicant certifies that it and its principals:

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

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

3. DRUG-FREE WORKPLACE

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

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

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

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

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

B. GRANTEES WHO ARE INDIVIDUALS

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

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

PLACE OF PERFORMANCE

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

Street Address

City

County

State

Zip Code

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

CERTIFICATION

Name of Applicant

PF/Award Number and/or Project Name

Name and Title of Authorized Representative

Authorized Certifying Official

Date Submitted

Certification Regarding Lobbying

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

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

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

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

NAME OF APPLICANT 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 CTURNER@COLLETONSD.ORG15010002014	DATE SUBMITTED 02-10-2014

**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

12/05/2013

** 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

12/05/2013

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

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Signature of Authorized Certifying Official *

CTURNER@COLLETONSD.ORG15010002010

Title

Catherine Turner

Applicant Organization

COLLETON

Date Signed

12/05/2013