



Federal Programs Procedures Handbook

2025-2026

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Disclaimer: *This handbook will be updated in accordance with updates made by Birmingham City Schools policies and procedures as well as any federal or state legislation or guidance.*

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BCS Federal Programs Overview

Birmingham City Schools (BCS) operates a Schoolwide Title I Program. A Title I schoolwide program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school in an effort to support and improve the academic achievement of students within the Birmingham City Schools District. Under the ESEA, schools may operate a schoolwide program if any the following conditions are met.

- A Title I school with 40 percent or more of its students living in poverty, regardless of the grades it serves.
- A Title I school that receives a waiver from an SEA to operate a schoolwide program without meeting the 40 percent poverty threshold.
- A Tier I or Tier II school in a State that requested and received a waiver through the School Improvement Grant (SIG) program that receives funds to implement one of the SIG intervention models.

Birmingham City Schools operates a Title I schoolwide program based on the percentage of students living in poverty, regardless of the grades it serves. The poverty rate of Birmingham City Schools is above the required 40% threshold.

Currently, there are 43 schools operating Title I programs in the Birmingham City Schools District. Each school operates under the guidance and support of the BCS Federal Programs Department led by our Federal Programs Compliance Monitor.

Currently, Birmingham City Schools has 20 Non-Public/Private schools participating in a variety of federal grants. Each private school operates under the guidance and support of the BCS Federal Programs Department led by our Private Schools Program Specialist.

The **mission** of the Federal Programs Department is to provide district and school level support which promote improvements in the quality and educational achievement of students. This mission will be accomplished by the following:

- Federal Programs district training
- Internal school compliance Monitoring
- Internal district compliance Monitoring
- Collaborating with BCS Departments
- Attending Federal Programs Conferences to build content knowledge.

The **goals** of the Federal Programs Department are as follows:

- To be knowledgeable of state and federal compliance guidelines
- To effectively assist the district and schools with interpreting and implementing state and federal guidelines
- To effectively monitor and support schools to ensure compliance
- To aid in developing and implementing the School Improvement Process
- To provide guidance in fiscal management

Alabama Continuous Improvement Plan (ACIP)

Overview

According to ESSA, schools operating Title I programs must complete a comprehensive plan that is aligned to the school's needs assessment. Each BCS school must complete an Alabama Continuous Improvement Plan. This plan should be completed in the eProve platform. Schools are required to implement, monitor, and adjust the plans as needed.

Assurances

Birmingham City Schools is required to complete assurances each school year. These assurances are completed through the electronic application e-GAP in the Superintendent Assurances Confirmation section. Prior to approval of federal grant applications, the Superintendent will ensure the assurances are marked. In addition, schools will complete the assurances in e-Prove. By marking the assurances, the Birmingham City Schools is assuring that all required compliance components have been implemented.

Process

Schools are required to complete a comprehensive school plan. Schools must have an ACIP team which consist of the following:

- Teachers
- Principals
- Administrators
- Other appropriate school staff
- Students (secondary school)
- Parents
- Other appropriate Community Members

Schools must complete a Comprehensive Needs Assessment (CNA)-This needs assessment will be created by each school with assistance from various district departments. The needs assessment is a systematic effort to acquire an accurate, thorough picture of the strengths and challenges of the school. Schools must collect data from various data sources to acquire an accurate assessment. Schools will work with their leadership teams to complete this assessment. All uses of funds should be aligned to the created needs assessment. The assessment will be completed in the diagnostics section of e-prove. Schools must display copies of their ACIP Plan in the parent corners and on their school websites.

The Federal Programs Department will ensure that all of the diagnostics components of the ACIP are complete. All schools must complete the Title I Schoolwide Diagnostics and the school plan which is located in e-Prove Strategies.

Schools must participate in ACIP feedback week. Federal Programs, Curriculum and Instruction, Student Support, and Network Departments will provide feedback to schools during an ACIP session before approving the schools' ACIPs. Feedback will consist of budget, strategies/activities, Coordination of Resources/Diagnostics, district initiatives that must be included in the ACIP.

Schools that have been identified as Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI) must complete additional ACIP requirements as noted by the Alabama State Department of

Education (ALSDE). Schools will participate in an ACIP Mid-Year review mid-January or early February which will require them to complete a Power-Point Presentation reflecting the implementation of the required Title I components. Schools will be required to submit this information to the assigned Federal Programs Compliance Monitor. Schools must upload the Mid-Year feedback in the Title I Diagnostic section in e-Prove.

Federal programs will review ACIPs in the eProve platform throughout the year to ensure that all spending is aligned to the schools' ACIPs.

e-GAP Consolidated Application

Overview

All BCS Federal grants must be entered into the Alabama State Department of Education's Electronic Grant Application Process (e-GAP). The Federal Programs Consolidated Application in the e-GAP system allows Birmingham City Schools to submit applications, develop plans, request funding, and provide expenditure reports over the Internet. Additional capabilities include online application submission and approval, application status tracking, automatic email notifications, and all necessary fiscal processing.

Assurances

Birmingham City Schools is required to complete assurances each school year. These assurances are completed through the electronic application e-GAP in the Superintendent Assurances Confirmation section. Prior to approval of federal grant applications, the Superintendent will ensure the assurances are marked. In addition, schools will complete the assurances in e-Prove. By marking the assurances, the Birmingham City Schools is assuring that all required compliance components have been implemented.

How to Complete Applications in e-GAP

The Consolidated Application consists of Title I, Title II, Title III, Title IV and School Improvement. All of which must have both a budget side and a planning side. The Federal Programs Director will work collaboratively with the Chief School Financial Officer (CSFO), Executive Director of Curriculum and Instruction, Student Success Department as well as other departments to decide how the funds will be expended. The Federal Programs Director will work with the CSFO or Assistant CSFO to develop the budgets based on the collaboration of the departments.

Once the budgets have been established Finance will create a budget matrix for Federal Programs which will be used to complete the budget side of the e-GAP application. The planning side should correspond with the budget side. (Please see e-GAP for examples) Data entry into the online e-Gap Grant application is performed by the Federal program director. The certification and submission of the completed online e-Gap Grant application is performed by the Federal Programs Director, the Chief School Financial Officer, and Superintendent.

Additional Resources

For additional assistance, please reach out to Dr. Rebecca Pines, our ALSDE Education Specialist. The number is 1-334-694-4516.

Fiscal Requirements for Federal Programs

Maintenance of Effort (MoE)

BCS must meet Maintenance of Effort. A local education agency may receive funds under a covered program for any fiscal year only if the State education agency finds that either the combined fiscal effort per student or the aggregate expenditures of the agency and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year, subject to the requirements of subsection (b). The ALSDE reviews Maintenance of Effort for BCS annually. The Chief School Financial Officer will monitor compliance with Maintenance of Effort for federal grants on a regular basis.

Supplement, Not Supplant (SNS)

Title I, Part A Requirements

General Information - BCS shall use Federal funds received under Title I, Part A only to supplement the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of our students participating in programs assisted under Title I, Part A and not to supplant such funds. Our Methodology is located in our e-GAP application under related documents.

Compliance - To demonstrate compliance with [the supplement not supplant requirement], a local education agency shall demonstrate that the methodology used to allocate State and local funds to each school receiving [Title I, Part A funds] ensures that such school receives all of the State and local funds it would otherwise receive if it were not receiving [Title I, Part A funds].

ESEA Section 1118(b)(2)

- Under ESSA, an LEA's allocation of State and local funds to schools is examined as a whole to ensure Title I, Part A funds supplement, and do not supplant, State and local funds. An LEA can no longer be required to identify that any individual cost or service supported with Title I, Part A funds is supplemental.
- An LEA must show that its methodology to allocate State and local funds to schools results in each Title I school receiving all of the State and local funds it would otherwise receive if it were not receiving Title I, Part A funds.
- An LEA's methodology must be "Title I neutral" in that it allocates State and local funds to schools without regard for Title I status. This demonstrates an LEA did not reduce the state and local funds made available to a Title I school because such a school is also receiving Title I, Part A funds. This is consistent with the purpose of the supplement, not supplant requirement.

BCS Current Methodology - The LEA is required to provide the demonstration requirements to ALSDE one time for the duration of the Title I, Part A program under ESSA unless the LEA adopts or implements a revised methodology for allowing Foundation Program and local funds (non-Federal) resources. In other words, the LEA must only demonstrate its methodology for allocating Foundation Program and local funds (non-Federal) resources once, unless and until Congress reauthorizes the *Elementary and Secondary Education Act*, so long as no substantive changes are made to the LEA's methodology.

BCS assures that it is in compliance with the supplement, not supplant provisions within section 1118(b) of, and referenced throughout, the Every Student Succeeds Act. BCS has adopted and implemented methodology to allocate Foundation Program and local funds (non-Federal) funds to all schools in the LEA, regardless of title I

status by the distribution of Foundation Program and loc funds (non-Federal) resources based on a combination of the characteristics of the students and staffing and supplies. A copy of the methodology is located in the Related Document in e-GAP.

Other Federal Programs

Title I, Part C – Migrant Children Education

Funds provided under [Title I, Part C] shall be used to address the [supplemental] needs of migratory children that are not addressed by services available from other Federal or non-Federal programs, except those migratory children who are eligible to receive services under [Title I, Part A] may receive those services through funds provided under [Title I, Part A], or through funds under [Title I, Part C] that remain after the agency addresses the needs described in [the comprehensive plan]. *Section 1306(b)(2)*

Title I, Part D – Neglected and Delinquent Children Programs

A program under this subpart that supplements the number of hours of instruction students receive from State and local sources shall be considered to comply with the supplement, not supplant requirement of section 1118 (as applied to this part) without regard to the subject areas in which instruction is given during those hours. *Section 1415(b)*

Title II, Part A – Supporting Effective Instruction

Funds made available under this title shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this title. *Section 2301*

Title III, Part A – Language Instruction for English Learners & Immigrant Students

Federal funds made available under this subpart shall be used so as to supplement the level of Federal, State, and local public funds that, in the absence of such availability, would have been expended for programs for English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds. *Section 3115(g)*

Title IV, Part B – 21st Century Community Learning Centers

Each application submitted under paragraph (1) shall include an assurance that subgrant funds under this part will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant Federal, State, local, or non-Federal funds.

Section 4204(b)(2)(G)

Title V, Part B – Rural Education Achievement Program

Funds made available under subpart 1 or subpart 2 shall be used to supplement, and not supplant, any other Federal, State, or local education funds.

Section 5232

Title IX, Part A – McKinney-Vento Homeless Assistance Act

Services under paragraph (1) – shall be designed to expand or improve services provided as part of a school's regular academic program, but not to replace such services provided under such program. *42 U.S. Code §114433(a)(2)(A)(iii)*

Presumptions of Supplanting for Federal Programs

According to both the U.S. Department of Education Non-Regulatory Guidance on Supplement Not Supplant in February 2008 and the 2019 Compliance Supplement, it is presumed that supplanting has occurred if one of the following three instances takes place:

- 1) An LEA used Federal funds to provide services that the LEA was required to make under other Federal, State, or local laws.
- 2) An LEA used Federal funds to provide services that the LEA provided with non-Federal funds in the prior year.
- 3) An LEA used Federal funds to provide services for participating children that the LEA provided with non-Federal funds for nonparticipating children.

These presumptions are rebuttable if the LEA can demonstrate that it would not have provided the services in question with non-Federal funds had the Federal funds not been available.

Some examples of documentation that can be used to rebut the presumptions of Supplement Not Supplant:

- Fiscal or programmatic documentation to confirm that in the absence of federal funds, would have eliminated the expenditure in question
- State or local legislative action
- Budget histories and information

Birmingham City Schools makes every effort to make sure that we are following the supplement, not supplant, provision of each Federal grant by following the proper procurement procedures and monitoring of expenditures.

Chart of Supplement Not Supplant

Program Activities must be supplemental to State and Local funds	Program Activities must be supplemental to State, Local, and Other Federal funds
Title I, Part A Title I, Part D Title II, Part A	Title I, Part C-Migrant Children Education Title III, Part A-Language Instruction for English Learners & Immigrants Title IV, Part B-21 st Century Community Learning Centers Title V, Part B-Rural Education Achievement Program Title IX, Part A-McKinney-Vento Homeless

Comparability

General Information

Except as provided in [ESEA Section 1118(c)(4) and ESEA Section 1118(c)(5)], a local education agency may receive funds [Title I, Part A] only if State and local funds will be used in schools served [Title I, Part A] to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under [Title I, Part A].

ESEA Section 1118(c)(1)(A)

Demonstrating Comparability

Demonstrating comparability is a prerequisite for receiving Title I, Part A funds. Because Title I, Part A allocations are made annually, comparability is an ANNUAL requirement.

Under the statute, an LEA is considered to have met the comparability requirement if the LEA files with the SEA a written assurance that it has established and implemented a:

- District-wide salary schedule;
- Policy to ensure equivalence among schools in teachers, administrators, and other staff; and
- Policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. *ESEA Section 1118(c)(2)(A)(i-iii)*

BCS Comparability Determination Procedures

“Demonstrating comparability is a prerequisite for receiving Title I, Part A funds. Because Part A allocations are made annually, comparability is an ANNUAL Requirement.”

The BCS Federal Programs Department will compute comparability for the district. BCS measures comparability by using student/instructional staff ratios (FTE). FTE’s are instructional staff that provide direct instructional services as well as other personnel who provide instructional support.

- Teachers
- Counselors
- Library Media
- Assistant Principal

As a Title I district, comparability is determined by comparing different grade spans and sorting by large and small schools within a particular grade span.

- Small Elementary Schools defined as less than 420
- Large Elementary Schools defined as 420 or more
- Small Middle Schools defined as less than 500 students
- Large Middle Schools defined as 500 or more students
- Small High Schools less than 1,000 students
- Large High School 1,000 or more students

The Alabama Department of Education LEA Unit Breakdown Report is used to complete comparability calculations. This report lists the ADM and the Total units for each school in the district. If schools are found to be non-comparable, the Federal Programs Department notifies Human Resources and proper measures are taken to prevent disruption of the learning process in the middle of the school year.

Timeline for BCS Comparability Determination	
January - April	Engage in district-level budget (State and local funds) discussions concerning staff assignments, and distribution of equipment and materials for the purpose of ensuring compliance with Title I comparability requirements for the upcoming school year.
May - July	- Conduct meetings with appropriate LEA representatives to discuss the requirements for completing the annual comparability calculations. - Establish participant roles and responsibilities. - Establish specific timelines for completion of the calculations. - Decide which calculation methodology to use.
August	- Obtain preliminary information from appropriate LEA staff. - Identify LEA Title I and non-Title I schools. *BCS is a Title I District
September	Pull Fiscal Year LEA Unit Breakdown Report from ALSDE website (if uploaded).
October	- Pull Fiscal Year LEA Unit Breakdown Report from ALSDE - BCS Federal Programs Department computes calculations. - Make corrections to Title I schools shown not to be comparable.
November	- Reconvene appropriate LEA staff to address any outstanding issues. - Maintain all required documentation supporting the comparability calculations and any corrections made to ensure all Title I schools are comparable.

BCS will revisit comparability requirements in planning for allocations of instructional staff and resources to schools for the coming school year. This will enable BCS to minimize the potential for disruption in the middle of a school year, if adjustments are needed to ensure that Title I schools are comparable.

Transferability

The purpose of transferability is to allow states and local educational agencies the flexibility to target Federal funds to the programs and activities that most effectively address the unique needs of all children.

District Funds May Be Transferred Out Of:	District Funds May Be Transferred Into:
- Title II, Part A - Title IV, Part A <i>Section 5103(b)(2)</i> NOTE: A local education agency may transfer all or any lesser amount of the funds allocated to it from these two programs to any program listed in the next column. <i>Section 5103(b)(1)(A)</i>	Title I, Part A Title I, Part C Title I, Part D Title III, Part A Title V, Part B <i>Section 5103(b)(1)(B)</i> NOTE: Funds cannot be transferred out of any of these programs. <i>Section 5103(c)</i>

Birmingham City Schools does not transfer between Titles.

Time and Effort

An employee whose salary and wages are supported, in whole or in part, with Federal funds is required to document their time spent working on Federal programs. The submitted documentation is used to ensure that charges reflect an accurate account of the employee's time and effort devoted to each Federal program. (Appendix B of 2 C.F.R. Part 225 (formerly OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*))

Time and Effort Uniform Grants Guidance (UGG) 2CFR 200.430(i)

Purpose

As a recipient of federal funds, Birmingham City Schools must comply with the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards ("Uniform Guidance"). Birmingham City Schools requires all individuals who receive federal sponsored funding to comply with institutional policies regarding the proposing, charging, and reporting of effort on those awards.

2 CFR Chapter II Part 200 Subpart E §200.430 of the Uniform Guidance includes the federal regulatory requirements for compensation for personal services. This includes but is not limited to the specified Standards for Documentation for Personnel Expenses. Birmingham City Schools Time and Effort Reporting Policy is intended to meet these requirements.

Time and Effort Standards

All employees who are paid in full or in part with federal funds must keep specific documents to demonstrate the amount of time they spent on grant activities. This includes an employee whose salary is paid with state or local funds but is used to meet a required “match” in a federal program. These documents, known as time and effort records, are maintained in order to charge the costs of personnel compensation to federal grants. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

- Be supported by a system of internal controls which provides reasonable assurance that the charges are accurate, allowable, and properly allocated;
- Be incorporated into official records;
- Reasonably reflect total activity for which the employee is compensated, not exceeding 100% of compensated activities;
- Encompass federally assisted & all other activities compensated by the District on an integrated basis;
- Comply with the established accounting policies and practices of the District and
- Support the distribution of the employee’s salary or wages among specific activities or costs objectives.

BCS Time and Effort Procedures

Certification of Effort: Federal requirements stipulate that anyone certifying another individual must have first-hand knowledge of that individual’s actual effort. Therefore, each faculty or staff member is responsible for signing his/her own Effort Report certifying actual effort along with the supervising administrator signature verifying the employee’s actual effort.

Reporting Periods: An employee who has a single cost objective has a position that is dedicated to a singular purpose. For instance, a Federal Programs Director is considered to have a single cost objective because the teacher works only with federal programs. For *100% Certification Single Cost* Birmingham City Schools has semi-annual reporting periods that follow the Birmingham City Schools calendar.

Semester	Period of Performance	Certification Period
First	June 1 - December 31	January 1-31
* Second	January 1 - July 31	Varies

**Certification Period begins based on employees last working day of the school year*

The semi-annual certification will identify:

- Employer’s Name
- Employees’ Name
- School or Department
- Federal Program
- Reporting Period
- Employee’s Position
- Employee’s and direct supervisor’s dated signature

An employee who has a single cost objective but paid from multiple funding sources. For example, a school nurse works only in the capacity of nursing but his/her salary may be paid using more than one funding source. For 100% Certification Multiple Funding Sources Birmingham City Schools has four reporting periods:

Quarter	Period of Performance	Certification Period
Quarter 1	August 1 - October 31	November 1-30
Quarter 2	November 1 - January 31	February 1-28
Quarter 3	February 1 - April 30	September 1-30
*Quarter 4	May 1 - July 31	Varies

**Certification Period begins based on employees' last working day of the school year.*

The quarterly certification will identify:

- Employer's Name
- Employee's Name and Position
- Federal Program/ Cost Objective
- School/Department
- Quarterly Reporting Periods, including months
- Salary funding sources and percentages
- Effort Statement of 100% of Work Activities
- Employee's and direct supervisor's signature

Stipends and Substitutes

- Sign in sheets will be used to log time and effort documentation for extra hour pay related to a single cost objective. (e.g. Professional Development stipends paid from Title I, Part A or Title II, Part A.
- Manual Timesheets will be used to document time and effort for extra duties related to a single cost objective (e.g. Title I, Part A tutoring) for employees not able to utilize the Time Management System.
- A Certifications for Employee Stipends document will be used to log time and effort related to a single cost objective for employees who utilize the Time Management System. (e.g. summer tutoring, after school tutoring, parental coordinators, charged to Title I A) This document lists the following:
 - Name of Certifier
 - Title of Certifier
 - Employees names
 - Date/Range of qualified stipend
 - Amount of Stipend
 - Activity Performed
 - Cost Objective
 - Signature of Certifier

- In case a substitute teacher has replaced an existing federally funded teacher for at least a month, the substitute teacher will be required to complete time and effort documentation. The time and effort documentation completed by the substitute(s) depends on the required certification of the regular teacher.

Roles and Responsibilities

School Level Employees - For school level employees paid with federal funds, the immediate supervisor of the employee paid with federal funds is responsible for the distribution, collection, and retention of all employee Time and Effort Documentation. The immediate supervisor may designate a leader to ensure Time and Effort Documentation is distributed, collected, complete, accurate, retained, and available in the Federal Programs evidence box for review. If at all possible, hard copies of the documents should be maintained and sent to the Federal Programs Instructional Support person assigned to the school. However, in the event that a hard copy cannot be obtained, an electronic completion will be acceptable.

District Level Employees - Each district department which oversees federal funds will be responsible for the distribution, collection, and retention of the Time and Effort Documentation for district level employees paid with federal funds. The designated individual will review the documentation to ensure that it is accurate and complete. All Time and Effort documentation will be submitted to the Federal Programs Department. Departments will have documentation available for review. If at all possible, hard copies of the documents should be maintained and sent to Federal Programs; however, in the event that a hard copy cannot be obtained, an electronic completion will be acceptable.

Compliance Issues

The federal government reserves the right to impose penalties and/or disallow funding as a result of missing, incorrect, and incomplete Time and Effort Documentation. Birmingham City Schools makes every effort to ensure Time and Effort Documentation is compliant with the Uniform Grants Guidance.

- Common Errors with Time & Effort
- Organization pays salaries based on budget
- Organization does not have a documented policies and procedures for Time and Effort
- Effort certifications are signed before all work is completed
- Failure to reconcile actual effort to funding source

Inventory Management for Federal Programs

PROPERTY MANAGEMENT SYSTEMS

Property Classifications

Inventory records of fixed or capital assets shall be maintained at the central office. An inventory of equipment items not classified as fixed or capital assets shall also be maintained at the central office. Fixed Assets inventory is defined as those tangible items owned by or in custody of the School District which has a significant value, a useful life of more than one year, and is used in conducting activities of the School District.

Fixed Asset Inventory to be accounted for include, but are not limited to:

- A. Real Property
 - a. Land & Land improvements
 - b. Buildings & Building improvements
- B. Construction in Progress
- C. Personal Property, i.e., equipment (\$5,000 or more)
 - a. Furniture and fixtures
 - b. Motor vehicles (autos, trucks, buses)
 - c. Instructional equipment
 - d. Non-instructional equipment

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the District for financial statement purposes, or \$5,000. 2 C.F.R. §200.1 (*Equipment*).

Supplies means all tangible personal property other than Equipment. A computing device is a supply if the acquisition cost is less than the lesser of the capitalization level established by the District for financial statement purposes or \$5,000, regardless of the length of its useful life. 2 C.F.R. §200.1 (*Supplies*).

Computing devices means machines used to acquire, store, analyze, process, and publish data and other information electronically, including accessories (or “peripherals”) for printing, transmitting and receiving, or storing electronic information. 2 C.F.R. §200.1 (*Computing devices*).

Capital assets means tangible or intangible assets used in operations having a useful life of more than one year which are capitalized in accordance with GAAP. Capital assets include:

- Land, buildings (facilities), equipment, and intellectual property (including software) whether acquired by purchase, construction, manufacture, lease-purchase, exchange, or a lease accounted for as a financed purchase under Government Accounting Standards Board (GASB) standards or a finance lease under Financial Accounting Standards Board (FASB) standards; and
- Additions, improvements, modifications, replacements, rearrangements, reinstallations, renovations or alterations to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance). 2 C.F.R. §200.1 (*Capital assets*).

Non-Fixed Asset Inventory to be accounted for include items that do not fall under the above.

A. Inventory Procedure

The Birmingham City Schools system directs each school and department to perform an inventory annually. The central office will send each school/department an inventory count sheet to be filled out each school year. It is the principal/department head's responsibility to ensure the accuracy of the inventory list and that it is timely completed and returned to the central office.

In addition to annual inventory checks, at Birmingham City Schools, the Technology Coordinator or Inventory Liaison at the school/department level shall maintain inventory management for items purchased with federal, state, and local funds. The Technology Coordinator/Inventory Liaison will follow the process below:

When equipment is delivered to the school/department, the Technology Coordinator/Inventory Liaison will make sure the items are not damaged, verify the order against delivery receipt, equipment received and purchase order.

All equipment shall be tagged and labeled for inventory tracking. The items shall be labeled with a BCS label that includes: (1) the equipment is the property of Birmingham City Schools, (2) the equipment was purchased with federal funds, and (3) the fiscal year of the purchase.

Next, scan the item into the inventory Management System. This system will include for each item: description, serial/id number, barcode, vendor, cost, date acquired, location, purchase order number, and a check-in/check-out information.

INSTRUCTIONS FOR "SCHOOL INVENTORY LOG":

Use only for furniture or equipment items costing between \$50.00 and \$1,999.99 each, i.e., tape recorders, televisions, desks, chairs, etc. Do not use it for books or software.

This form should be completed each time an item is purchased in the price range listed above. Distribute one sheet per teacher and/or employee that purchases items. As soon as the item is delivered, have them take time to complete the school inventory log, making sure that no column is left blank. Please stress the importance of keeping up with this each time an item is purchased. If you use this form on an ongoing basis as items are purchased, it will make things much easier at the end of the school year when you are trying to complete your end of year inventory. (See Attachment A)

INSTRUCTIONS FOR COMPLETING "ADDITION SHEET FOR INVENTORY WITH UNIT COST OF \$2,000.00 AND UP":

Use only for equipment or personal property costing \$2,000.00 or more each. The exceptions are electronics such as tablets, Ipads, computers and Promethean boards. This includes donated items. Upon receipt of the item, complete all information on the Addition to Inventory Sheet and attach a copy of the Purchase order and invoice. If the items are donated with a fair market value of \$2,000.00 or more, send this form to the Finance Department with your documentation of the donation, stating the estimated fair market value, who donated the item, etc. You will receive a copy of the "Addition sheet for inventory with unit cost of \$2,000.00 and up" with your Barcode number indicated on it. The Barcode tags should be placed on all items in this category. (See Attachment B)

INSTRUCTIONS FOR HAVING ITEMS COSTING MORE THAN \$2,000.00 REMOVED FROM INVENTORY: Use only for items costing \$2,000.00 or more each which you desire to be declared as surplus property. Fill out form “Request for Deletion of Inventory with a unit cost of \$2,000 and up” and return to the Finance Department. After the form is approved/disapproved, a copy of the form will be returned to you. This copy will be your documentation stating when the item(s) were declared surplus. (See Attachment C)

B. Inventory Records

For each equipment and computing device purchased with federal funds, the following information is maintained by tagging by vendor, and tracked in the district inventory tracking system.

- Serial number or other identification number;
- Source of funding for the property;
- Who holds title;
- Acquisition date and cost of the property;
- Percentage of federal participation in the project costs for the federal award under which the property was acquired;
- Location, use and condition of the property; and
- Any ultimate disposition data including the date of disposal and sale price of the property.

C. Physical Inventory

A physical inventory of the property must be taken and the results reconciled with the property records at least once every two years. The Federal Programs Department will perform semi-annual physical inventory checks at each school/department. The Federal Programs Operations Support will schedule inventory site visits to validate the equipment. When a school/department receives Federal Programs equipment, the Federal Programs Operations Support will ensure that the following information is included on the Federal Programs Inventory Equipment Form:

1. **Item Description:** Enter description of the items, including model number.
2. **Serial/ID Number:** Enter the serial number, asset tag number or other identifying number if the serial number is blank. Some items do not have a serial number. The barcode number will serve as the item’s identifier.
3. **Location:** Enter the room number or location where the item can be found.
4. **Assigned To:** Enter the name of who has the item in possession.
5. **Fund Source:** Enter the funding source used to purchase the item.
6. **Year Purchased:** Enter the year the item was acquired/purchased.
7. **Cost:** Enter the purchase unit cost of the item.
8. **Functional:** Indicate if the item is working.
9. **If No, Reason:** Indicate the disposition of the item. If lost, stolen or damaged, explain the situation and submit a copy of the Request for Deletion Form and police report if stolen. If equipment is disposed of by transfer or surplus, explain the situation and submit a Transfer Form.
10. **Purchase Order Number:** Enter the purchase order number associated with the purchase.
11. **Vendor:** Enter the name of the vendor.

D. Maintenance

In accordance with 2 C.F.R.313(d)(4), the District maintains adequate maintenance procedures to ensure that property is kept in good condition. All items purchased include a minimum 3-year warranty to cover

maintenance and repairs from the vendor. If the warranty has expired, the district's technology technicians will accept the device to provide repairs. Devices also include virus & anti-theft protections for additional security. Once repaired by either the vendor or district's technicians, items/devices are returned to the student or employee. If not operable upon repair attempt, the device will be removed from inventory and a comparable device will be issued/replaced.

E. Lost or Stolen Items

The District maintains a control system that ensures adequate safeguards are in place to prevent loss, damage, or theft of the property. All items receive a district logo etched onto the device or an asset tag to distinguish Property of Birmingham City Schools, as well as a barcode to be scanned for entry in the district's inventory management system. Once the data for each item has been uploaded in the system, items/devices are signed out electronically to the student or employee by the school inventory/technology liaison. Computing devices are allowed to be taken home for remote use. The student and/or employee signs an agreement of responsibility/liability of awareness that the device is being removed from campus.

Lost items – Any lost item must be reported to the school inventory/technology liaison. The liaison will obtain a written statement or any supporting documents to update the district's inventory management system that the item has been lost and no longer operable.

Damaged items – Any item damaged shall be returned to the school inventory/technology liaison for submission to the technology or maintenance departments for repair. Once repaired (if applicable) and returned, the item will be reissued to the student or employee. If not repairable, the student or employee can receive a comparable device/item if available.

Theft/Stolen items – Any item stolen must immediately be reported to the school administration to request/obtain a police report. Once an interview/investigation has been conducted, the school inventory/technology liaison shall update the district's inventory management system of the stolen item and include/upload a copy of the police report.

F. Use of Equipment

Equipment must be used in the program or project for which it was acquired as long as needed, whether or not the project or program continues to be supported by the federal award, and the District will not encumber the property without prior approval of the federal awarding agency and the pass-through entity. When no longer needed for the original program or project, the equipment may be used in other activities supported by the federal awarding agency, in the following order of priority: (1) activities under a federal award from the federal awarding agency which funded the original program or project; then (2) activities under federal awards from other federal awarding agencies.

If a school/department closes or no longer needs a computing device, the devices will be transferred from the original location to another school/department that has either requested devices or needs additional support. The inventory/technology liaison will remove the devices from the original cost center's inventory and transfer (check-out) to another approved cost center electronically in the district's inventory management system and physically transported to the new school/department location.

During the time equipment is used on the project or program for which it was acquired, the equipment will also be made available for use on other projects or programs currently or previously supported by the federal government, provided that such use will not interfere with the work on the projects or program for which it was originally acquired. First preference for other use must be given to other programs or projects supported by the federal awarding agency that financed the equipment. Second preference is given to programs or projects under federal awards from other federal awarding agencies. Use for non-federally funded programs or projects is also permissible.

G. Disposal of Equipment

When it is determined that original or replacement equipment acquired under a federal award is no longer needed for the original project or program or for other activities currently or previously supported by a federal awarding agency, Finance Department will contact the awarding agency (or pass-through for a state-administered grant) for disposition instructions.

Generally, disposition of equipment is dependent on its fair market value (FMV) at the time of disposition. If the item has a current FMV of \$5,000 or less, it may be retained, sold, or otherwise disposed of with no further obligation to the federal awarding agency. If the item has a current FMV of more than \$5,000, the federal awarding agency is entitled to the federal share of the current market value or sales proceeds.

If acquiring replacement equipment, the District may use the equipment to be replaced as a trade-in or sell the property and use the proceeds to offset the cost of the replacement property.

Birmingham City Schools works with auction agencies which place the items out to auction based on the FMV. This will be determined by estimating the current cost of the goods and depreciating it by useful life to determine a cost baseline. This process is handled through the BCS purchasing Department. The Purchasing Department assesses and declares the item as surplus.

Birmingham City Schools Monitoring/Self-Assessment

Birmingham City Schools will complete an annual self-assessment. The Self-Assessment is used to measure the progress of district compliance. The BCS Federal Program Director notifies each responsible department via email of the deadline for completing the Self-Assessment e-Prove Diagnostics in Cognia. Each department must answer yes or no to the required questions and verify that the documentation is available upon monitoring.

The Alabama State Department has a 5-year cycle for compliance monitoring. If the district is discovered to have “No Findings Found,” the monitoring visit process is completed for the Federal Programs Section. However, if there are “Findings Found,” the program coordinator will be guided through the Corrective Action Process (CAP) by the ALSDE Monitoring Team Lead.

Records Retention

Financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award must be retained for a period of three years from the date of submission of the final expenditure report or, for Federal awards that are renewed quarterly or annually, from the date of the submission of the quarterly or annual financial report, respectively, as reported to the Federal awarding agency or pass-through entity in the case of a subrecipient.

BCS Federal Programs will maintain records to show compliance for at least a five-year period.

Evidence-Based Intervention

	Strong Evidence	Moderate Evidence	Promising Evidence	Demonstrate a Rationale
Study Design	Experimental Study	Quasi-experimental study	Correlational study with statistical controls for selection bias	Provides a well-specified logic model informed by research or evaluation

ESSA and U.S. Department of Education regulations require districts and schools to spend federal funds in support of evidence-based interventions:

Federal Funding Source	Level of Evidence Required
Title I, Part A 1003 SIG (School Improvement)	Interventions must have evidence that is either strong, moderate or promising to support them.
All Other Federal Programs	Interventions can fall into any of the four categories.

BCS will successfully choose to purchase and implement evidenced-based resources, practices, strategies, and interventions that fall within one of the four categories which will improve student outcomes. The Federal Programs Specialist will work with schools specifically identified as Comprehensive Support and Improvement to ensure that evidence-based practices are aligned to the expending of federal funds.

BCS Individual Federal Programs Information

In this section of the Federal Programs Procedures Handbook, each individual program is included.

Title I, Part A - Improving the Academic Achievement of the Disadvantaged

Purpose

The purpose of Title I, Part A is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. LEA Identification and Selection of School Attendance Areas and Schools, and Allocations of Title I Funds to School Attendance Areas and Schools

A local educational agency (LEA) will use funds received under Title I, Part A only in eligible school attendance areas. The term “school attendance area” means, in relation to a particular school, the geographic area in which the children who are normally served by that school reside. The term “eligible school attendance area” means a school attendance area in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole.

General Selection Requirements

- 1) An LEA must annually rank all of its school attendance areas (the geographic area from which a public school draws its children) according to their percentages of poverty.
 - An LEA must use the same measure of poverty for:
 - Identifying eligible school attendance areas.
 - Determining the ranking of each area.
 - Determining the allocation for each area.
 - The LEA must select a poverty measure from the following options:
 - Children ages 5 to 17 in poverty as counted in the most recent census data approved by the secretary.
 - Children eligible for free or reduced meals (FRM) under the Richard B. Russell National School Lunch Act.
 - Children in families receiving assistance under the state program funded under Title IV of the Social Security Act Temporary Assistance for Needy Families (TANF).
 - Children eligible to receive medical assistance under the Medicaid program.
 - A composite of any of the above measures
 - An LEA must rank school attendance areas based on the percentage (not the number) of low-income children counted and without regard to grade spans.
 - Identified students under Community Eligibility Provision (CEP) are eligible under the Richard B. Russell National School Lunch Program (NSLP). If an LEA selects NSLP data as its poverty measure (or uses the data in a composite) and has a CEP school, the CEP data will be part of the NSLP data that the LEA uses for within district allocation.
- 2) After an LEA has ranked all of its school attendance areas by poverty, the LEA must first serve, in rank order of poverty, its areas above 75-percent poverty, including any middle schools or high schools.
 - EXCEPTION—An LEA may choose to lower the 75-percent poverty threshold to 50-percent for high schools.

- 3) Only after an LEA has served all of its areas with a poverty rate above 75-percent may the LEA serve lower-ranked areas. The LEA has the option to (1) continue on with the district-wide ranking or (2) rank remaining areas by grade-span groupings.
- If an LEA has no school attendance areas above 75-percent poverty, the LEA may rank its schools district wide or by grade-span groupings.
 - An LEA's organization of its schools defines its grade-span groupings. For example, if an LEA has elementary schools serving all elementary grades, middle schools, and high schools, the grade-span groupings would be grades K to 5, 6 to 8, and 9 to 12. To the extent that an LEA has schools that overlap grade spans (e.g., K to 5, K to 8, 6 to 12), the LEA should include a school in the grade span in which there are the greatest number of grades represented. For example, a K-8 school would be included with other elementary schools...because this K-8 school has more elementary grades (5) than middle school grades (3).
- 4) An LEA with an enrollment of less than 1,000 students or with only one school per grade span is not required to rank its school attendance areas.

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LEA Discretion in Selecting Participating Areas and Schools

- 5) An LEA may:
- Designate as eligible any school attendance area or school in which at least 35 percent of the children are from low-income families, i.e., the 35-percent rule.
 - Use Title I, Part A funds in a school that does not serve an eligible school attendance area if the percentage of children from low-income families enrolled in the school is equal to or greater than the percentage of such children in a participating school attendance area of the LEA.
 - Elect not to serve an eligible school attendance area or eligible school that has a higher percentage of children from low-income families if:
 - I. the school meets the comparability requirements of section 1118(c);
 - II. the school is receiving supplemental funds from other State or local sources that are spent according to the requirements of section 1114 or 1115; and
 - III. the funds expended from such other sources equal or exceed the amount that would be provided under this part.
 - For one additional year only, designate and serve a school attendance area or school that is no longer eligible but was eligible and served in the preceding year. When using this option, an LEA must meet the requirement to serve schools in rank order. This is commonly known as the Grandfather Clause.

Community Eligibility Program

The Community Eligibility Provision (CEP) is a non-pricing meal service option for schools and school districts in low-income areas. CEP allows the nation's highest poverty schools and districts to serve breakfast and lunch at no cost to all enrolled students without collecting household applications. Instead, schools that adopt CEP are reimbursed using a formula based on the percentage of students categorically eligible for free meals based on their participation in other specific means-tested programs, such as the Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF).

Birmingham City Schools currently operates under the Community Eligibility Provision Program.

Improving Basic Programs Operated by Local Education Agencies

The purpose of this title is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. There are two types of Title I Schools:

- 1) Targeted Assistance (Section 1115)
- 2) Schoolwide (Section 1114)

Birmingham City Schools operates a Schoolwide Title I Program.

Schoolwide Programs

- The primary purpose of a Title I schoolwide program is to upgrade the entire educational program of a school that has a high concentration of students from low-income families.
- A school in which not less than 40% of students enrolled are from low-income families is eligible to plan and implement a Title I schoolwide program.
- Plan is updated/revised as student achievement data and needs change.
- Identification of students on the eligible list is not required.
- Permits flexibility with coordination of federal and non-federal funds to support a collaboratively developed schoolwide plan.
- Built on schoolwide reform strategies rather than separate add-on services.
- Eliminates isolation of programs, students, and teachers.

How does a school become Schoolwide?

- In order to become a schoolwide school, the school is usually a targeted assistance school for one full year, unless the LEA determines a lesser time is needed, or the school has been working on a current Continuous Improvement Plan in the eProve platform.
- If the school has been under a working ACIP plan and meets the 40 percent poverty criteria, it may skip the TA year and become schoolwide.
- The school staff, in consultation with the LEA, reach a consensus that the school is ready to become a schoolwide program.
- The Superintendent submits a letter with the school's poverty percentage of 40% or higher based on the (20th day after Labor Day) fall data collection to the ALSDE Federal Programs Director announcing a new schoolwide program.
- The Federal Programs Director prepares budgets in the Electronic Grant Application Process (eGAP)
- The school is designated as "SW" on the Building Eligibility Page in eGAP, reflecting how the school will be served.
- The school then begins operating under its Schoolwide ACIP.
- Faculty evaluates strategies periodically.
- At the end of the year, the Title I Committee looks at data and evaluates both the strategies implemented and how Title I funds were utilized.

Title I, Part A - Foster Care Program

Birmingham City Schools Foster Care Plan is handled from the Student Supports Services Division. Dr. Taqua Lewis, Counseling Coordinator, is the district contact. The BCS Foster Plan is updated annually and includes the following components.

- Number of students in foster care for the previous year
- Number of students in foster care for the current year
- List of agencies in collaboration
- Description of policy review and revision
- Description of collaboration and coordination with agencies
- LEA Point of Contact (POC)
- DHR Point of Contact (POC)
- Description of procedures to ensure Educational Stability
- Best Interest Determination procedures
- Transportation procedures
- Dispute Resolution
- Immediate Enrollment procedures

Educational Stability Provisions

- A child in foster care will remain in the **school of origin** unless a determination is made that it is not in the best interest of the child. "School of origin" is defined as the school in which a child is enrolled at the time of placement in foster care.
- If it is not in the child's best interest to remain in the school of origin, the child will be immediately enrolled in the new school, even if the child is unable to produce records normally required for enrollment, and
- The new/enrolling school immediately contacts the school of origin to obtain relevant academic and other records.

Birmingham City Schools is required to:

- Develop and implement clear written procedures governing transportation to maintain children in foster care in their school of origin when, in their best interest, that will be provided, arranged, and funded for the duration of the time in foster care; and
- Designate a Point of Contact (POC) if the corresponding child welfare agency notifies the LEA in writing that it has designated an employee to serve as a POC for the LEA.
- Enroll students in their new schools immediately when remaining in their school of origin is not in their best interest.

Best Interest Determination when Considering Education Stability for Students in Foster Care

Factors to Consider

- Child's preference
- Views of the parents or the person with education decision-making rights
- Child's attachment to school and staff
- Placement of the child's siblings
- Availability and quality of services in the current and potential schools to meet the child's education and social/emotional needs

- School climate including safety
- History and impact of school transfers
- Length of the commute that might impact the child, based on the child's developmental stage
- Child's special needs and availability of required services in a school other than the school of origin
- Whether a child is an EL and is receiving language services and if those services are available in a school other than the school of origin

NOTE: Cost of transportation CANNOT be a factor in determining the child's best interest.

Possible Supporting Documentation

- Report cards
- Progress reports
- Test scores
- Attendance data
- IEP or 504 Plan
- Emails from individuals consulted during the best interest determination process

Key Considerations

- How will best interest decisions be made in a timely manner?
- How will best interest decisions be revisited if needed?
- How will accurate information be gathered in a timely manner to contribute to the best interest determination?
- Who should be involved or consulted about the decision? (LEA, DHR, child, foster parents, biological parents when appropriate, education decision-maker(s), other relatives for their perspective)

Reminders

- Best interest determination should be consistent with the child's case plan.
- Cost of transportation cannot be a factor in determining the child's best interest.
- Consultations do not have to be in a face-to-face meeting.
- Consultations can take place via email or phone calls.
- Document all consultations.
- DHR has the final say in Best Interest Determination.

Immediate Enrollment

- A child in foster care should be enrolled in a new school as soon as possible in order to prevent educational discontinuity.
- Enrollment must not be denied or delayed for any population of students because documents normally required for enrollment have not been provided.
- Enrolling schools must immediately contact a child's school of origin to obtain the relevant records and documentation, and the school of origin should immediately transfer records.

Transportation

LEAs must collaborate with Child Welfare Agencies to develop and implement clear written procedures for how transportation will be arranged, provided, and funded for the duration of a child's time in foster care.

Additional resources can be found at ALSDE website: <http://www.alsde.edu> in the Federal Programs Section of the Office of Student Learning.

Title I, Part A-Parent and Family Engagement

Purpose

The purpose of parental involvement under Title I, Part A is to promote active involvement among local educational agencies (LEAs), administrators, school staff, parents, family engagement coordinators or parent liaisons, community leaders, and other stakeholders working to improve student achievement and promote academic success. LEAs must ensure that strong strategies are in place to:

- Build capacity to involve parents/stakeholders in an effective partnership with the school.
- Share and support high student academic achievement.

Birmingham City Schools has a designated administrator to ensure all Parent Engagement Federal Compliance is met. The contact information is below:

Dr. LaKesha Douglas
 Program Specialist, Parent and Family Engagement
 Lincoln Professional Development Center
 901 - 9th Avenue North, Birmingham, Alabama 35204
 Office: (205) 231-9821 / Email: ldouglas@bhm.k12.al.us

LEA Parent and Family Engagement Policy

Each Local Educational Agency (LEA) that receives Title I funds must jointly develop, revise, and distribute to parents and family members of children receiving services a written parent and family engagement policy. The LEA parent and family engagement policy outlines how the district will implement programs, activities, and procedures for the engagement of parents in Title I programs. The policy will establish the district's expectations for parent and family engagement and how the district will carry out the parent and family engagement requirements.

Birmingham City Schools Parent and Family Engagement Written Policy can be found in the e-GAP application under the LEA Consolidated application as well as on our district website. This plan was developed with and agreed on by parents and family members of children participating in Title I, Part A programs, as evidenced by the collaboration of parents, schools, and district personnel at Title Parent meetings and district personnel at committee meetings.

Local School Parent and Family Engagement Policy and School-Parent Compact

Each local school within BCS receives funds under Title I, Part A and are required to jointly develop, revise, and distribute to parents and family members of children within the school a written parent and family engagement policy and a school-parent compact. A copy of the school parent plan will be in the school's Parent Corner and on the website.

BCS formed a committee to develop a standard compact with the required components and each school was required to individualize the compact with their school name and information. Schools were able to add components, if necessary. All schools are required to submit a final copy of both the family engagement policy and the school-parent compact to the program specialist. Copies of the compacts will be in the school's Parent Corner, website, and the teacher's classrooms (inside or outside).

Allowable Uses of Funds for Parent and Family Engagement

Each school and LEA receiving assistance under Title I, Part A must ensure effective parent and family engagement to support a partnership among the school, the parents, the family, and the community to improve student academic achievement through training, information, and coordination activities. ESSA specifies that the earmarked Title I dollars for district parent and family engagement must be spent on at least one of the following activities:

- Supporting programs that reach parents and family members at home, in the community, and at school.
- Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.
- Collaborating or providing subgrants to schools to enable such schools to collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.
- Engaging in any other activities and strategies the LEA determines are appropriate and consistent with such agency's parent and family engagement policy.

Birmingham City Schools has earmarked Title I dollars for Supporting schools and nonprofit organizations in providing professional development for LEA school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.

Parent and Family Engagement Worksheet

This worksheet is to be used to determine the amount of funds to allocate for parent and family engagement from the Set-Asides page of the ESSA Consolidated Application in e-GAP. A copy of this document is found in the related documents section of e-GAP.

Once the allocations have been calculated a copy of the worksheet must be forwarded to the Federal Programs Budget Analyst in the finance department as well as the Parent Engagement Program Specialist.

Parents Right-to-Know Letters

Parents' Right-to-Know Letters should be sent home no later than August 31, 2023. Each principal will need to complete the principal's form with a signature indicating this has been complete.

- Please send the Parents' Right-to-Know Letter Parts A, Part B, and the Request for Teacher's Qualification form for every student enrolled in your school.
- Parents DO NOT have to return any of these documents.
- If the parent is inquiring about the status of the teacher, they may return the "Request for Teacher Qualification" form to the school. The local school will complete (Part B), make a clear copy for the Title I box/Title I Crate records, and submit original to parents as requested.
- Parents' Right to Know Limited English Proficient should be sent home with all students receiving Title III Services.

Title II, Part A-Supporting Effective Instruction Overview

The purpose of Title II, Part A grant is to increase the academic achievement of all students by helping schools and school districts improve teacher and administration quality.

This can be accomplished by:

- Developing or improving evaluation and support systems for teachers, principals, or other school leaders
- Recruiting, Hiring, and Retaining Effective teachers; implement supports for principals and other school leaders
- Recruiting from other fields
- Reducing class size to a level that is evidence-based
- Personalized professional development

Federal Programs will work collaboratively with Human Resources and Professional Development Departments to ensure the utilization of Title II funds. The Federal Programs Director will work with the mentioned areas to prepare a proposed budget covering all estimated needs of the program for the year. The budget preparation will consider the needs and high priority areas in defining the programs activities and strategies supported by Title II. The budget will be reviewed by all parties and submitted in e-GAP for approval from both the CFO and Superintendent.

Title III, Part A-Language Instruction for English Learners (EL) & Immigrant Students

The purpose of Title III, Part A grant is to improve the education of limited English proficient children by assisting the children to learn English, meet challenging State academic content and meet student achievement standards. This can be accomplished by:

- Providing effective professional development to classroom teachers, principals and other school leaders, and administrators
- Upgrading program objectives and effective instructional strategies
- Improving the instructional program for Els by identifying, acquiring, and upgrading curricula, instructional materials, educational software,
- Providing community participation programs, family literacy services, and parent and family outreach and training activities to Els and their families to improve the English language skills of Els, and to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children

Federal Programs will work collaboratively with our EL and World Language Coordinator to ensure the utilization of Title III funds. The Federal Programs Director will work with the mentioned area(s) to prepare a proposed budget covering all estimated needs of the program for the year. The budget preparation will consider the needs and high priority areas in defining the programs activities and strategies supported by Title

III. The budget will be reviewed by all parties and submitted in e-GAP for approval from both the CFO and Superintendent.

Title IV, Part A-Student Support and Academic Enrichment Grant (SSAEP)

The purpose of Title IV, Part A is to provide funding to improve the academic achievement of all students by increasing the capacity of Birmingham City Schools.

This can be accomplished by:

- Providing all students with access to a well-rounded education
- Improve school conditions for student learning
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students.

Title IV funds are handled through the Office of Student Support. Federal Programs will work collaboratively with Student Support and private/non-public schools to ensure private school utilization of services. The Federal Programs Director will work collaboratively along with our Private School Program Specialist to carry out the private school portion of this grant.

Title IX, Part-A McKinney-Vento Homeless Assistance Act

Local Educational Agency (LEA) Responsibilities

Title I, Part A funding requires that each LEA have a state educational agency (SEA) approved plan coordinated with the McKinney-Vento Homeless Assistance Act. LEAs must include in the local plan required under Title I, Part A, a description of the services the LEA will provide to homeless children, including those services it will provide with funds set aside under ESSA Section 1113(c)(3)(A). As part of the LEA Consolidated Plan in eGAP 2.0, LEAs must examine and describe the needs of homeless children and youth in the Comprehensive Needs Assessment. The Comprehensive Needs Assessment informs the activities described in the LEA Consolidated Plan in eGAP 2.0. In addition, LEAs must also provide the name and contact information for the individual(s) designated as the LEA liaison for homeless children and youth.

Birmingham City Schools Federal Programs Director will work collaboratively with Student Support Services and the District's Homeless Liaison to ensure that BCS is in accordance with federal guidelines as it relates to our homeless population. Birmingham City Schools will:

- Describe the process for the identification and enrollment of homeless children and youth.
- Conduct an assessment of the educational and related needs of homeless children and youths in the area served by the LEA. This may be undertaken as part of a needs assessment for other disadvantaged groups.
- Describe the services to be provided to homeless children and youth to address the needs identified in the needs assessment.

- Reserve Title I, Part A funds to provide comparable services for homeless children and youth that attend non-Title I schools and provide educationally related support services to children in shelters and other locations where they live.
- Designate an appropriate staff person as an LEA Homeless liaison.
- Develop, review, and revise LEA policies to remove barriers to the enrollment and retention of children and youth in homeless situations.
- Describe the process for ensuring that transportation is provided to homeless children and youth.
- Describe the policies and procedures the LEA has to ensure that its activities will not isolate or stigmatize homeless children and youths.
- Ensure that accurate data is collected on enrolled homeless children and youth.
- Provide services to homeless students that are comparable to services offered to other students in the LEA.
- Assure that the LEA will meet the fiscal effort requirement.
- Assure that the LEA will collect and promptly provide data requested by the State coordinator.
- Assure that the LEA will use the funds in accordance with Section 722

Birmingham City Schools will:

- Inform school personnel, service providers, advocates working with homeless families, parents and guardians of homeless children and youths, and homeless children and youths of the duties of the LEA homeless liaisons.
- Implement a coordinated system for ensuring that homeless children and youths are advised of their choice of schools, are immediately enrolled, and are promptly provided with necessary services, including transportation. Alabama State Department of Education September 28, 2023 | Page 100 Unless otherwise noted, all references to ESSA in this document refer to the Elementary and Secondary Act of 1965 (ESEA), as amended by Every Student Succeeds Act (ESSA) of 2015.
- Presume that keeping a homeless student in the school of origin is in their best interest.
- Coordinate the provision of services with local social service agencies and other entities and transportation, transfer of school records, and other interdistrict activities.

Equitable Services for Private/Non-Public Schools

Since the initial passage of the Elementary and Secondary Education Act of 1965 (ESEA), nonpublic school students and teachers have been eligible to participate in the Title I, Part A (Title I) program. The reauthorization of the ESEA by the Every Student Succeeds Act (ESSA) continues the requirement that a local educational agency (LEA) that receives Title I funds provide equitable services to eligible non-public school students, their teachers, and their families. This guidance is intended to be used in conjunction with the Title I statute and applicable regulations by both public and non-public school officials.

An LEA shall (a) after timely and meaningful consultation with appropriate non-public school officials, provide eligible children and/or staff, on an equitable basis, applicable services such as: instructional services, counseling, mentoring, one-on-one tutoring, professional development opportunities, etc., that address their needs; and for Title I, Part A targeted assistance programs (b) ensure that teachers and families of the children participate on an equitable basis (pursuant to ESSA, Section 1117).

Birmingham City Schools provides equitable services for federal grants Title I, Title II, Title III, and Title IV.

The Consultation Process

The Consultation process is carried out by the Federal Programs Private School Specialist. The specialist will meet with each participating private school. These meetings can take place face to face or virtually. Consultations are both timely and meaningful to ensure the equitable participation of nonpublic school students, teachers, and parents. Consultation is made prior to the district or other entity making any decisions that affect the ability of non-public school students, teachers, and their families to equitably participate in the benefits of the program. Consultation begins in May in an effort for the entire process of program design and development to be completed, for exploring the option of third-party providers, and for services to begin by the start of the school year.

Schools are notified prior to May to accommodate the timely consultation requirement. Meaningful consultation covers all required topics and affords non-public school officials a genuine opportunity to express their views. The consultation process is an ongoing, two-way communication and discussion of the best ways to meet the needs of non-public school students and teachers under the provisions of the particular program.

“Intent to Participate” Form

An “Intent to Participate” form is a document that LEAs send annually to non-public school officials to determine their interest in participating in Title equitable services. Birmingham City Schools Private School’s specialist is responsible for distribution of this form to the private schools. The intent forms are sent certified mail and email in March of each year. Schools are given two weeks to submit the documentation.

Determining Which Non-Public Schools to Contact

Birmingham City Schools Federal Programs Department makes every attempt to contact all non-public/private schools within our district that might be eligible for participation in equitable services.

Development of Equitable Service Implementation:

Birmingham City Schools (BCS) will provide equitable services to the extent consistent with the number of eligible children identified under ESEA section 1115(c) in the school district served by BCS who are enrolled in private elementary and secondary schools. Once the number of qualifying children has been determined, a computation worksheet form will be completed by the LEA. The private school PPA is computed by combining student enrollment of BCS with the enrollment of private school students and dividing that number into the total allocation of Title Funds.

Documentation to Support That Meaningful Consultation Has Occurred

Birmingham City Schools Federal Programs Specialist will have an agenda, sign-in sheets and reflection of meeting discussion. This documentation will serve to verify that all requirements have been met for timely and meaningful consultation and equitable services have been provided. Procedures to ensure meaningful consultation has occurred will include:

- Annually informed the non-public school officials of the opportunity to participate in the Title I program and the various services available;
- Engaged in timely consultation, allowing for meaningful discussion between the LEA and appropriate non-public school officials regarding services and other benefits;
- Identified the needs of non-public school students, teachers, and families;
- Allocated a per-pupil amount of funds for services to non-public school students, teachers, and families that is calculated from the proportional share in accordance with ESEA section 1117(a)(4)(A);

- Provided services, programs, materials, and resources;
- Evaluated programs and services for effectiveness; and
- Adequately addressed problems and formal complaints raised by non-public school officials

Allocating Funds for Equitable Services

Birmingham City Schools will determine the proportionate share of funds available for equitable services as follows:

- Based on prior year's data, determine the total number of children from low-income families residing in each participating public-school attendance area who attend public and non-public school
- Determine the overall proportion of these children who attend non-public schools
- Apply this proportion to the current year's allocation to determine the amount of funds available for equitable services.

In addition, Birmingham City Schools will reserve at least 1% of its Title I allocation for parent & family engagement activities if the LEA's entitlement exceeds \$500,000. LEAs must calculate the proportionate share of the 1% of the Title I allocation.

Transferability

Under the ESEA, LEAs may transfer funds they receive by formula under certain programs to other programs to better address local needs. Before a transfer of funds from a program subject to equitable services requirements, timely and meaningful consultation must occur between the LEA and non-public school officials. The purpose of the meeting is to describe federal programs impacted by the transfer and to determine the intent of non-public school's participation in programs receiving transferred funds.

Currently, Birmingham City Schools does not transfer funds. However, if the decision is made to transfer funds, it will be in consultation with the private schools to describe the federal programs impacted by the transfer and to determine the intent of the non-public school's participation in programs receiving transferred funds.

Complaints

Pursuant to §1117 and 8503 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), a non-public school official has the right to file a written complaint with the ALSDE Ombudsman asserting that a school district did not engage in consultation that was meaningful and timely, did not give due consideration to the views of the non-public school, or did not make a decision that treats non-public school students equitably.

Non-Public school officials filing a complaint with the Ombudsman concerning equitable services under ESSA must do so in writing and utilize the ALSDE form that requires the following information:

- full name, address, email address, and telephone number of individual(s) or organization(s) filing the complaint;
- description of the situation or allegation including whether or not the school district engaged in consultation that was meaningful and timely, gave due consideration to the views of the non-public school officials, or made decisions that treated non-public school students equitably;
- name of the school district the complaint is being filed against and names of any other agencies or employees involved;
- statement identifying which title requiring equitable services has been allegedly violated;
- all facts supporting the allegation; and
- efforts made to resolve the complaint with the school district.

Complaints, which must be signed by the individual(s) or organization(s) filing the complaint and copied to the school district, and must be mailed to the ALSDE Ombudsman at the following address:

Alabama State Department of Education
Ombudsman for Equitable Services
P.O. Box 302101
Montgomery, AL 36130

Once the Ombudsman receives the complaint, he/she will respond to the complaint in writing within forty-five (45) calendar days. The Ombudsman's response will include his/her decision and information about filing an appeal, if necessary. In the event the complainant is dissatisfied with the decision of the Ombudsman, the complainant may appeal directly to the Secretary of Education at the U.S. Department of Education within 30 days of the decision of the Ombudsman. The Secretary investigates and resolves the appeal no later than 90 days after receipt of the appeal.

Evaluating the Effectiveness of Services

Birmingham City Schools Federal Program Specialist will evaluate the program annually. Student performance results will be reviewed annually. When the standardized test information is available, the Title I teacher(s) and the non-public school official(s) will meet to analyze the assessment results for the participating students. Their goal is to determine whether the level of student performance, as measured by the standardized test, has met or exceeded the desired outcomes agreed to in consultation.

Based on consultation, the effectiveness of the Title I program at each non-public school will be measured through comparing the targeted percentage of students reaching the established performance-level standard and the agreed-upon year-end percentage of students achieving the performance level.

In the event the Title I program fails to meet the annual progress target, consultation will occur to examine the student performance data to determine whether modifications are required.

Monitoring and Controls

Control of funds, materials, and equipment for services and assistance provided to non-public school students and teachers under title programs, and materials, equipment and property purchased with such funds, must be in a public agency, and a public agency must administer such funds, materials, equipment, and property. Birmingham City Schools provides services for the participating private schools. Birmingham City Schools maintains control of all funds, materials, and equipment. The private school is never charged for any services. If the private school closes Birmingham City Schools will collect the equipment and distribute it to other participating private schools. If the equipment or materials are not desired at other private schools the district will maintain it.

The Federal Programs Program Specialist and Operations Specialist will work collaboratively with schools to ensure that all Title I services and other benefits, including materials and equipment are secular, neutral, and non-ideological. Even though many private schools have religious affiliations, core instructional support and curriculum provided must be secular, neutral, and non ideological.

Inventory

Maintenance of a local inventory of Title program materials is a prerequisite for participation. All materials and equipment will be inventoried. All federal guidelines for inventory will be implemented. The Federal Programs Operation Specialist will work with schools to maintain current inventory and to make sure all equipment is placed into the Destiny System.

Birmingham City Schools retains the title to the books, other materials, and equipment purchased with Title funds. Materials, etc. purchased with Title I funds may be used only by Title I participants. Each item purchased with Title funds will be labeled “Property of Birmingham City Schools” along with the year of purchase. These labels will not be either easily erased or removed.

Personnel and Services

Birmingham City Schools will only provide equitable services and materials to private schools. No direct funds will be allocated to the receiving non-public school entity.

Federal Grants Budget Overview

Birmingham City School works to ensure that federal laws and requirements are applied in a consistent and appropriate manner to meet the needs of students as required by federal grants.

Budget Development for Federal Grants

The following sources are used to collect data and to develop budgets for federal grants:

- Comprehensive Needs Assessment
- Evaluation results
- Alabama School Improvement Plan (ACIP)
- District Strategic Improvement Plan
- Staffing needs
- Grant requirements
- Carryover, if applicable
- Budget development meeting with school and district administrators
- Parent, teacher, student survey data
- Meetings to gather input from the community and stakeholders

Data is compiled on the budget worksheet and Harris (financial management software) to ensure budgeted amounts match allocations. The data is then used in the submission of the online e-Gap Grant application. Budgeting projections are performed by the Federal Programs Director. Data entry into the online e-Gap Grant application is performed by the Federal program director. The certification and submission of the completed online e-Gap Grant application is performed by the Federal Programs Director, the Chief School Financial Officer, and Superintendent.

Authorized Use of Federal Funds

- All expenditures utilizing Federal funds must comply with Federal Cost Principles. All costs must:
- Be necessary and reasonable for proper and efficient performance and administration of Federal awards
- Be allocable to Federal awards under the provisions of the Federal cost Principles;
- Be authorized or not prohibited under State or local laws or regulations;
- Conform to any limitations or exclusions set forth in the Federal Cost Principle, Federal laws, terms and conditions of the Federal award, or other governing regulation as to types or amounts of cost items;
- Be consistent with policies, regulations, and procedures that apply uniformly to both Federal awards and other district activities;

- Be accorded consistent treatment. A cost may not be assigned to a Federal award a direct cost if any other cost incurred for same purpose in like circumstances has been allocated to the Federal award as an indirect cost;
- Except as otherwise provided for in the Federal Cost Principles, be determined in accordance with generally accepted accounting principles;
- Not be included as a cost or used to meet cost sharing or matching requirements of any other Federal award in either the current or a prior period, except as specifically provided by Federal law or regulation;
- Be the net of all applicable credits;
- Be adequately documented.

The Federal Programs Director in collaboration with the Federal Programs Specialist, Chief Financial Officer, Assistant Financial Officer and the Executive Director of Curriculum and Instruction will refer to the applicable program guidelines issued by the Alabama State Department of Education to determine the allowable use of grant funds and ensure that expenditures do not violate the Supplement Not Supplant requirement. In addition, the Federal Programs Director, CFO, and Director of Curriculum and Instruction that costs are allowable according to the program guidelines and conform to the Federal Cost Principles prior to the approval of any expenditure with Federal funds (34 C.F.R § 76.530-534)

Federal purchases will require an Expenditure Form and other applicable documentation to be submitted with the request for purchase.

Carryover Funds

Carryover funds may be budgeted in one of the following ways:

- District-wide initiatives
- PPA to Title I Schools
- Combination of District-wide initiatives and PPA

It has been the practice of Birmingham City Schools to utilize carryover for district-wide initiatives. However, it is always based on the identified needs and recommendations made by the district. The Federal Programs Director in collaboration with the CFO, ACFO, and the Executive Director of Curriculum and Instruction will decide based on needs what expenditures should be paid utilizing carryover funds.

Federal Procurement Guidelines

To ensure costs are allowable, all expenditures with federal funds must meet the federal purchasing requirements and be conducted in a manner providing full and open competition. (2 CFR 200.319 and 200.320)

Birmingham City Schools will maintain oversight and ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. To ensure objective contractor performance and eliminate unfair competitive advantage, contractors that develop or draft specifications, requirements, statements of work, or invitations for bids or requests for proposals must be excluded from competing for such procurements. Some of the situations considered to be restrictive of competition include but are not limited to:

- Placing unreasonable requirements on firms in order for them to qualify to do business;
- Requiring unnecessary experience and excessive bonding;
- Noncompetitive pricing practices between firms or between affiliated companies;
- Noncompetitive contracts to consultants that are on retainer contracts;
- Organizational conflicts of interest;
- Specifying only a “brand name” product instead of allowing “an equal” product to be offered and describing the performance or other relevant requirements of the procurement; and
- Any arbitrary action in the procurement process.

Conflicts of Interest

Birmingham City Schools will ensure that the following standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award and administration of contracts are met.

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the LEA may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts, unless the gift is an unsolicited item of nominal value. (2 CFR 200.318(c))

Birmingham City Schools standard of conduct includes disciplinary actions for violations of such standards by officers, employees, or agents of the LEA. A board employee, board member, or agent of the board who has knowledge of a possible conflict of interest should identify the conflict and notify the superintendent. The superintendent will document his or her actions related to the reported conflict of interest. Resolution can consist of disqualification, recusal, waiver, or other appropriate measures. Appropriate measures may include reporting a conflict of interest to the State Ethics Commission, the Alabama State Board of Education, or the appropriate federal agency.

Organizational Conflicts

If Birmingham City Schools has a parent, affiliate, or subsidiary organization that is not a state, local government, or Indian tribe, BCS will include written standards of conduct covering organizational conflicts of interest. Organizational conflicts of interest means that because of relationships with a parent company, affiliate, or subsidiary organization, the non-Federal entity is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization. (2 CFR 200.318(c)(2))

Mandatory Disclosure

Upon discovery of any potential conflict, Birmingham City Schools will disclose in writing the potential conflict to the ALSDE. The LEA must also disclose in writing to ALSDE all violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the award. 2 CFR 200.112 and 200.113.

Methods of Procurement

Birmingham City Schools will award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such

matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources. Below outlines the various methods of procurement required under 2 CFR 200.320.

Micro-purchase

Micro-purchase means a purchase of supplies or services using simplified acquisition procedures, the aggregate amount of which does not exceed \$10,000. Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold. To the maximum extent practicable, Birmingham City Schools will distribute micro-purchases equitably among qualified suppliers.

Micro-purchases may be awarded without soliciting competitive price or rate quotations if Birmingham City Schools considers the price to be reasonable based on research, experience, purchase history, or other information and filed documents.

Small Purchase Procedures

The acquisition of property or services, the aggregate dollar amount of which is higher than the micro-purchase threshold but does not exceed \$250,000. If small purchase procedures are used, price or rate quotations are obtained from an adequate number of qualified sources as determined appropriate by the non-federal entity. Additionally, all State procurement regulations must be followed if it is more restrictive in nature. Birmingham City Schools shall seek to collect three quotes from adequate sources.

Sealed Bids and Competitive Proposals

For purchases over \$250,000, Birmingham City Schools will use either sealed bids or competitive proposals. Sealed bids are publicly solicited, and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price. The sealed bid method is the preferred method for procuring construction, if the following conditions apply:

- A complete, adequate, and realistic specification or purchase description is available;
- Two or more responsible bidders are willing and able to compete effectively for the business; and
- The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price. If sealed bids are used, the following requirements apply:
 - Bids must be solicited from an adequate number of qualified sources, providing them sufficient response time prior to the date set for opening the bids, for state, local, and tribal governments, the invitation for bids must be publicly advertised;
 - The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
 - All bids will be opened at the time and place prescribed in the invitation for bids, and for local and tribal governments, the bids must be opened publicly;
 - A firm fixed price contract award must be made in writing to the lowest responsive and responsible bidder.

Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of. Any or all bids may be rejected if there is a sound documented reason.

Competitive Proposals

Competitive proposals are generally used when conditions are not appropriate for the use of sealed bids. They are awarded in accordance with the following requirements:

- Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
- Proposals must be solicited from an adequate number of qualified sources; and
- Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The LEA may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby the offeror's qualifications are evaluated, and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services through A/E firms that are a potential source to perform the proposed effort.

Noncompetitive Proposals (Sole Sourcing)

There are specific circumstances in which noncompetitive procurement can be used. Noncompetitive procurement can only be awarded if one or more of the following circumstances apply:

- Micro-purchases;
- The item is available only from a single source;
- The public exigency or emergency for the requirement will not permit a delay resulting from publicizing a competitive solicitation;
- The federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the LEA; or
- After solicitation of a number of sources, competition is determined inadequate.

Contract/Price Analysis

Birmingham City Schools will perform a cost or price analysis in connection with every procurement action in excess of the simplified acquisition threshold, including contract modifications. (2 CFR 200.324(a)) A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

General Procurement Requirements**Avoiding Acquisition of Unnecessary or Duplicative Items**

Birmingham City Schools will seek to avoid the acquisition of unnecessary or duplicative items. Additionally, consideration is given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis must be made of leases versus purchase alternatives, and another other appropriate analysis to determine the most economical approach.

Domestic Preference for Procurement

Birmingham City Schools, to the greatest extent practicable, provides a preference for the purchase, or acquisition, of goods and products produced in the United States. Birmingham City Schools includes this preference in all contracts and purchase orders for work or products using federal funds.

Prohibition on Certain Telecommunications Companies

Birmingham City Schools will not procure, enter into a contract to procure, or extend or renew a contract to procure covered telecommunications and video surveillance equipment or services described in Public Law 115-232, section 889. Covered telecommunications and video surveillance equipment or services are those produced by Huawei Technologies Company, ZTE Corporation, Hytera Communications Corporation, Hangzhou Hikvision Digital Technology Company, or Dahua Technology Company, or any subsidiary or affiliate of such entities. (2 CFR 200.216)

Birmingham City Schools Purchasing Department will check www.sam.gov to ensure the vendor is not excluded for this reason. See OMB 2 CFR Frequently Asked Questions, Q-47 https://www.cfo.gov/assets/files/2CFR-FrequentlyAskedQuestions_2021050321.pdf

Never Contract with the Enemy

Birmingham City Schools will comply with the regulations implementing Never Contract with the Enemy in 2 CFR Part 183 prohibiting contracts, grants and cooperative agreements that exceed \$50,000, are performed outside the U.S. and its territories, and are in support of a contingency operation in which members of the Armed Forces are actively engaged in hostilities. (2 CFR 200.215)

Debarment and Suspension

Birmingham City Schools will not subcontract with or award subgrants to any person or company who is debarred or suspended. Birmingham City Schools will document this requirement is met by either:

- Checking SAM at <http://www.sam.gov/>; or
- Collecting a certification from that person; or
- Adding a clause or condition to the covered transaction with that person.

Maintenance of Procurement Records

Birmingham City Schools finance department will maintain records sufficient to detail the history of all procurements. These records will include but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, the basis for the contract price (including a cost or price analysis), and verification that the contractor is not suspended or debarred.

Settlements of Issues Arising Out of Procurements

Birmingham City Schools is responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the LEA of any contractual responsibilities under its contracts. Violations of law will be referred to the local, state, or federal authority having proper jurisdiction. Therefore, the LEA must maintain protest procedures to handle and resolve disputes relating to procurements and, in all instances, disclose information regarding the protest to the awarding agency.



FEDERAL PROGRAMS

**Birmingham City Schools
Central Office Administration Building
2015 Park Place
Birmingham, Alabama 35203**

For More Information, Visit Our Webpage:

<https://birminghamcityschools.al.sites.thrillshare.com/page/federal-programs>