



Federal Programs Procedures Handbook FY24

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

Title I, Part A – Foster Care Program

Title I, Part A – Family-School Partnership Program

Title I, Part C – Education of Migratory Children

Title I, Part D – Programs for Neglected or Delinquent Children

Title II, Part A – Supporting Effective Instruction

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

Title IV, Part A – Student Support and Academic Enrichment

Title V, Part B – Rural Education Initiative

Title IX, Part A – McKinney-Vento Education of Homeless Children and Youth

(EHCY) CARES I, CRRSA Act, and ARP-ESSER III

Individuals with Disabilities Education Act (IDEA)

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Introduction to Federal Programs in Education

WHAT IS THE PURPOSE OF FEDERAL PROGRAMS IN EDUCATION?

The Federal Programs Department is responsible for the administration and monitoring of various Federal and State funded programs and grants. The purpose of Federal Funds is to provide supplemental assistance and enhancement to schools, such that programs can be developed and implemented that promote academic achievement. This Procedures Manual is applicable to Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA. Federal Programs “supplements” and not supplants what the required Local and State funds provide.

OVERVIEW OF MONITORING

The Georgia Department of Education requires that Coastal Plains High School monitors the implementation of Federal Programs and the expenditure of all funds associated with the programs. The specific requirements are as follows: LEA Program Directors will conduct self-monitoring of its sites and programs sufficient to ensure compliance with Federal Program requirements, including Title I, Part A, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Part A, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA.

Program Directors will undergo training from GaDOE and other sources to maintain proficiency in program compliance requirements.

Program Directors will provide technical assistance to each site. Program Director(s) self-monitoring will include monitoring all program expenditures to verify that all program expenditures comply with program requirements. The Federal Programs Director will maintain all documentation the LEA may need for future auditing/monitoring according to the LEA Monitoring Form, which is issued annually by GaDOE. The LEA will undergo monitoring by GaDOE on a four-year cycle.

LEA/Program Directors will participate in training and technical assistance updates as provided by GaDOE prior to a monitoring visit.

ESSA requires the state educational agency (SEA) to monitor the implementation of program requirements and the expenditure of federal funds. Georgia’s monitoring process consists of four major components:

1. Monitoring of Expenditures – Local educational agencies (LEAs) must submit for approval an annual budget through the Consolidated Application process. Federal Program Specialists review each

application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. Once budgets are approved, Federal Program Specialists track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for each federal program.

2. Single Audit – LEAs with single audit findings are flagged for technical assistance.

3. On-site Monitoring – A SEA on-site Cross-Functional Monitoring Team visits a LEA to apply the criteria included in the Coastal Plains High School Federal Programs Handbook and the LEA Monitoring Form.

4. Self-Monitoring Checklist – LEAs not receiving an on-site visit complete a self-monitoring instrument and submit it to the Georgia Department of Education (GaDOE).

Communication and Monitoring

Monitoring of sites receiving federal funds is a critical component of ensuring that compliance is taking place at each site. During the summer prior to the beginning of the new school year, the Program Director meets with central office administrators and site-directors. Policies, procedures and guidance for operating the individual federal programs are provided during the year and during a summer leadership meeting. Monthly meetings are held with central office personnel and site-directors to discuss status and updates of the various federal programs. The Program Directors utilize phone calls, emails and visits to sites to monitor the federal programs and federally paid personnel. Monthly/Quarterly reports are generated by the Finance Director and reviewed for accuracy by the Program Directors. The Finance Director has the Program Directors approved budgets populated so that monthly payroll for federally paid personnel is accurate. The Program Directors approve any additional payout requests for federal monies. Payroll reports are generated by the Payroll clerk and verified by the Program Directors.

Onsite Monitoring Procedures

Federal Programs are subjected to on-going monitoring by the Program Directors throughout the school year. The Program Directors and Central Office Administrators conduct on-site monitoring of all sites through a blended process of onsite visits, emails, and accounting software reports. Feedback is provided to the Site Directors through written and/or verbal communication and conferences.

Timeline for Monitoring of Federal Programs

- Summer Federal Programs meeting for Program Directors and Site Directors of all sites to update them on any new guidelines and to provide guidance for all federal programs.

Information will include but not be limited to the following:

- Budgeting
- Purchasing
- Compliance Issues
- Parental Involvement
- Documentation
- Monitoring
- Academic Achievement
- Inventory

- August- May-Program Directors review the district and site plans and the budgets to ensure that funds are being spent according to the plan and the plan has all the necessary components. Payroll checked monthly, budget reviewed quarterly. Monthly Central Office Staff/Site Administrative meetings.
- May/June- Approved Site Plans/District Plans/Equity Plan
- July – Coastal Plains High School Administrative Meeting-update on Federal Programs provided. Submit CLIP. Periodic Certifications completed.
- August-September – Review Title I paid staff schedules, Plan Title I Annual Meetings
- September –October - Meet with Site-Directors, Submit Federal Program System Budgets based on system identified needs, Site Action Plan review
- October –Quarterly Report Outs conducted for each site, site visits all schools for all Federal Programs
- December-January- Submit budget amendments, Quarterly Report Outs conducted for each site
- January – Periodic Certifications Completed. Review budget.
- February-Prepare surveys for parents, staff, and community, Quarterly Report Outs conducted for each site
- March- Needs Assessment begins, surveys begin, preparation for Parent and Community Stakeholder meeting
- April – Parent and Community Stakeholder meeting, Reviews of Parent and Family Engagement Plans, Parent/School Compacts, School-wide Plans, CLIP, Needs Assessment Data, Survey Analysis
- May/June/July- District and School Administrative teams meet-data analysis, second periodic certification completed, Quarterly Reports Outs conducted for each site, Title II equity plan implementation plan data and analysis due from each site, conduct onsite property inventory reviews

Process for Monitoring Sites/School and Programs

Specific Program Directors, as well as the Federal Programs Director, participate in training and updates from GaDOE and other sources to maintain proficiency in Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA program compliance requirements. The directors receive technical assistance from Program Specialists at the Department of Education’s annual Federal Programs Conference, as well as regional meetings. On-going information/training to keep abreast of timelines and new guidance occurs through e-mail and phone calls with the area Program Specialists. The Program Directors are enabled with the necessary skills and knowledge to provide on-going technical assistance to the administration at each site. The Program Directors begin working in the early spring to collect and analyze data including various reports, surveys and test data. RESA staff and/or outside experts may also be utilized to provide data analysis workshops in addition to the on-going data analysis conducted by Site Directors and Program Directors and Coordinators. This data is utilized in conjunction with the annual

needs assessments. Interpretation of these data guide Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA academic planning, parental involvement, professional learning, and instructional purchases that are identified in the CLIP. All federal program expenditures will be monitored by the Program Directors to verify that each program's expenditures comply with program requirements and that correct requisition procedures have been followed. Monthly reports through the accounting finance system are used to analyze expenditures and verify that appropriate personnel are coded and paid from Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA budgets. All documentation relating to each specific federal program, including those needed for future auditing/monitoring according to the LEA Cross-Functional Monitoring schedule, will be maintained by the Program Directors and/or the Finance Office.

Process/Procedure for Follow-Up/Verification of Implementation of Required Corrective Action

The corrective actions listed within the Federal Programs Monitoring Checklist must be addressed by school leaders as a result of technical assistance provided by federal program coordinators and other district personnel. Professional learning and ongoing technical assistance is provided based on needs. In addition, professional learning is used as a preventive measure to ensure that all personnel have a clear understanding of all expectations for every facet of the various federal programs. Federal program coordinators, along with other district level staff and outside consultants, provide ongoing training as a means of ensuring the system and schools are in compliance at all times.

Should corrective action be required as a result of on-going monitoring, sites will receive a verbal request with written follow-up from the Director of the related Federal Program. Any corrective action should be completed immediately and by the due date given. Corrective action will be submitted to the Director of the related Federal Program and written verification stating completion and will then be returned for record-keeping. Verification of corrective action will be determined through ongoing technical assistance provided to the school and documented via electronic and verbal communication.

Common Procedures

Allowable, Allocable, and Reasonable Costs

The concepts of allowability, allocability, and reasonableness of costs address directly the legitimacy of a cost charged against a specific program or grant. Determination of allowability, allocability, and reasonableness of a given expense is based on **specific guidelines of the grant or program and according to federal cost principles**. Each grant may have specific requirements that pertain to only that grant, and if so, each grant's specific requirements shall apply in full to all purchases and costs charged to that grant. For example, the restrictive nature of Title I Part C that requires funds of that grant to be spent only for the purposes of students identified as Migrant students shall govern all purchases pertaining to the Title I Part C grant.

Reasonable and Necessary Use of Funds Comprehensive Needs Assessment and Schoolwide improvement plans are used to determine and establish appropriate coordination and use of federal funds. All grant development and budget processes are connected to these plans that use system and site data to establish necessity. In addition, when considering a purchase with federal funds, the following questions are asked:

- Do I really need this?
- Do I need to spend these funds to meet the purposes and needs of the program?
- Do I have the capacity to use what I am purchasing?
- Did I pay a fair rate and can I prove it? Did I bid this out?
- Would I be comfortable defending this purchase?
- Is the proposed cost consistent with the underlying needs of the program?

A primary responsibility of the Coastal Plains High School is to ensure that all costs charged to each federal grant award are allowable and allocable. A determination of allowability and allocability for a given cost is based on the specific guidelines of the sponsoring federal grant or agency and according to federal cost principles.

ALLOWABILITY

FACTORS AFFECTING ALLOWABILITY OF COSTS

Except where otherwise authorized by statute, costs must meet the following general criteria in order to be allowable under Federal awards:

- (a) Be necessary and reasonable for the performance of the Federal award and be allocable thereto under these principles.
- (b) Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
- (c) Be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.
- (d) Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
- (e) Be determined in accordance with generally accepted accounting principles (GAAP), except, for state and local governments and Indian tribes only, as otherwise provided for in this part.
- (f) Not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program in either the current or a prior period. See also §200.306 Cost sharing or matching paragraph (b).
- (g) Be adequately documented.

To determine if a cost is allowable ask:

- 1) How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
- 2) What need, as identified in the CNA, does the expenditure address? Explain how the expenditure addresses this need.
- 3) Provide the description as written in the School Improvement Plan, CLIP, or DIP, of the program, activity, or strategy that will be addressed by the expenditure requested.

- 4) How would the program, activity, or strategy be funded if the federal fund were not available?
- 5) How will the expenditure be evaluated to measure a positive impact on student achievement?
- 6) How will the expenditure upgrade the entire educational program of the school?
- 7) How is the expenditure supplemental to other nonfederal programs (This is about equity and not supplement versus supplant).

REASONABLE COSTS

A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. The question of reasonableness is particularly important when the non-Federal entity is predominantly federally-funded. In determining reasonableness of a given cost, consideration must be given to:

- (a) Whether the cost is of a type generally recognized as ordinary and necessary for the operation of the non-Federal entity or the proper and efficient performance of the Federal award.
- (b) The restraints or requirements imposed by such factors as: sound business practices; arm's-length bargaining; Federal, state, local, tribal, and other laws and regulations; and terms and conditions of the Federal award.
- (c) Market prices for comparable goods or services for the geographic area.
- (d) Whether the individuals concerned acted with prudence in the circumstances considering their responsibilities to the non-Federal entity, its employees, where applicable its students or membership, the public at large, and the Federal Government.
- (e) Whether the non-Federal entity significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award's cost.

ALLOCABLE COSTS

- (a) A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received. This standard is met if the cost:
 - (1) Is incurred specifically for the Federal award;
 - (2) Benefits both the Federal award and other work of the non-Federal entity and can be distributed in proportions that may be approximated using reasonable methods; and
 - (3) Is necessary to the overall operation of the non-Federal entity and is assignable in part to the Federal award in accordance with the principles in this subpart.
 - (a) All activities which benefit from the non-Federal entity's indirect (F&A) cost, including unallowable activities and donated services by the non-Federal entity or third parties, will receive an appropriate allocation of indirect costs.
 - (b) Any cost allocable to a particular Federal award under the principles provided for in this part may not be charged to other Federal awards to overcome fund deficiencies, to avoid restrictions imposed by Federal statutes, regulations, or terms and conditions of the Federal awards, or for other

reasons. However, this prohibition would not preclude the non-Federal entity from shifting costs that are allowable under two or more Federal awards in accordance with existing Federal statutes, regulations, or the terms and conditions of the Federal awards.

(c) Direct cost allocation principles. If a cost benefits two or more projects or activities in proportions that can be determined without undue effort or cost, the cost must be allocated to the projects based on the proportional benefit. If a cost benefits two or more projects or activities in proportions that cannot be determined because of the interrelationship of the work involved, then, notwithstanding paragraph (c) of this section, the costs may be allocated or transferred to benefitted projects on any reasonable documented basis. Where the purchase of equipment or other capital asset is specifically authorized under a Federal award, the costs are assignable to the Federal award regardless of the use that may be made of the equipment or other capital asset involved when no longer needed for the purpose for which it was originally required. See also §§200.310 Insurance coverage through 200.316 Property trust relationship and 200.439 Equipment and other capital expenditures.

(d) If the contract is subject to CAS, costs must be allocated to the contract pursuant to the Cost Accounting Standards. To the extent that CAS is applicable, the allocation of costs in accordance with CAS takes precedence over the allocation provisions in this part.

Budgets

Individual directors of the federal programs in which Coastal Plains High School participates will follow the budgeting process, procedures, and timelines issued by the GADOE Program and provided in the annual guidance on the Department of Education website. Managers of the various federal programs. Directors will gather and file all necessary documents for review by GADOE personnel of the respective federal programs.

Upon completion of the budgeting approval process with school and system Federal funds, the budget will be entered into the Consolidated Application system. Once approved at the state level, the budget will then be entered into the financial software system by the Accounting department.

Spending will follow the pre-approval process throughout the spending period. Expenditure Reports will be generated by the Chief Financial Officer. Any errors/discrepancies will be reviewed and approved in writing by the Chief Financial Officer and the individual Program Directors before corrections (journal entries) are made by the Chief Financial Officer. The local budget and detailed monthly expenditure report will be compared to the Consolidated Application monthly by the Director of each Federal Program and the Chief Financial Officer to ensure that expenditures are in accordance with the approved consolidated application.

The Program Directors periodically request budget reports to review the budget against the general ledger and confirm use of correct funding codes. It also gives the Program Directors of the various Federal Programs a snapshot of recent expenditures. The Program Directors of the Federal Programs compare expenditures to the submitted budget narrative and follow through with sites regarding expenditures and adjustment of funds as needed.

<u>Budget</u>	<u>Required to spend</u>
Title I, Part A - 1750	85% current allocation
Title I, Part C - 1762	Target 85%, No requirement

Title I, SI- 1770	100% current allocation
Title II, Part A - 1784	Target 85%, No requirement
Title III, Part A - 1816	Target 85%, No requirement
Title IV, Part A-1779	Target 85%, No requirement
Title V, Part B - 1847	

The Title I budget is developed at the district level after discussions with Site Directors regarding their specific site level needs. IDEA, ESSER, and all other Title funds are budgeted at the district level. Budgets are developed after the completion of a thorough data analysis with input from the Site Directors and select district personnel (Curriculum, Technology, Assessment & Accountability, Support Services, Professional Learning Directors, Assistant Superintendents and Superintendent), which is reflected in the District Strategic Plan and School Improvement Plans.

Formal and informal budget discussions are held on a regular basis via meetings, phone calls, emails, etc. These discussions are on-going throughout the school year, but occur more frequently during the last two or three months of the fiscal year. The district and school specific needs are discussed on a regular basis during our System Level Planning meetings, which are held monthly.

Once GaDOE approves of the Title I budget, schools are notified that funds are available for site purchases as designated with the CLIP/DIP. Some purchases extend year-long; however, any equipment or tangible items are to be purchased as soon as budgets are approved and/or when annual subscriptions expire (exceptions typically include expenditures for meal program, subscriptions, parent involvement and professional learning).

- Title I Budget Input Due-----Last Day of August
- Title II Budget Due-----Last Day of September
- Perkins/CTAE Grant----- Last Day of September
- Carryover Budgets Due -----TBD (based on when funds become available)
- Due Date for Final Purchase Orders -----15th of May of each year

Cash Management

Cash management decisions are made in accordance with the federal cash management guidelines as well as the specific regulations denoted in 29 CRF.20, 21, and 22.

Cash and checks received by the district are deposited on the day of receipt, or if not possible then within 1-2 business day(s). Funds for state and federal grants must be requested based upon actual expenditures. For federal grants that operate on a reimbursement basis, requests for funds are made based upon the actual payment of cash transactions and are drawn by the Chief Financial Officer after approval of the grant is received. For DE00147 reimbursed grants payments, funds are requested no less than once every 90 days, most commonly, however, at least every 60 days. For grants reimbursed through the Invoice Application, it may be necessary to secure proper signatures from program directors, etc. in order to meet the formalities required by the program for reimbursement (which may vary by grant). The Chief Financial Officer shall upload invoices for reimbursement only after ALL program requirements for reimbursement have been met; no exception shall be made and incomplete reimbursement requests will not be submitted for reimbursement. For other draws, the requests are made so that the funds received will be disbursed within three business days.

Vendor payments are primarily bi-monthly, although, some travel checks, discounts payment, and other payments as deemed necessary may be processed more frequently. Payments for construction projects are processed monthly once the Superintendent has reviewed the invoices.

The school district awards its banking business on the basis of a request for proposal. To obtain the best arrangement for the school district as a whole, each bank is requested to bid on all bank accounts and school bank accounts collectively and individually. The current banking arrangement has no associated fees. Interest is earned on 100% of the bank balance. All bank accounts must be adequately collateralized.

Bank cash is reviewed daily by the Chief Financial Officer via a secure online banking system.

Bank reconciliation procedures are performed by the Chief Financial Officer and approved by the Superintendent on a routine basis.

Code of Ethics for Educators

All educators are expected to abide by the Code of Ethics for Educators. The Code of Ethics is copied and signed for by each staff member at the beginning of each year. Staff and parents can access the Code of Ethics for Educators document at any time from the district webpage.

Complaint Procedures and Form

Any complaints issued as a result of federal programming will be asked to follow the District Complaint Procedures policy. The Complaint Procedures are discussed and signed for by each staff member at the beginning of the year. Staff and parents can also access the Complaint Procedures and Form at any time from the district or school webpages (on the district or school webpages the link will be on the left near the bottom of the page; click on the district webpage click Title I on the left, scroll down to the PDF version of the Complaint Procedures and Form for filing a Complaint).

Comprehensive Needs Assessment (CNA)

A Comprehensive Needs Assessment (CNA) is conducted in the spring. All stakeholder groups are represented. Stakeholders include parents, students, teachers, paraprofessionals, business leaders, higher education representatives, and administrators. The CNA meeting invitation is posted on the system website, paper copies are sent home, and is open to everyone. Site-Directors and central office staff call, e-mail, and send flyers by the students to ensure that all stakeholder groups are represented. Site-Directors use data from the central office and their site to guide the discussion at the CNA meeting. Data includes survey and perceptual data, test data, class size data, discipline data, equity data, and professional qualifications data of teachers and paraprofessionals. All federal programs including Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA are discussed at the CNA.

An input form was developed so stakeholder input could be documented in written form. The CNA allows stakeholders to have an opportunity to provide feedback on the Consolidated Application (CLIP), System Strategic Plan, School Wide Plans/School Improvement Plans, System and School Parent

Engagement Plans, School-Parent Compacts, parental activities to increase student achievement, Special Education program, and additional resources requested for the Parent Resource Center. One outcome of the CNA is to determine professional learning needs including the integration of technology to improve and support teaching, learning, and technology literacy.

Because summative test data is not available until after the CNA, test data is analyzed during the summer to include with information collected during the CNA. Test data is analyzed in a variety of ways including by grades, subgroups (i.e., SPED, EL, Gifted, Homeless, etc.), by site, and by curriculum areas. This disaggregated data is shared with staff members at the site level for assessment, evaluation, and instructional planning for individual and group needs. Our goal is effective use of test results to drive instructional planning. Workshops and staff meetings are scheduled to help staff members examine and use test results to improve students' academic achievement.

The academic needs for each site is utilized to develop the Parental Engagement Plans and the School-Parent Compacts. Professional learning is driven by the needs identified through these processes. Budgets are developed and resources are effectively allocated based on the academic needs of students to include the professional learning needs of staff.

Consolidated LEA Improvement Plan (CLIP)

Coastal Plains High School maintains an on-going focus on continuous school improvement and quality professional learning opportunities. Planning is required for all sites in the district with the guidance and assistance of the LEA. During the School Improvement Planning (SIP) process, both student and teacher performance data are reviewed at the site and district level. The Comprehensive Needs Assessment is driven by the equity and schoolwide/school improvement planning processes. Stakeholder meetings and surveys are used to collect qualitative data needed for district and school improvement planning. During this data-driven process, parent, faculty, community, and leadership input assist in making site-based decisions on programs to implement and to decide how special projects will be funded that directly impact student achievement. Technology equipment and software program decisions must be based on evidence based research and approved at the district level.

The LEA Comprehensive Improvement Plan is updated annually. CLIP revisions take place using prior year data and site needs assessment information. The CLIP serves as the plan detailing coordination of various federal programs and identification of needs and in-turn budgeting for such needs with federal funds. Program Directors, site and system leaders, as well as community and parent stakeholders are involved in the revision process. Parents are able to provide input at site stakeholder meetings as well as the annual district stakeholders' meeting (CNA). The district conducts an annual survey each year that allows parents to provide input. Parent input is examined and considered from these surveys. Documentation includes sign-in sheets, agendas, emails, survey data, and feedback forms with comments. Input is also sought from site leaders and district leaders during the annual leadership meeting. The Program Directors gather all input and the Comprehensive Local Improvement Plan (CLIP) is updated in the consolidated application. The plan is submitted to the Superintendent for final approval. The CLIP is posted on the system's website. Site improvement plans are written using the Comprehensive Needs Assessment that is conducted at the site level. Sites submit SWP/SIP to the Program Director where plans and expenses are reviewed for alignment to the CNA. When the reviewers determine that all guidelines are met, the plan is approved.

Resolution Procedures for Unapproved SIPs

The Federal Programs Director will provide site directors and/or designees written commentary related to the SIP. The Federal Programs Director or Federal Program Coordinators will meet with staff to provide technical assistance. This process will continue until the SIP meets the criteria outlined in the SIP checklist. Once approved, Site Directors will receive an email with a request that the SIP is approved. Sites may amend their SIP following the same procedure used to obtain approval for the initial SIP.

Resolution Procedures for Unapproved CLIP

If revisions are requested by GaDOE, the Title I Director retrieves the requested changes from the Audit Trail in the portal. The Title I Director then communicates with and provides technical assistance to the Central Office Staff & Site Directors. For the majority of revisions, the Title I director can quickly make corrections and resubmit to the superintendent for approval. This process is continued until the system's CLIP has been approved by GaDOE.

District State Report Card

The LEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability information disseminated by the LEA. The LEA has a system for monitoring and improving the on-going data quality of its assessment system. ESEA: Sec. 1111 Procedures for who is responsible for ensuring that the appropriate link for the School Report Card has been posted on the district website (best practice is to also post on school website).

The Director of Accountability will ensure that the webmaster posts the link to the LEA/School Report Card (which is one and the same). Upon public release of this information each year, the director of accountability will notify the webmaster and provide the link to post. The link can be found on Coastal Plains High School website in the accountability department that also provides access to assessment and accountability data and resources. Visit <http://coastalplainscharter.org/departments/accountability> to gain access to the school report card link.

Selection of Evidence Based Action Steps

CPCHS will select strategies and interventions through a process that involves reviewing the evidence base for action steps. The term "evidence-based," when used with respect to a state, local educational agency, or site activity, means an activity, strategy, or intervention that

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on
 - ✓ strong evidence from at least one well-designed and well-implemented experimental study;
 - ✓ moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - ✓ promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or

- demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

Coastal Plains High School maintains an on-going focus on continuous school improvement and quality professional learning opportunities. Planning is required for all sites in the district with the guidance and assistance of the LEA. During the School Improvement Planning (SIP) process, both student and teacher performance data are reviewed at the site and district level. The Comprehensive Needs Assessment is driven by the equity and schoolwide/school improvement planning processes. Stakeholder meetings and surveys are used to collect qualitative data needed for district and school improvement planning. During this data-driven process, parent, faculty, community, and leadership input assist in making site-based decisions on programs to implement and to decide how special projects will be funded that directly impact student achievement. Technology equipment and software program decisions must be based on evidence based research and approved at the district level.

Conflict of Interest

Coastal Plains High School ensures that employees, officers, or agents are not allowed to engage in the selection, award, and administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.

- Definition: 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.
- No employee, officer or agent may participate in selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest.
- Chain of Command for reporting potential conflicts is as follows: Federal Program Director, then Superintendent. Should the employee being reported be potentially involved in the conflict, the Assistant Superintendent of Curriculum shall be the alternate.
- Officers, employees, and agents of the CPECHS may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Nominal value is defined as less than \$25.
- Violation of these standards will result in reporting of said personnel to the Superintendent of Schools and if appropriate, local authorities. Any misconduct could result in suspension, loss of employment, and any other consequences that are applicable by law.
- Any violation of these procedures must be disclosed in writing, in a timely manner. All violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award must be reported as failure to make disclosures can result in (remedies for noncompliance, including suspension and debarment).
- The Conflict of Interest Policy is disseminated to all site directors and employees in the Federal Programs Handbook, and be posted to the internet in the Federal Programs handbook.

It is the responsibility of each individual acting on behalf of Coastal Plains High School to consider whether there may be an actual conflict of interest or the appearance of a conflict of interest in any transaction or proceeding they participate in. If there is not an actual conflict of interest, but there are circumstances that would create the appearance of a conflict of interest, it is the responsibility of the individual acting for the school system in a transaction or proceeding to ensure that those circumstances are disclosed. Any such disclosures should be made promptly when an appearance of a conflict of interest is recognized.

Employees shall certify that:

1. they have read and understand this policy;
2. to their knowledge they have not participated in any transactions or proceedings where there is an actual conflict of interest;
3. they have disclosed in accordance with Board policy and procedure the circumstances regarding any transactions or proceedings where they are aware that there may be the appearance of a conflict of interest.

When any appearance of a conflict of interest comes into existence after employees have made this certification, they are required to follow the disclosure steps in the administrative regulation that go with this policy. Any individual, organization or agency (“complainant”) may file a complaint with the Coastal Plains High School (“Department”) if that individual, organization, or agency believes this policy has been violated. Please refer to Coastal Plains High School Complaint Procedures located on the Coastal Plains High School website.

Consultants, Contracts, Purchased Services

Contracts are required for all consultants and purchased services to include coaching and technical assistance. Agreements are entered into between Coastal Plains High School and the consultant. Each contract contains the following:

- Contracts are generated by the program director in conjunction with the vendor
- Specific duties are specifically spelled out for each contract
- The person must also submit to be fingerprinted if they are working with students.
- The contract includes the number of hours to work and the rate of pay.

Each contract is signed by the following:

- Contractor
- Superintendent or Designee (i.e., Program Director, etc.)

Verification of Work

Program Directors provide oversight in ensuring that a contractor’s work is complete: Artifacts, daily sign in sheets, and completion of all workshops. Program Directors funding the activity must sign off on all invoices/ contracts prior to the issuance of payment for services. These contracts must be maintained and kept in the Federal Program files.

Paying Purchase Orders

1. When the invoice is received from the vendor, it is reviewed by designated personnel at each site and/or the central office and routed to the site of origin.
2. When materials are received, a copy of the approved purchase order should be returned to the funding source to be matched up with the invoice for payment. The receiving agent at each site is responsible for checking orders received and sending required purchase order copies to the appropriate funding department. Office managers should also include all of the attachments that were sent with the PO. THE PURCHASE ORDER MUST CONTAIN A RECEIVING SIGNATURE AND DATE ITEMS WERE RECEIVED (WITH PACKING SLIPS ATTACHED IF AVAILABLE). Items received, backordered, or canceled should be clearly noted on the Purchase order. In case of a partial shipment, the receiving

agent should send a copy of the purchase order and indicate items not received. A copy of the purchase order should be held at the school until the last item is received. A minimum of 2 signatures is required to authorize payment of an invoice; one signature must be the funding source.

3. For tangible items, including software, subscriptions, etc. payment is issued once items are delivered. Contracted services are paid once the services have been performed and/or as designated within the contract language.

Suspension & Debarment (SAM) (34 CFR 85.110, 180.220, WHEO 12549 & 12689)

In accordance with Part 85 of 34 CFR, Coastal Plains requires any vendor with whom we purchase items valued at \$25,000 or more during the fiscal year to sign our Debarment and Suspension Certificate which affirms that neither the applicant nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in programs by any federal agency.

Non-federal entities are subject to procurement and non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR Part 180.220. These regulations restrict awards, subawards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in federal assistance programs or activities. All purchases shall be pursuant to the policies of the State Board of Education and the laws of the State of Georgia. Federal Grant Program guidelines will also be followed when spending federal dollars. Grant requirements state that non-Federal entities are prohibited from contracting with or making subawards under covered transactions to parties that are suspended or debarred (34 CFR 85.110). Covered transactions include those procurement contracts for goods and services awarded under non-procurement transactions that are expected to be utilized multiple times throughout the school year as well as those which equal or exceed \$25,000 . Each director of a Federal Program (i.e. Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA) will be responsible for accessing SAM (SAM Website) to search vendors when new purchase orders are approved to ensure that a potential contractor has not been suspended or debarred. The finance director will provide a monthly report of those vendors that may reach the \$25,000 threshold and the director of federal programs will obtain an updated SAM report. When sealed bids or competitive proposals are made with vendors (over \$250,000), the LEA must check SAM twice (FAR 9.405(d)(1) and (4)) First, after opening of bids or receipt of proposals. Secondly, immediately prior to awarding the vendor. Upon requests for new vendors to be added in our system during the course of the year, the finance director will alert the federal programs director and the SAM verification report will be run to verify that these vendors are not on the debarred and suspension list. The report from the SAMs vendors search will be printed, print screen dated and attached with the purchase order documentation.

Drawdowns

Drawdowns will be requested based on actual expenditures for the prior month. Therefore, these drawdown requests are completed after the fact. The Chief Financial Officer will review both current budget reports and year-to-date expenditures. All year-to-date expenditures will have already been approved by the appropriate directors. All documentation is attached to a copy of DE147 (Drawdown

from GAORS) and filed. Drawdown money is automatically deposited into the district's bank account from the State DOE to reimburse funds expended.

Drawdown Procedures Drawdowns are based on actual expenditure, and payment must minimize the time elapsing between the transfer of funds and disbursement by LEA. The Finance Director draws down funds as follows:

- Drawdowns are done at least quarterly to reimburse grant expenses incurred during the quarter the drawdown is being claimed.
- These drawdowns will occur once funds are made available in the GAORS system. Until the funds are available, Coastal Plains High School will forward the funds for the grants to be reimbursed at a later date.
- The Chief Financial Officer will use the accounting software to submit to the Director of Federal Programs the detail and total of the month's expenses in the grant. The Director of Federal Programs will provide signed approval for the drawdown.
- If software or account coding errors are found and require a reclassification, the appropriate journal entry will be reflected in the latest month with the effect captured in the subsequent drawdown.
- In the event of a personnel reclassification, the total difference in expense will be subtracted or added to the latest month's drawdown and a notation will be made in the drawdown file detailing the reason.

Quarterly budget status reports are provided to the all Program directors for review. These reports are discussed during central office meetings and during Technical Assistance meetings. Prior to requesting reimbursement for actual expenditures, the finance director completes the monthly grant requisition authorization form. The authorization form is submitted to the appropriate grant coordinator for review, approval and authorization for the finance director to drawdown funds for reimbursement (see appendix for authorization form). At minimum, payroll audit and budget status reports are provided twice annually for accuracy review.

Extra Pay

Extra pay may be awarded to any employee who works above her/his contracted day. The extra pay is logged onto a timesheet for the program and signed by the building site-director or program director if the earnings were done at a location other than the school (e.g., MEP State Conference). At the end of the pay period, the timesheet is sent to the Central Office and the Program Director codes the pay to the appropriate program. The Program Director turns the timesheet into the Payroll Clerk for processing.

Payment of Outside Consultants for Federal Programs

- Outside Consultants must have a signed contract on file in the Title I Office before providing services. Each outside Consultant must also complete a W-9 form and return to the Finance Department. A copy will be maintained in their file. This is necessary so that the Finance Department can provide a 1099 for them each year.
- Invoices for outside Consultant services, or a timesheet shall be submitted to the Title I Office to be coded for payment.

- Payment for these types of services is through the Finance Department by a signed, approved invoice from the supervising program director once all services have been verified as having been received in full.
- Prior to entering into a contract, the director of the appropriate federal programs will examine the contract to ensure it is detailed enough to specify services being purchased / provided, when service must be provided (date), names entering into the contract, contract rate (total fee/per hour), timeframe of contract, method of payment, where services will be provided (location), signatures/date, and other relevant information.

Fraud, Waste, Abuse, and Corruption

All educators are expected to abide by the Fraud, Waste, Abuse, and Corruption procedures. The Fraud, Waste, Abuse, and Corruption procedures are discussed and signed for by each staff member at the beginning of each year. Each site-director annually reviews with all staff the guidelines for what is considered fraud, waste, abuse, and corruption of funds, materials, and equipment, and the procedures for reporting fraud, waste, abuse, and corruption. Staff and parents can also access the Fraud, Waste, Abuse, and Corruption document at any time from the district webpage.

Georgia Immigration and Security Affidavit/Contractor Affidavit/E-verify/GA SB 160

In accordance with GA Senate Bill 160, Coastal Plains requires any Contractors providing labor and serviced at a cost of \$2,500 or greater will have to complete the Immigration and Security Affidavit prior to being awarded a contract. Coastal Plains will issue the Affidavit to the Contractor.

Affidavits are required every time a Contractor submits a quote, invoice, Purchase Order, or proposal if the amount is \$2,500 or greater. When the Affidavit is returned by the Contractor, it will be forwarded to the Finance Director who will keep a record of all Contractors and sub-contractors and their immigration and security information. On an annual basis, the required Immigration/SB160 report is properly submitted to the Georgia Department of Audits and Accounts as required by law.

Internal Controls & Segregation of Duties

Coastal Plains High School has established a strong control environment to ensure that assets are safeguarded, information is accurate and reliable, compliance standards are fulfilled, and sound business practices are incorporated into the daily operations of the school system. This narrative is designed to help the user better understand Coastal Plains High School's internal control structure; it briefly describes control procedures incorporated into various areas of the financial and managerial accounting system.

Internal Controls – Expenditure/Disbursement Cycle – Internal Control procedures for the expenditure/disbursement cycle are described as follows:

- A sequential, numerical purchase order system is maintained. All purchases must be accompanied by an approved purchase order. A request for purchase order, which describes in great detail the items/services needed, is presented to the site-director or federal programs director for pre-approval after it is determined that the purchase is within budgetary and

regulatory provisions. Once pre-approval is granted, the document is forwarded to the Accounting Department, where the Accounts Payable Clerk processes the purchase request. After it is determined that the purchase is within budgetary and regulatory provisions, approval of the superintendent is sought/obtained, and a purchase order is generated; each purchase order is given its own unique number, and a sequential listing of all purchase orders is maintained in the Accounting Department. The purchase order, superintendent approval, and any other necessary request for purchase documentation are then forwarded to the Chief Financial Officer for final approval. The Accounts Payable Clerk or secretary processes orders with vendors and transmits the purchase order for their reference.

- For emergency purchases or maintenance and operations purchase orders, a manual purchase order system is utilized so that purchase orders may be issued as needed rather than hindered by the additional time needed to computer generate these documents. A similar sequential, numerical system is maintained for these purchase orders, and manual purchase orders are maintained in triplicate copy. They are approved and issued by either the Accounts Payable Clerk or the Chief Financial Officer. Access to the manual purchase order documents is limited to the two individuals named above, and blank purchase orders are maintained in a secure area.
- Outstanding purchase orders are reviewed periodically. Inquiries are made to determine whether the purchase order should be voided or is outstanding for legitimate reasons.
- No blank purchase orders are issued. Definitive information must be provided for the vendor, items purchased, and for what purpose the purchase is being made.
- Once items are received, a packing slip or receiving record is forwarded to the Accounting Department verifying that goods were indeed received.
- The following documents are assembled into a voucher packet for approval before payment is processed: the vendor's invoice, receiving records or packing slip, and purchase order, and request for purchase order documents. Once these documents are compared and verified, the Accounts Payable Clerk enters a claim in the accounting system. If any variances are observed, she follows up on the situation to determine why differences occurred; she documents this information in the voucher packet.
- Procedures have been established to prevent duplicate payments from being made; the financial computer accounting system will not allow subsequent use of a closed purchase order. Once payment has been issued using a purchase order number, it is denoted as completed and closed and further processing is prohibited.
- As invoices are paid and copies are forwarded to program directors. This serves as documentation for expenditure transactions processed from their budget accounts. They also use these documents to update the budget and expenditure data in *their* records.
- Access to the master vendor file is limited solely to the Chief Financial Officer. The Chief Financial Officer edits vendor information or adds new vendors as necessary.

- Only the Chief Financial Officer has the ability to make adjusting journal entries to the general ledger that affects expenditures and/or liabilities.
- Original vendors' invoices are maintained in the Accounting Department and are distributed to others only in the form of photocopies and only upon special request.
- The Accounting Department must be notified of all returned purchases so that they may be correlated with vendor credit advices.
- All invoices and supporting documents are marked "PAID" with date and check number upon completion of each transaction in order to avoid duplicate processing, as well as to document specific payment information on all purchase materials.
- Original invoices are required for payment processing; a statement is not accepted as adequate documentation.
- Program directors are given expenditure reports monthly/quarterly so that they can review their expenditure data, compare it with their own internal expenditure records, and monitor their budget.
- All travel expenses must be documented by the employee on a uniform Employee Travel Expense Statement. This form is approved by both the site director and/or program director when applicable. Upon approval, it is forwarded to the Accounting Department for processing. These documents are reviewed for compliance with Statewide Travel Regulations, as issued by the State Accounting Office (SAO). Claims are entered for payment once all review procedures are completed.
- All disbursements are made by check; no petty cash funds are maintained.
- Under **NO** circumstances are blank checks issued; Board policy requires that definitive information be supplied for vendor information, monetary amounts, and detailed description of goods or services purchased.
- Sequential numerical accountability is maintained for all checks. Beginning and ending check numbers are verified before each check run to ensure that checks are properly used in numerical sequence.
- All voided checks are accounted for. A check log is maintained, and the original voided check is defaced and maintained in the Accounting Department records. A voided check register is also maintained.
- Trial Balances and month end reports are reviewed for accuracy and completeness before month-end closing procedures are initiated.
- There is segregation of duties among the following functions: purchase order processing, purchasing, check issuance, and transaction recording functions. These duties are dispersed among individuals in the financial accounting department.

Internal Controls – Cash and Revenue/Receipt Cycle

- All of the School District’s bank accounts are approved by the Board and recorded appropriately on the general ledger.
- Procedures have been established for immediate notification when check signers are no longer authorized to sign checks. Written documentation is maintained for all authorized signatories.
- Fidelity insurance is properly maintained.
- Incoming cash and checks are logged in by the Accounts Payable Clerk in the Accounting Department. Cash is receipted at the time of receipt.
- The deposit is prepared by the Onboarding Specialist in the Accounting Department and then taken to the bank for deposit. All funds are deposited in a timely manner.
- All bank statements are reconciled in a timely manner when received from the bank by the Chief Financial Officer. This monthly reconciliation includes reconciling the bank statement to the general ledger, accounting for the sequence of all check numbers, comparing the detail of bank deposits to the cash receipts records, investigating reconciling items, and following up on old, outstanding checks.
- The monthly bank reconciliation for each bank account is subsequently reviewed by the Superintendent who signs each bank reconciliation indicating review.

Internal Controls – Grants/Special Revenues

- The Chief Financial Officer requisitions money for State and Federal grants using the GAORS system prescribed by the Georgia Department of Education. Using ACTUAL expenditure data, reimbursement claims are completed and money is appropriately requisitioned in this amount. The Superintendent approves these requests per the portal. A copy of all completed forms and reimbursement requests are maintained in the Accounting Department along with the receipt of funds.
- Monthly payment advices are maintained in the Accounting records and are posted appropriately in the finance accounting system.
- For funds received by wire transfer, payment advices are compared with the wire transfer information recorded by the bank to ensure that all funds were properly received.
- Periodically, usually monthly/quarterly, program directors are provided with revenue and expenditure detail reports for their programs and accounts. This allows them not only to compare this information with their internal records (both revenue and expenditure), but also allows them to track the grant or special revenue funds on a periodic basis.
- Completion reports are completed annually for grants and special revenue funds; they are completed by the Chief Financial Officer. These reports provide a summary of revenue and expenditure amounts for the fiscal year and illustrate that funds were utilized as intended. Copies of completion reports are provided to Program Directors for their review to ensure that all completion report data is properly recorded by the Chief Financial Officer.
- Before purchase order is approved by grant program director, the grant program director checks to ensure
 1. Necessary, reasonable, and allocable
 2. Conform to all applicable laws, regulations and guidance
 3. Are consistent with state and local policies
 4. Supplemental in nature
 5. Adequately supported by source documentation
 6. Occur within the period of performance

7. Comply with standards of documentation or personnel expenditures

Internal Controls for Computerized Accounting System

- The finance accounting system is structured so that user-defined roles determine the need for access to certain portions of the system. Access is limited to those only with a direct need for such information. The user defined access rights allow the Chief Financial Officer to assign or prohibit access to various parts of the accounting system (i.e., only payroll personnel has access to payroll, etc.)
- Access controls have been incorporated into the accounting system.
- A daily backup is performed by the software host. This backup procedure is automatically scheduled to occur. The backup are stored offsite with the software host.

Inventory Management

Acquisition of Equipment

Purchase requests are completed by the appropriate, designated employee(s). The purchase requests (PR) are then forwarded physically and/or electronically to the site principal for review and approval. If approved, the PR is then forwarded to the appropriate federal program director. The director approves or disapproves requisitions based upon the balance of the federal/state grant function, as well as the identified need for the item(s) being ordered. Once approved by the federal program director, the superintendent has final approval. The Superintendent forwards the approved requisition to the Accounts Payable Clerk for processing and approval by the Chief Financial Officer. The Accounts Payable Clerk then converts requisitions to purchase orders (POs) and mails/faxes them to the company, requesting the products to be purchased.

When acquiring new equipment in bulk using federal funds, Coastal Plains High School will solicit quotes via our website as well as sending the solicitation out via email to a set of vendors who we have either done business with in the past or who have requested to be added to our solicitation list. An email clarifying what our needs are is sent to these vendors, and the vendors then make bids to meet these needs. The winning bid is awarded based on certain criteria, including price, quantity, quality, quality of references and specific technological criteria that are required to meet our school's needs. For many bids, Coastal Plains High School will require that the price be locked in for a period of one year.

Receiving Orders

Orders/supplies are received into the sites by the employee designated at that site. The technology coordinator then enters the technology items into the school level inventory management system.

Required Inventory Components {EDGAR 200.13 (d) (1) (2) (3) (4), (e) (1) (2)}

- Inventory Management System
- Inventory Labeling
- Equipment Maintenance Procedure
- Equipment Use
- Equipment Loss, Damage, or Theft
- Equipment Disposition
- Off-site Use of Equipment
- Physical Inventory Monitoring

Management System

Inventory is maintained by Coastal Plains High School that identifies the item, serial number, vendor, date of purchase (PO), funding source, cost, location, use, condition, and disposition (date of disposal & sale price) and Federal Award Identification Number (FAIN if purchased after fiscal year 2016).

Equipment purchased with federal funds is permanently marked as such along with the fiscal year in which the equipment was purchased. This equipment will be entered into the inventory management system within 2 weeks of acquisition.

Physical inventories are conducted annually by each facility, and are subsequently reviewed by the Instructional Technology Coordinator and Federal Programs Director. Technology items are checked out to students through the inventory management system each year. The Instructional Technology Coordinator and/or Federal Programs director will annually visit each site location to review the inventory documents with the site directors.

Federal programs equipment is entered and tracked through Google Sheets. When the purchase order routing process is complete, information is entered into the inventory spreadsheet. The inventory record contains the following categories:

- Purchase order number
- Item description
- Asset Management labels which includes funding source and inventory number
- Serial number
- Federal Award Identification Number (FAIN #)
- Condition (Excellent, Good, Fair, Poor)
- Funding source (e.g., Title 1, SPED, SPLOST, etc.)
- Vendor
- Cost of item
- Acquisition Date (MM/DD/YYYY)
- Use of Equipment (examples: "I" - Instructional, "A"-Administrative)
- Disposition (Damaged, Surplus, Obsolete, Lost/Stolen)
- Location of Item

Inventory Labeling

All equipment should be properly labeled for inventory tracking. Permanent markers or paint pens are acceptable when labels cannot be used (e.g., iPad cases can have the number of the iPad on the outside).

Equipment Use

When receiving federal programs equipment, the Instructional Technology Coordinator should ensure that the equipment is issued to the proper location. Furthermore, the equipment must continue to be used for that or a related purpose. The equipment's "Use" is to be documented on the physical inventory.

Loss, Damage, or Theft

In order to safeguard against equipment loss, damage, and theft, all equipment within a site will be stored in a locking Joey30 laptop cart and checked out each night to students for use.

Equipment that is lost, stolen, or maliciously damaged must be reported to the police department for an investigation. The site-director or designee should follow up with the police department to obtain a copy of the police report. A copy should be kept on file at the site and a copy should be sent to the Instructional Technology Coordinator and Federal Program Director.

Safeguards in place are a check-in check-out system as well as regular inventories of all equipment. When equipment is damaged, it is returned to the school level technology specialist. The technology specialist updates the inventory to indicate the status of the equipment and determines if the equipment is able to be fixed internally, needs to be returned to the vendor for repairs, or needs to be sent out for technology support. The technology specialist is responsible for maintaining records of equipment sent for repair. If the equipment is not repairable or the cost of repairs costs would not extend the life of the equipment as long as the cost of a replacement, the technology specialist will follow the disposition procedures.

Technology Equipment Disposition Policy

When equipment acquired under a grant or sub grant is no longer needed for the original project or program for other activities currently or previously supported by a federal agency, disposition of the equipment will be made according to system guidelines as described below.

The Instructional Technology Coordinator will determine if the technology equipment can be utilized in other offices, departments, or divisions within the site building. The Instructional Technology Coordinator will contact a pre-approved recycling company for equipment removal.

Equipment that is less than \$5000 and 3 years or older will be maintained or disposed of in accordance with disposition policies. Equipment that cost more than \$5000 may be retained or sold and the Georgia Department of Education has the right to the state's share of \$500 or 10% of the sale price.

Prior to the arrival of the salvage company, Instructional Technology Coordinator will print an inventory of items approved for disposal. This list will then be provided to site directors and Federal Program Director for final approval.

Off-Site Use of Equipment

Coastal Plains High School does not authorize the use of equipment purchased with federal funds for any employee's personal use off-site. Should an employee require school equipment for off-site professional training, he or she is required to fill out a Technology Checkout Form via Google Forms. This is then forwarded to the Instructional Technology Coordinator to maintain on record.

Physical Inventory Monitoring for Equipment Usage

At least one annual site visit will be conducted each school year by the Instructional Technology Coordinator and Federal Programs Director. During the formalized site visit, the Instructional Technology Coordinator and Federal Programs Director will meet at the site to review procedures and correct any issues that are found. All sites will submit an electronic signed/dated Technology Inventory report to the Technology Director and Federal Programs Director annually. All equipment purchased with federal funds must be used in accordance with the regulations of the funding source. The equipment purchased must also be reasonable and necessary for the purpose of the program. The Federal Programs Director will provide inventory and allowable-use guidelines to all site staff as necessary.

Location

Equipment purchased with federal funds will be assigned to a site upon receipt of the product. The location of the equipment will be entered into the site level inventory management system.

Inventories are maintained at the site level by the site directors. Inventory is documented in the inventory management database and will be appropriately updated each time equipment is purchased. The database includes a description of the item, serial number, vendor name, date of purchase, funding, cost, site, equipment location, use, current condition, disposition status, and Federal Award Identification Number (FAIN). Inventory belonging to any federal program will be identified and inventoried annually. The Federal Programs Director works with technology personnel to ensure that inventory is kept up-to-date and is physically verified annually. Technology personnel help determine the condition of electronic equipment. Materials purchased for use in federal programs will be labeled and utilized in the capacity for which they were purchased. Any equipment, materials, and/or supplies purchased with federal funds are considered solely for the use of that program. The site shall retain such property in a program as long as there is need for such property to accomplish the purpose of the program for which it was purchased.

Safeguards

Inventory is maintained at the site level by the designee and designated personnel must annually verify the location and condition of the equipment. Each item must be checked on the inventory record specifically for condition and location and the digital record is updated within 5 working days.

Lease of Equipment

Coastal Plains High School currently does not lease any equipment with federal funds.

Targeted Assisted Program Equipment Usage

Coastal Plains High School does not have any Targeted Assisted Programs at this time. If Coastal Plains High School does have any such program in the future, federal funds may be used to purchase equipment in a targeted assistance programs. The system must keep in mind that any equipment purchased with federal funds must be reasonable and necessary to implement a properly designed program for the identified students.

Private Schools

At this time, Coastal Plains High School has a state-wide attendance zone and has no private school participation in federal funding.

Maintenance of Effort (MOE)

GADOE compares the fiscal report of the preceding year to the second preceding fiscal year for all federal programs and makes the maintenance of effort determination available to the system. Documentation for MOE is only required for districts that do not meet the required maintenance of effort.

Coastal Plains High School will expend (using state and local funds) at least as much as was spent the previous year on education of children with disabilities. The Special Education Director will upload the MOE Compliance and Eligibility Worksheet annually before the IDEA budget is approved. This worksheet

compares the previous two years of overall expenditures and per capita expenditures. Coastal Plains High School must budget appropriate state and local expenditures to Maintain Effort.

An LEA must maintain state and local expenditures for students with disabilities in one of four ways:

- local funds only;
- the combination of State and local funds;
- local funds only on a per capita basis; or
- the combination of State and local funds on a per capita basis.

Comparability of Services- ALL FEDERAL PROGRAMS (EXCEPT TITLE I, PART C; TITLE IV, PART A; 1003(g); AND 1003(a). Sec. 1118(3)(A) of the ESEA

Coastal Plains High School is one schoolwide school.

In the event that Coastal Plains does have comparability of services, the following procedures will be followed:

Comparability is achieved through the use of two forms of documentation: the October FTE count for the current year and the payroll distribution report. The state comparability report provided by the Georgia Department of Education will be used to report the appropriate numbers to GADOE. The total number of non-federal employees that are to be included per payroll distribution codes will be counted and placed in the comparability report also provided by Title I, which will automatically calculate comparability. The enrollment numbers submitted for comparability from the October FTE count with the exclusion of prekindergarten enrollment will be used. Using the student/instructional staff ratios to compare the average number of students per instructional staff in each Title I school with the average number of students per instructional staff in non-Title I schools, comparability will be achieved when High Poverty Attendance Area Schools averages do not exceed 110 percent of the Low Poverty Attendance Area Schools. The following will be included in the count: instructional teachers and support personnel, instructional paraprofessionals, music, art, and physical education teachers, guidance counselors, speech therapists, media specialists, school social workers and psychologists. No federally funded personnel or Pre-kindergarten personnel will be included in the count; only state and local paid staff are counted. High Poverty Attendance Area Schools will be compared to Low Poverty Attendance Area Schools. Comparability will be determined and established by December 1 of each year. Steps to completing comparability will include:

1. Request CPI Report 12 and 13 (certified staff and non-certified staff) from Finance after the report has been submitted to GaDOE (usually in October). This is source documentation and must be used for this report. This report is found on the Consolidated Application. Export the names of all staff and set-up spread-sheet to count all staff members at each individual school.
2. Pull Oct FTE count from GaDOE website.
3. Once the report is received, strike out or highlight everyone that is not 00.
4. Count all staff not highlighted

5. Count these numbers up. Make sure to have an additional person double check these numbers.
6. Careful examination of split-funded staff members
7. Go to GaDOE and pull up the latest forms for comparing Title I and Non-Title I schools.
8. Pull the Oct FTE report to fill out the signature page for the report.
9. Submit for superintendent's signature
10. Submit to GaDOE area specialist electronically and put hard copy in mail to GaDOE as well.

Open Records Request

Written notice by the requesting party shall serve as a formal request made under the Georgia Freedom of Information Act and Georgia Open Records Act (O.C.G.A. 50-18-70, et. seq) to obtain access to and permission to copy certain records. This written notice shall be presented to the Superintendent or Designee at **Coastal Plains High School** 210 South College Street Metter, GA. 30439.

The written request must name ***SPECIFICALLY*** the records and/or documents that you are requesting. The exact document(s) or information requested must be explicitly stated in the written request. Please be specific as to nature and time period of records that you are requesting access to view and/or of which copies are to be made and provided to you.

The written request should include a statement that the requesting party is aware that there is a cost associated with obtaining this information, and that the fee that shall be charged shall be the fees as defined in Georgia law under the Georgia Open Records Act.

The requesting party shall also include their contact information (telephone numbers and address) detailing how they may be contacted.

The written statement shall be signed and dated by the requesting party.

The Coastal Plains High School designee shall also sign this document upon receipt, indicating their receipt of the document, the date it was received, and the time that it was received.

Payment shall be remitted in full by the Requesting Party when all items are picked up from the Board.

Compensation and Leave Policies (Policy GARH)

All employees are required to follow the appropriate work calendar established for their positions and may take leave from work only in accordance with this policy or other leave policies enacted by Coastal Plains High School. Unless otherwise provided by the Superintendent, site-directors and other directors are not authorized to rearrange the work calendars of employees.

Each benefits-eligible employee of Coastal Plains High School shall be allowed to earn sick leave, with full pay, as provided below for each employee category. All full-time employees may accumulate unused sick leave from one fiscal year to the next up to a maximum of forty-five (45) days.

FAMILY AND MEDICAL LEAVE ACT (FMLA) See board Policy GBRIG.
PERSONAL AND PROFESSIONAL LEAVE

Full-time Employees may use up to (3) days of accumulated sick leave for personal or professional leave if prior approval has been given and if the presence of the employee requesting absence is not essential for effective school operation.

A leave form must be filed and approved by the Superintendent or designee prior to leave. The Superintendent or designee may refuse to allow an employee to take personal or professional leave if qualified substitutes are not available. Employees are not required to disclose the purpose for which such absence is sought but may be required to state whether the absence is for "personal" or "professional" reasons.

Professional leave taken at the request of the school district or when required in conjunction with the district's routine professional development or training activities will not be charged against the employee's sick leave.

OBSERVANCE OF RELIGIOUS HOLIDAYS

Coastal Plains High School will make reasonable accommodations for the religious beliefs of employees and prospective employees where such accommodation can be made without undue hardships on the school system operation.

Upon prior approval, employees may use personal leave for the observance of recognized religious holidays. If an employee desires to take leave for the observance of recognized religious holidays in excess of the days allowed for personal leave, the employee may take unpaid leave for such purposes, provided that such leave is not excessive and does not interfere with fulfilling the obligations of his or her job.

JURY AND WITNESS LEAVE

Each employee shall be allowed leave with pay for the purposes of serving as a juror in any court or when attending a judicial proceeding in response to a subpoena or other court order or process that requires the employee's attendance at the judicial proceeding in a work-related matter. Jury and/or witness leave shall not be deducted from an individual's accumulated personal, professional or sick leave. No employee utilizing jury or witness leave shall be required to pay the cost of employing a substitute to serve during his or her absence for such leave. Employees who serve on juries or who are subpoenaed to attend a judicial proceeding in a work-related matter may keep any jury/witness pay they receive.

MILITARY LEAVE

All employees are entitled to paid leave not to exceed eighteen days in any one federal fiscal year for the purpose of complying with ordered military duty with the armed forces of the United States or State of Georgia, including duty as a voluntary member of the National Guard or any reserve component of the United States or State of Georgia. In the event the Governor declares an emergency that results in an employee being ordered to military duty as a member of the National Guard, the employee is entitled to leave not exceeding thirty days in any one federal fiscal year. Employees who have military commitments shall inform the Superintendent or designee annually, provide a copy of the official

military orders, and cooperate to the extent possible in scheduling such leave so as to minimize the disruption in those employees' duties and the mission of Coastal Plains High School.

DISCLAIMER

To the extent that any provision in this policy conflicts with or is superseded by the Family and Medical Leave Act ("FMLA"), the regulations promulgated there under, or any other federal or state law, the provisions of the applicable law or its regulations, as the case may be, shall control.

Compensation

Coastal Plains High School follows an annually pre-approved salary schedule for all certified and classified employees based on job function and responsibilities.

Periodic Certification (Time & Effort)

According to 200.43 (i) (8), all employees, including teachers, paraprofessionals, and other staff that are paid with federal funds are required to document the time and effort they spend within the program. The portion of the federally paid salary should be reflective of the actual activity, not budgeted, the individual has put forth for that federal program. Time and effort reporting is required when any part of an individual's salary is charged to a federal program.

Periodic certification of individuals paid with 100% of federal funds will be completed on a semi-annual basis. Periodic certifications will be completed in accordance with federal guidelines and completed "after-the-fact." Each federal program director will obtain signatures for periodic certification in January and May/June. Each federal programs director will select the method used based upon the allowable methods, which are currently individual or Group Certifications. The director will prepare either individual periodic certification statements for each employee paid with 100% of federal funds or a group Certification form for Site Directors. Periodic Certification forms are verified against payroll detailed expenditure reports to ensure that all employees paid with federal funds are included in semi-annual after-the-fact periodic certifications.

Each federal program director will meet with Site Directors to obtain the needed signatures. The form must be signed and dated after-the-fact which is on the final day worked in that semester or thereafter. Individual Certification forms must be signed by both the employee and the employee's supervisor. Group Certification forms must be verified and signed by the employee's supervisor. After each form is collected and reviewed for proper signature and date, they will be filed for federal program records.

***Elementary and Secondary School Emergency Relief (ESSER Funds)**

All staff member positions paid for out of Federal Funds complete activities that are allowable under federal programs guidelines. Thereby, all positions paid for out of Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA will be subject to periodic certification.

Employees may receive hazard pay for a national or local emergency or to perform critical services. Instances when this might happen include a pandemic or a natural disaster. Employees will be compensated for fully completing an objective from a supervisor related to the aforementioned conditions.

Personnel Activity Report (PAR)

When an employee's salary/benefits are split-funded and paid from more than one funding source (more than one federal program or a federal program and a non-federal program), the employee must complete a monthly form with detailed information, commonly referred to as a Time-and-Effort Report, Personnel Activity Report (PAR) or time log. The distribution of the employee's time and effort must be documented on the PAR/time log. The PAR/time log must record the daily time-and-effort duties in both the federal and non-federal programs. At the conclusion of each month, the employee and supervisor must review and sign the PAR/time log. Each federal programs director will collect, review, and file the monthly PARs/Time Log for federal program records. Coastal Plains High School will refer to 200.43 (i) (8). When there exists a 10% variance (+ or -) with regard to the threshold, the reconciliation shall occur the following month.

Procurement Procedures & Method for Technical Evaluations of Proposals and Selecting Recipients

Coastal Plains High School does hereby adopt the following policies and procedures for the purchase of items for Coastal Plains High School. All purchases shall be pursuant to the policies of the Governance Board and the laws of the State of Georgia. Federal Grant Program guidelines will also be followed when spending federal dollars. All local written purchasing procedures will be followed including Wal-Mart, maintenance and technology orders. This will also include purchase order procedures. Contracts are not made with debarred contractors.

Coastal Plains High School requires a pre-Approved Purchase Order for all consultants, purchased services, and purchases. In the case of purchases, the purchase order serves as the contract between the district/school and vendor. Contracts are required for all consultants and purchased services. Agreements are entered between Coastal Plains High School and the consultant. Each contract must contain the following:

- Specific duties are specifically spelled out for each contract.
- If the consultant is working with students, they must have a criminal background check.
- The contract includes the scope of work, cost (not to exceed the agreed upon amount), and beginning and ending dates.
- The Program Director for each of the following federal programs approves the Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA contracts.

Each contract is signed by the Federal Programs Director who provides oversight in ensuring all federal programs contractors complete the work. Artifacts including sign in sheets, proof of workshop completion, invoices/contracts prior to issuance of payment of services are signed/initialed by the Federal Programs Director. All contracts, source documents, and proof of fulfillment of contractual obligations are kept on file.

To ensure open competition, the district uses the following procedures for procuring equipment, supplies, and contracted services (2 CFR §200.319(c) and 2 CFR§200.320(d)(3):

- Sole source vendors are those individuals or companies that possess specialized knowledge, skills, or products for which there is no comparable measure.
- For micro purchases of goods and services up to \$50,000 (individually or in aggregate) where there is no sole source vendor, the program director/coordinator has discretion to recommend the purchase without soliciting competitive quotations and if the non-federal entity considers the price to be reasonable based on research, experience, purchase history or other information and documents and files it accordingly; [2 CFR §200.67 and §200.320(a), and 48 CFR Subpart 2.1]
- For small purchases goods and services [2 CFR §200.320(b)] between \$50,000 and \$250,000 (individually or in aggregate) where there is no sole source vendor, at least two written quotations must be obtained by at least 2 qualified and appropriate sources.
- Simplified Acquisition Threshold (2 CFR §200.88, 48 CFR Subpart 2.1): Sealed Bids [§200.320(c)] are publicly solicited for items costing more than \$250,000. For goods and services in excess of \$250,000 (individually or in aggregate), the competitive sealed bid process outlined by system will be used.
- Competitive Proposals [§200.320(d)]: Contract awarded to responsible vendor proposal who is most advantageous.
- Noncompetitive/Sole Source [§200.320(f)]: Only allow when the item is available from only one source.

Method for Conducting Technical Evaluation of Proposals and Selecting Recipients (§200.320(d)(3))

- All purchases shall be based upon acquisition of goods and services at the lowest cost while being best suited to meet the system’s needs.
- Vendors are placed on notice that lowest price alone will not be the sole determining criteria in the selection process.
- Coastal Plains High School reserves the right to award purchases on an individual item or combined item basis, whichever is in its best interest. At least 2 formal quotations are required for purchases of \$50,000-\$250,000 and sealed bids are required for purchases of \$250,000 or more.

Sole Source Vendors Noncompetitive Proposals [2 CFR 200.320(f)]

Procurement through solicitation of a proposal from only one source and may be used ONLY when one or more of the following circumstances apply:

1. The item is available only from a single source;
2. The public emergency for the requirement will not permit a delay resulting from competitive solicitation;
3. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requests from non-federal entity; or
4. After soliciting a number of sources, competition is determined inadequate.

Procedures for Sealed Bids/Competitive Proposals

When spending federal funds, employees of the school district shall engage in comparative buying and obtain bids and quotes whenever appropriate. The Superintendent or his or her designee shall have the authority to issue regulations, invitations to bid, requests for proposals, or other procedures governing this process where there exists no specific state law or State Board rule which must be followed. In addition to price, the procedures established by the Superintendent may consider performance of the vendor with the School District, performance of the vendor with other customers, the convenience of the vendor to the District including whether the vendor is a local business, other benefits offered by the vendor or any other factor which may make the acceptance of a particular proposal from a particular vendor in the best interest of the School District. At all times, the Superintendent shall follow any

mandated processes required by state law, set forth in State Board of Education rules or procedures or regulations of the State Department of Education.

- An invitation to bid/Request for Proposal (RFP) will be placed on the system website.
- The invitation to bid/Request for Proposal (RFP) will include a description (characteristics and specifications) of the goods or services to be provided and the requirements of the offeror which must be fulfilled; factors to be used in evaluating the bid or proposal; date and time of the public bid openings.
- As bids are received by the designated system representative, they will be dated and stamped.
- At the appointed time, bids will be publicly unsealed and the results recorded by the designated system representative.
- For sealed bids, the evaluation will consist of a price analysis comparing the values of similar products, goods, and services to determine the reasonableness of the bids.
- Following board approval, a letter summarizing the results will be sent to all offerors.
- A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder.
- The system's vendor contracts for federal funds will contain the applicable provisions described in Contract Provisions for non-Federal Entity Contracts Under Federal Awards.
- These procedures do not apply to short-term contracted services such as professional consultants, retirees, or current employees or to situations in which a sole source vendor is the most viable option.
- No purchase or contract shall be divided into parts for the purpose of avoiding the competitive bid process.

The Board may reject any or all bids. The Board may in its judgment consider such factors as service, location, and timeliness of delivery; therefore, they may accept the bid that appears to be in the best interest of the school system even if it is not the lowest bid. The Board reserves the right to waive any formalities in or reject any or all bids or any part of any bid. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Contracts binding the school district can be made only by the Board or the Superintendent or approved agent.

To the greatest extent practicable, Coastal Plains High School must provide a preference for the purchase of goods and materials produced in the United States.

Proportional Share for Parentally-Placed Private/Home School Students Procedures for Coastal Plains High School (IDEA):

LEAs are required by IDEA to provide equitable services for eligible students with disabilities who are parentally-placed in private and home schools (34 CFR §300.130). Specifically, the LEA reserves funds to provide special education and related services for eligible students with disabilities through a services plan. The amount of reserved funds required for private and home schools must be proportionate to the number of students with disabilities receiving services in the public schools.

If required, LEAs must consult with the private and home schools to receive input on the services needed for eligible special education students prior to each new school year. This timely and meaningful consultation includes the following items that must be affirmed by the participants:

The child find process and how parents, teachers and school officials will be informed of the process (similar to public schools' process)

The consultation process and how it will operate throughout the school year to ensure those eligible can be provided special education and related services

How, where and by whom will proportionate share funds be allocated, including a description of the types and amounts of services that will be provided

How, if the district disagrees with the views of the private school on services, it will provide a written explanation of the reasons why it chose not to follow the views of the private schools

What the proportionate share sum is and how it was calculated

Prior to starting the school year, the LEA must declare the type of service(s) and proportionate share amount available for services to the private and home schools. No parentally-placed private/home school student with a disability has an individual right to receive some or all of the special education and related services that the student would have received if enrolled in a public school. Any funds not expended in the initial year must be carried over and used for this program in the second year. If unused funds remain toward the end of the second year (May) then they may be used for other IDEA purchases. The information on students with disabilities enrolled by their parents in private and home schools is available in the regulations at 34 CFR §300.130-144 and on the Department website at <http://techservices.doe.k12.ga.us/admin/datacollect/financial.htm>.

Purchase Procedures: Pre-Approval of Purchases

Below is a description of the pre-approval of purchases. Failure of the school to get prior approval of purchases could result in purchase costs being charged back to the school activity account.

1. Once the Grant's budget is approved at the state level, purchase requests are completed at the site level to purchase items stated within each system's approved federal budget. Purchase requests are then forwarded to the Site Director for review and he/she either denies or pre-approves the purchase request or any item within. Once pre-approved with a signature and date, the purchase request is forwarded to the Federal Programs Director.
2. The Federal Programs Director will review the purchase request and either deny or approve the purchase request or any item within. Once approved with a signature and date, the purchase request is forwarded to the Accounts Payable Clerk.
3. The Accounts Payable clerk will then process the purchase request. He/She obtains approval of the superintendent and Chief Financial Officer, gives it a purchase order number, creates a receiving record, and faxes the purchase order to the company.
4. Once the items are received, someone at the site checks the items received against the receiving record and marks off any items not received. She/he signs the receiving record, attaches the original packing slip and any other pertinent information that may be required and sends to the Accounts Payable Clerk. The Accounts Payable Clerk attaches the signed receiving record and submits payment to the vendor.
5. Quotes shall be requested from at least three (3) vendors for any single item purchase equal to or greater than \$10,000. Quote sheet listing vendors and bids shall be attached to the purchase order.

Reasonable and Necessary Use of Funds

Reasonable and Necessary Use of Funds Comprehensive Needs Assessment and Schoolwide improvement plans are used to determine and establish appropriate coordination and use of federal funds. All grant development and budget processes are connected to these plans that use system and school data to establish necessity. In addition, when considering a purchase with federal funds, the following questions are asked:

- Do I really need this?
- Do I need to spend these funds to meet the purposes and needs of the program?
- Do I have the capacity to use what I am purchasing?
- Did I pay a fair rate and can I prove it? Did I bid this out?
- Would I be comfortable defending this purchase?
- Is the proposed cost consistent with the underlying needs of the program?

Stipends

Stipends should be submitted to the Finance Department by the Director of the program paying the stipend. The Payroll Clerk has provided an "Authorization and Approval to Pay Stipend" form that must be completed and coded appropriately. Payroll will not process without the approval of the Director.

No stipends will be paid to school board members or to school council members who are not employees of CPECHS.

- Funds may be awarded to certified or classified employees for approved off-contract professional learning.

Evidence will show:

- knowledge, skills and dispositions from the PL are aligned to PLP/PLG, CLIP or District Strategic Plan goals
- implementation in the work setting
- Learning occurred beyond regular contract hours, days, or school year

- Compensation will be for allowable activities only
- Compensation will be reasonable and necessary for the Federal program
- No stipends shall be awarded to individuals for participation in the following activities:
 - Reviewing or selecting textbooks;
 - Educational or professional travel;
 - Professional conferences;
 - Correspondence or independent courses;
 - Serving on school/system committees or performing tasks for the system.
- Stipends will be issued for professional learning activities attended due to a district or site requirement/request.

Stipends will be issued to employees in their regular pay check. Stipends are consistent throughout the federal programs. Every federal program pays the following amount:

- ❖ Connected to the number of off-contract contact hours as follows:
*4 or more hours required for PL credit= Hourly Rate (\$35.00)

Supplement vs. Supplant

Federal funds are not to be used to provide services that would, in the absence of federal dollars, be supported with state or local resources. To test yourself, ask:

- Is this required by federal, state, or local law?
- Did the school provide this with non-federal funds in prior years?
- Is the district providing this for non-federal children with other funds?

If any of these questions are answered with “Yes” then federal funds cannot be used.

Title I funds in a School Wide Program are expected to demonstrate that they are *over and above* the amount provided to all schools in the district.

Travel Procedures

Purpose:

This written procedure is intended to document the specified protocol for completion, documentation, and processing of employee travel. All employees of Coastal Plains High School shall adhere by these established guidelines and written directives in order to ensure full compliance.

Procedures:

All employees who travel for business purposes in the course of their employment with Coastal Plains High School SHALL adhere to Statewide Travel Regulations as issued by the Georgia State Accounting Office (SAO). An updated copy of the Statewide Travel Regulations is provided in the office at each school location, and the website link is provided annually to all employees for easy reference, as well as when the mileage reimbursement rate is changed by the SAO. Anytime the State Accounting Office revises the Statewide Travel Regulations (i.e. updates the mileage reimbursement rate, etc.), employees are notified of this change via a mass email to “All”, which sends email notification to all employees in the system. Further, all travel related forms and documents are updated by Central Office staff and posted on the Coastal Plains High School website under the “Common Forms” tab on the website.

Before any employee may engage in travel off of school campuses, he/she must first obtain written approval and authorization to travel for business related purposes. This is documented via email correspondence. Employees must provide the location to which they will be traveling, the purpose for which they will be traveling, the name of the staff development class/opportunity, date and time of the event, and other relevant information as required. If the travel is related to a grant or federal program, the director of that program must provide prior approval via email correspondence. The director then affixes the appropriate account number coding on the form to indicate the proper expense account coding to which the travel expenses shall be charged. All accounting forms are forwarded to the

Accounting/Payroll Department. The original document is then maintained and filed in the Accounting Department's records.

All employees shall complete a travel expense statement for reimbursement of all travel expenses; an Excel template is provided on the school district's website. The Excel document computes all mathematical computations and incorporates the State issued mileage reimbursement rate as issued by the SAO. The employee must print and sign the travel expense statement, attach all required documentation, and forward to their Site Director and/or Program Director for approval. Once the director has coded the expenditure account number on the form and signed it indicating their review and approval, the Program Director submits the completed document to the Accounting Department so that payment can be processed. NOTE: An agenda MUST be attached to stipend and travel related to all staff development events and meetings. No travel shall be processed without an agenda attached. (ONE AGENDA IS PROVIDED BY THE FEDERAL PROGRAMS DIRECTOR IF THE PROFESSIONAL DEVELOPMENT INVOLVES SYSTEM-WIDE EMPLOYEES)

ALL TRAVEL REIMBURSEMENTS MUST COMPLY WITH GEORGIA STATEWIDE TRAVEL REGULATIONS.

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

LEA Monitoring of Schools and Programs

The planning process for each fiscal year includes an annual review feedback form for Site Improvement Planning, needs assessment, budget and schoolwide plans. District meetings with the Superintendent, the Assistant Superintendents, and all directors and site directors are held to review the planning process and provide the due date for the submission of plans.

Artifacts include:

- Annual Review of SIP/Feedback (Winter/Spring)
- Site Goals and progress is reviewed
- Needs Assessment (Spring)
- School Improvement Plan/Schoolwide Plan (Spring)
- Budget Suggestions (Spring)
- CNA and Parent Meetings (Spring) – to obtain parent input
- Documents are finalized based on State Assessments Data (Summer)

Monitoring of Title I, Part A

Title I mandates that the content and performance standards for Title I students reflect the same expectations generally held for all children. School reform is encouraged to support school wide projects. This includes monitoring School Wide Plans, Parent Involvement Plans, and School-Parent Compacts (refer to timeline for specifics on each of these components).

The Georgia Department of Education requires that the Coastal Plains High School monitor the implementation of Title I programs and the expenditure of all funds associated with the program.

Coastal Plains High School's Title I program monitors Title I schools through observation and review of documentation. Technical assistance is provided to schools that can assist in improving student academic achievement. The program ensures that all Title I activities are carried out in accordance with federal guidelines. The district monitors

- Title I funded staff
- Expenditures
- Equipment
- Plans

Technical Assistance Technical assistance regarding federal programs will be provided throughout the year at Administrative meetings, other scheduled meetings and emails.

Site specific technical is offered continually and site visits are made to each site by a Federal Program Director or Coordinator at a minimum of 3 times monthly, excluding the months of June and July.

Topics are informed by the needs of the site and compliance concerns and may include but are not limited to:

- Expenditures
- Planning/Comprehensive Needs Assessment
- Ordering
- Compliance Issues
- Parental Involvement (Compacts, Parent Engagement Policies)
- Schoolwide Programs
- Academic Achievement
- School Improvement
- Professional Qualifications
- Equity Plan
- Professional Learning Needs
- Ethics/ Fraud/ Waste/Abuse
- Inventory
- Programmatic and Financial
- Complaints

MONITORING OF TITLE I FUNDED STAFF

Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III and IDEA Staff will be monitored by the assigned Program Director(s).

MONITORING OF EXPENDITURES

Expenditures

All purchase orders are approved by assigned Program Director according to federal guidelines and the Coastal Plains High School Federal Programs Manual. Artifacts include:

- Purchase Orders
- Travel Reimbursement
- Federal programs Manual
- Payroll

MONITORING OF EQUIPMENT

All equipment purchased with Title I is monitored by the district (see Inventory Management). Artifacts include:

- Title I Inventory Management Spreadsheets
- Inventory Check Log

MONITORING OF SCHOOL IMPROVEMENT/SCHOOL WIDE PLANS

All Title I sites will complete an annual revision of the site school improvement plan. The Site-Wide Plan will be submitted to the Federal Programs Director for review. Once the plan is submitted, the Federal Programs Director will make suggestions and return the plan to the Site Director for revisions and corrective action. Plans are then resubmitted with corrective action rectified and for approval by the Federal Programs Director.

TIMELINE FOR MONITORING OF SCHOOLS (ANNUAL ITEMS)

- Summer Federal Programs meeting for Program Directors and Site Directors of all sites to update them on any new guidelines and to provide guidance for all federal programs.

Information will include but not be limited to the following:

- Budgeting
- Purchasing
- Compliance Issues
- Parental Involvement
- Documentation
- Monitoring
- Academic Achievement
- Inventory

- August- May-Program Directors review the district and site plans and the budgets to ensure that funds are being spent according to the plan and the plan has all the necessary components. Payroll checked monthly, budget reviewed quarterly. Monthly Central Office Staff/Site Administrative meetings.

- May/June- Approved Site Plans/District Plans/Equity Plan

- July – Coastal Plains High School Administrative Meeting-update on Federal Programs provided. Submit CLIP. Periodic Certifications completed.

- August-September – Review Title I paid staff schedules, Plan Title I Annual Meetings

- September –October - Meet with Site-Directors, Submit Federal Program System Budgets based on system identified needs, Site Action Plan review

- October –Quarterly Report Outs conducted for each site, site visits all schools for all Federal Programs

- December-January- Submit budget amendments, Quarterly Report Outs conducted for each site

- January – Periodic Certifications Completed. Review budget.

- February-Prepare surveys for parents, staff, and community, Quarterly Report Outs conducted for each site

- March- Needs Assessment begins, surveys begin, preparation for Parent and Community Stakeholder meeting

- April – Parent and Community Stakeholder meeting, Reviews of Parent and Family Engagement Plans, Parent/School Compacts, School-wide Plans, CLIP, Needs Assessment Data, Survey Analysis

- May/June/July- District and School Administrative teams meet-data analysis, second periodic certification completed, Quarterly Reports Outs conducted for each site, Title II equity plan implementation plan data and analysis due from each site, conduct onsite property inventory reviews

Technical Assistance

Through Administrators' meetings, Technical assistance meetings, site visits, e-mails, and phone calls technical assistance is provided to all schools on all Title I parental involvement requirements as well as a plan to carry out effective parental involvement practices on an on-going basis. Site Directors are provided information and details as they become available. Site Directors are encouraged to contact the Title I Director or the Parental Engagement Coordinator with questions at any time.

Expenditures

All site expenditure requests are approved by the Title I Director. The Title I Director compares all requests to the approved Schoolwide Plan.

Corrective Action Plans (CAPs)

Corrective action from previous monitoring is discussed with Site Directors in order to assist them in understanding the critical need for compliance in Title I. In addition, GaDOE monitoring findings are shared with Site Directors or staff as a means of understanding the impact of non-compliance. Professional learning is provided based on needs but, in addition, professional learning is used as a preventive measure to ensure that all Title staff have a clear understanding of all expectations of every facet of the Title I program.

If corrective action is needed based on any monitoring, the Title I Director or the Superintendent will communicate to the appropriate staff member(s) the issue in writing or through a meeting and steps for resolution (if applicable). The Title I Director will ensure that the proper documentation is maintained regarding the incident, the incident is corrected and additional training is provided as needed.

Data Review

Each year the District and Title I schools must review the data (CCRPI, state assessments, benchmarks, attendance, discipline, teacher data, and other demographic data) as part of their Comprehensive Needs Assessment and develop their School Wide Plan, Equity Plan, Parent Engagement Plan, and School-Parent Compact. The status of the school is shared with parents and stakeholders on the school website, at the Annual Title I meeting, written in the Parent Engagement Plan and School-Parent Compact, and sent home as part of the Parents' Right to Know letter.

School Choice/Intra-District Transfer Option

Students may be enrolled at any site during the school year.

Allocation Selection and Requirements

Eligible Attendance Area Worksheet

Gather required documentation

- Request the previous year's 1st October Free and Reduced Lunch Count or Direct Certification numbers from the Department of Education.
- The previous year's 1st October FTE. The FTE count is for enrollment for Coastal Plains High School.

Complete the Eligible Attendance Area in the Consolidated Application by entering the

- School
- Grade Span
- Total Enrollment (from FTE report)
- Pre-K Enrollment (from FTE report)
- Total Free/Reduced Meals Count or CEP Count (from Direct Certification)
- Pre-K Free/Reduced Meals Count or CEP Count (from Direct Certification)

Submit the completed report in the Consolidated Application under the Attachment Tab. Rank Order Schools with 75% or higher poverty receive the highest PPA; however, Coastal Plains High School is one school and sites are not rank ordered.

Allocations and Carryover Allocation Procedures

Coastal Plains High School complies with the requirements to:

- Reserve funds for the various set-asides either required or allowed under the statute.
- Allocate funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible attendance area.
- Follow the procedures for carryover.

After the required set-asides are removed from the allocation, the Director of Federal Programs allocates funds to schools at or above 75 percent poverty (currently Coastal Plains High School is one school).

There are no N&D programs, so they are not included in the allocation. Should one open, procedures will be updated to reflect federal guidance. Coastal Plains High School has no private school participation. Tutorial activities are funded at the school level, therefore no multiple criteria are required.

The Title I Director and the Finance Director track the expenditures of each program by cost center. If more than 15 percent of the allocation is carried over to the next fiscal year, a waiver is requested from the GaDOE. The waiver may only be requested once every three years. Funds are tracked by function and object code. Additionally, set-asides are tracked by program and cost center. The Title I Director categorizes carryover funds to distinguish the parent involvement, private school, flexible learning program, and professional development. Additional carryover funds are allocated to schools by increasing their per pupil allocation according to GaDOE criteria or by giving each school the same amount of carryover.

Reservation of Funds

Coastal Plains High School uses the information provided by the GaDOE to determine reservation for Homeless, parental involvement, and indirect costs.

Homeless Children and Youth Set-Aside

For homeless children and youth, districts must use one of four methods to set-aside funds. Each district must have a Homeless Set-Aside using one of four possible calculation methods.

- Method 1: Identify homeless student needs and fund accordingly
- Method 2: Obtain a count of homeless students and multiply by the district's Title I, Part A per-pupil allocation (PPA)
- Method 3: Reserve an amount greater than or equal to the district's McKinney-Vento sub grant request
- Method 4: Reserve a specific percentage of the district's poverty level or its Title I, Part A allocation

To best meet the needs of the homeless population, the district utilizes Method 1 to calculate the district's homeless set aside.

Parental Involvement

Districts with a Title I, Part A allocation greater than \$500,000 must reserve at least one percent of its allocation for parent and family engagement activities. Ninety percent of the required one percent set-aside must be distributed among the district's Title I schools unless a school or all schools in the district decide to use their share or a portion of the reservation to support a district-level activity for parents. Currently, Coastal Plains High School does not receive an allocation of more than \$500,000; therefore, any monies allocated for Parental Involvement are based on identified needs within the DIP.

Indirect Cost

Coastal Plains High School will use the audit rate for the prior year to establish the budgeted amount for the yearly audit. The state provides the indirect set-aside rate to be used for the indirect set-aside.

Title I, Part A: Foster Care Program

Coastal Plains High School has a Foster Care Point of Contact. The Foster Care Point of Contact revises or updates the Foster Care Transportation Plan each school year.

Title I, Part A: Family-School Partnership Program

Coastal Plains High School believes that parents are critical to the success of students. Each site supports a Parent Resource Center, housed in the counselor's office, to offer academic support materials to parents. The Title I Director coordinates with schools to provide parent involvement activities to all parents. The Title I Director receives technical assistance on the District Parent Engagement Plan throughout the year at GaDOE Parent Involvement Meetings and webinars as well as the Family Engagement Conference. The Parent Engagement Plan checklist is provided and reviewed. Stakeholder input is asked for at all parent meetings throughout the year and all stakeholders are invited to participate in the Comprehensive Needs Assessment (CNA) to provide input on all federal programs, the District's and the school's parent engagement plan, School-Parent Compact, School Wide Plans, the District's Comprehensive Needs Assessment (CLIP), and parent activities to increase student achievement. Parents are notified about these opportunities through school websites, flyers

sent home in English and Spanish, and text message reminders. The District and school sites use the comments provided by parents to review and revise district and school/site level documents.

The revised plan is sent to the Title I Director. It is critiqued based on the checklist and changes to the school plans to ensure that all components are included. If revisions are needed, the Director provides written feedback regarding needed changes. The plan is then resubmitted for final approval.

Once revisions are made based on parent input, the Coastal Plains High School Parental Engagement Plan is copied and sent home with each student, made available to parents on the District website, which is also available on the District website. Copies are also available at the school.

REVISION PROCESSES

School Parent Involvement Plan, School-Parent Compact & School Improvement Plan/School Wide Plan Revision Process

In the spring of the year, technical assistance is given to the Site Directors on the school Parent Engagement Plan. The Parent Engagement Plan checklist is provided and reviewed. Stakeholder input is asked for at all parent meetings throughout the year and all stakeholders are invited to participate in the Comprehensive Needs Assessment (CNA) to provide input on all federal programs, the District's and the school's Parent Engagement Plan, School-Parent Compact, School Wide Plans, the District's Comprehensive Needs Assessment (CLIP), and parent activities to increase student achievement. Parents are notified about these opportunities through school websites, flyers sent home in English and Spanish, and (text message reminder). The District and schools use the comments provided by parents to review District level documents.

Once the perceptual data from the annual Title I spring survey, Migrant parent, student, and teacher survey, and the ESOL survey is received and the feedback from the Comprehensive Needs Assessment is prepared, it is provided to site-directors for use in planning parent-based activities that will be offered during the next school year. These academic activities provide parents with insight on such topics as: curriculum requirements, standards-based classrooms, homework help, educational resources, and technology. In addition to initiatives at the school level, the Title I Parent Involvement Plan for Coastal Plains High School has set forth initiatives at the District level that recognize the necessity of a high-quality education for all children. The District further recognizes the legal and moral obligation for the implementation of such programs, and the involvement of parents/guardians of Title I students in the process.

The revised plans are sent to the Federal Programs Director. They are critiqued based on the checklist to ensure that all components are included. If revisions are needed, the Director provides written feedback regarding needed changes. The plans are then resubmitted for final approval.

Once revisions are made based on parent input, the school Parental Engagement Plans are copied and sent home with each student, made available to parents on the District website, and translated into Spanish which are also available on the District website. Copies are also available at the schools. The revised documents (hard copy format) are distributed at the beginning of each school year. Families new to the school receive the document in the New Student Orientation Packet.

District/Parent Compacts Revision Process

In the spring of the year, technical assistance is given to the Site Directors on the School-Parent Compact. The compact checklist is provided and reviewed. The Federal Programs Director reads and reviews the components of the School-Parent Compact checklist while showing the school contacts where each section is located on the Compact and the law regarding why items/sections are included. Stakeholder input is asked for at all parent meetings throughout the year as well as the Comprehensive Needs Assessment (CNA). The District and schools use the comments provided by parents to review and revise the compact.

District Parent Involvement Plan

A Comprehensive Needs Assessment (CNA) is conducted in the spring. All stakeholder groups are represented. Stakeholders include parents, students, teachers, paraprofessionals, business leaders, higher education representatives, and administrators. The CNA meeting invitation is posted on the system website, paper copies are sent home, and is open to everyone. Site Directors and central office staff call, e-mail, and send flyers by the students to ensure that all stakeholder groups are represented. Site Directors and central office staff submit data to the Title I Director to develop a powerpoint which guides the discussion at the CNA meeting. All federal programs including Title I, Part A, Title I, Part C, Title II, Part A, Title III, Title IV, Part A, Title V, Part B, Title IX, Part A, CARES I, CRRSA Act, ARP-ESSER III, IDEA, and the McKinney-Vento Education of Homeless Children and Youth are discussed at the CNA.

An input form is developed so stakeholder input could be documented in written form. The CNA allows stakeholders to have an opportunity to provide feedback on the Consolidated Application (CLIP), System Strategic Plan, School Wide Plans/School Improvement Plans, System and School Parent Engagement Plans, School-Parent Compacts, parental activities to increase student achievement, Special Education program and additional resources requested for the Parent Resource Center. One outcome of the CNA is to determine professional learning needs including the integration of technology to improve and support teaching, learning, and technology literacy.

The academic needs for each school are utilized to develop the Parental Engagement Plans and the School-Parent Compacts. Professional learning is driven by the needs identified through these processes. Budgets are developed and resources are effectively allocated based on the academic needs of students to include the professional learning needs of staff.

TITLE 1, Part C: Education of Migratory Children

Coastal Plains High School Migrant Education Program, Title I, Part C, through its State Identification and Recruitment (ID&R) Plan, will meet and fully comply with all federal regulations and guidelines pertaining to the identification and recruitment of migrant children. Currently, Coastal Plains High School is a member of the Migrant Consortium.

In order to maintain consistency and accountability in the ID&R policies and procedures across the system, Coastal Plains High School will at minimum, be expected to adhere to and implement the State's ID & R Plan.

To achieve this goal, the Coastal Plains High School will follow the objectives that have been established by Georgia MEP.

Title I, Part D: Programs for Neglected or Delinquent Children

Coastal Plains High School has no Neglected or Delinquent Institutions.

Title II, Part A: Supporting Effective Instruction

Highly Qualified Paraprofessionals

When a Site-Director interviews and desires to employ a candidate for a paraprofessional position, the Site-Director of the school will determine if the candidate possesses a certificate or meets the qualifications for certification to be waived.

1. High School Diploma OR its equivalent AND ,
2. Evidence of:
 - a. Two years of study at an institution of higher education (60 semester hours).
 - b. Completion of an associate's degree or higher degree; OR,
 - c. Passed the appropriate state paraprofessional assessment.

Written Procedures to Ensure Site-Directors Receive Training on the Professional Qualification Requirements for the Hiring and Placement of Teachers

The Title I Director, along with the Title II Director, will maintain a list that includes the status of all Title I and Title II paid staff. All staff paid with Title I or Title II funds must meet the Coastal Plains High School Professional Qualifications. All Coastal Plains High School Site-Directors will be trained on Professional Qualification requirements on hiring and placement of teachers. The Title II & Personnel Director will attend training or webinars provides by the GAPSC staff to stay up-to-date on highly qualified requirements for paraprofessional and Professional Qualifications for teachers and certification.

Hiring of New Personnel

Site-Directors are reminded that naïve learners should not be assigned to beginning teachers any more often that are on and above grade-level students. No student will receive an inexperienced, ineffective teacher two years in row.

Parents "Right to Know" Notifications

Parents are informed of their rights to know the qualifications of their children's teacher. This information will be sent home to every parent at the beginning of the year in the current year's Parent/Student Handbook, is available at Open House, and the district has a link on its' webpage to a document addressing the Parents' Right to Know information. Parents and students sign an electronic form indicating receipt of the handbook at the beginning of each school year. All sites send a letter home with students providing parents with the Parents' Right to Know information. When a new student enrolls after the first day of school in any of sites within the district, this information is given to the parent.

These notices include the specific contact person, telephone number, and email address of the LEA contact for persons requesting additional information. All schools are required to discuss the Parents Right to Know at the Annual Title I Meeting and/or provide evidence that the Right to Know has been discussed at one or more parent meetings. Parents may request and receive information regarding:

- Whether the teacher has met the Georgia Professional Standards Commission requirements for certification for the grade level and subject areas in which the teacher provides instruction;
- Whether the teacher is teaching under an emergency or other provisional status through which Georgia qualifications or certification criteria have been waived.
- The college major and any graduate certification or degree held by the teacher.
- Whether the student is provided services by paraprofessionals, and if so, their qualifications;
- Parents are also informed that they may contact the Site Director or Federal Programs Director to request the "Right to Know" for any teachers. Parents are informed of the Right to Know on an annual basis in the following ways:
 - a. Parent/Student Handbook with a corresponding Acknowledgement page
 - b. Schools are required to discuss the Right to Know at Annual Title I Meetings.

Site Directors are required to send a letter to the parents of those students who are taught four or more weeks by a teacher who does not meet professional qualifications. Additionally, the director suggests this letter for any person who fills a teacher's position for an extended period. This is to support effective parent communication. Retired, certificated teachers are most often used to fill long-term substitute situations. At a minimum, parent notifications must include the following:

- The date of the communication (Month, Date, Year);
- The name and contact information of the school;
- The name, position, and contact information for someone the parent can contact with questions;
- The name of the teacher or substitute who is not highly qualified; and
- The name of the course/ subject in which the teacher or substitute does not meet professional qualifications.

Site Directors are required to:

- Notify parents;
- Maintain records documenting letters were mailed or sent home. Documentation may include, but is not limited to, a copy of address labels, class roster/list with notation of date mailed, one or more returned letters, if applicable, certified mail receipt and or postage meter receipt.
- Send a copy of the letter and class roster to the Federal Programs Director when notifying parents.

Equity Action Plan

Written Procedures for Equity Plan Implementation and Maintenance of Documentation

Coastal Plains High School will ensure the implementation of the Equity Plan by having the Title II, A Director review each semester the Equity Plan and check with all persons responsible on the progress of implementation and on maintenance of data.

Written Procedures for Determining the Effectiveness of Title II, Part A Funded Activities

Title II, Part A Director ensures that district and site-leaders understand the connection among the identified prioritized needs in the Coastal Plains High School Equity Plan, the overall system professional learning plan, and Title II, Part A funded activities. Prioritized needs are identified on the budget to ensure that expenditures are matched to effectiveness plan activities.

A strong system of plan, do, check, act monitoring is in place to ensure that teacher and leader effectiveness activities have a direct impact on student growth and achievement. Title II, Part A funded activities are pertinent to professional learning goals that are established based on a variety of data sources (e.g., student assessment data, TKES/LKES observations and evaluations, and stakeholder perception of learning needs captured through Comprehensive Needs Assessment data).

The steps to determining effectiveness include:

- 1) The funding activities in the Title II, Part A Effectiveness Plan are directly aligned to the prioritized needs being addressed and identified in the Coastal Plains High School Equity Plan.
- 2) Expenditures are monitored on a monthly basis to ensure that all items charged to Title II, Part A are represented in the prioritized needs list and on the effectiveness plan.
- 3) Data is collected weekly, monthly, and quarterly depending on the funded activity to ensure fidelity of implementation, determine if the particular activities are working, and revise professional learning goals for future comprehensive needs assessment planning.
- 4) Annually the Title II, Part A Effectiveness Plan is reviewed. A summary is written explaining how effective the strategies listed in the plan were at meeting the needs specified.

Written Procedures for Ensuring all Title II, Part A Funded Professional Learning Activities are Scientifically Research based or Based on Evidence of Program Success Resulting in Increased Student Achievement

The Leadership Team (Central Office and Site-Directors) is responsible for working together to monitor continuous school improvement plan implementation. This includes the following:

- Equity Plan
- CLIP and Schoolwide Plans
- Title II, Part A Effectiveness Plan

All federally funded activities are scientifically research based or based on evidence that a program resulted in increased student achievement and is replicable. These activities, including Title II, Part A, are monitored with the continuous school improvement planning process.

During the Comprehensive Needs Assessment planning, all stakeholders have the opportunity to present scientific research or evidence of program success if data shows there is a need to be addressed and ideas are presented on how to meet specific needs. The research presented by stakeholders along with other qualitative and quantitative data is used during the planning process to prioritize needs and determine the most effective way to address those needs.

The Program Director has the final responsibility to approve/reject professional learning requests as to their need based on available funds, research support, and system goals.

Written Procedures to Ensure an Annual Increase in the Percentage of Teachers who are Receiving High Quality Professional Development and Maintenance of Supporting Documentation

The majority of high quality professional learning occurs in school based professional learning communities (PLCs). Every teacher and paraprofessional in the district is a part of a PLC. PLC minutes is required documentation. Administrator or central office feedback to the PLC should document any professional learning needs identified by the group.

Documentation of high quality PLC/job embedded learning is maintained by the Site-Director. Documentation of high quality professional learning via workshops, conferences, district/school led professional learning, virtual/online learning, etc. is maintained by the Federal Programs Directors and/or other District Directors (Curriculum, SPED, Student Services, etc.)

Title II, Part A Expenditures

All Title II, Part A expenditures must be

- Allowable under applicable laws and regulations
- Reasonable and necessary
- Supported by source documentation
- Supplement non-federal funds and
- Align with the Title II, Part A budget

These procedures ensure internal controls including segregation of duties, accountability, appropriate authorization of expenditures, and compliance with all applicable laws and regulations.

Title III, Part A: Language Instruction for English Learners and Immigrant Students

Purpose

An EL program plan is designed to provide consistent and non-discriminatory procedures throughout each site within Coastal Plains High School as recommended by the U.S. Office for Civil Rights, Department of Education. The Civil Rights acts of 1964 requires local school districts to provide an

alternative program of service when there are students who are limited English proficient and are unable to participate effectively in the district's regular instructional program.

Coordination of Efforts for EL

Coastal Plains High School collaborates with the sites to monitor mobility/identification and needs of the EL population. As these students enter the school sites, registrars ask a series of questions in conjunction with the Home Language Survey to access the status of students. Following the initial interview, appropriate staff meet with the students and families to determine student/family needs and a plan meet the needs. Among the educational services offered to these students are regular education setting, remedial education services, special education services, English language learner services, and mentoring/counseling services. Students are administered the appropriate screening tests and interviewed to determine needs. Teachers report academic achievement to the specific parties and parents on an ongoing basis. Although Title III funds are not available, if needed, supplies, materials, and/or services in addition to those previously named are made available.

Coordination of Efforts for Immigrant

Immigrant: Coastal Plains High School collaborates with the sites to monitor mobility/identification and needs of the immigrant population. As these students enter the school sites, registrars ask a series of questions in conjunction with the Home Language Survey and occupational survey to access the status of students. Following the initial interview, the appropriate staff meets with the students and families to determine student/family needs and a plan to meet the needs. Among the educational services offered to these students are regular education setting remedial education services, special education services, English language learner services, and mentoring/counseling services. Teachers report academic achievement to the specific parties and parents on an ongoing basis.

ESOL Program Goals and Objectives

The goal of the Coastal Plains High School English to Speakers of Other Languages (ESOL) Program is to provide equal educational opportunities to students who have a primary or home language other than English and who are determined to be Limited English Proficient (LEP). The primary focus is to provide an English-rich environment so that students will become proficient in English as soon as possible. Coastal Plains High School desires to have students succeed in all four language skills (speaking, listening, reading, and writing) both socially and academically and be able to function in the American culture. Coastal Plains High School strives to create a learning environment which encourages students' pride in their cultural heritage and provides the cognitive and affective support to help them become contributing members of our society.

This program provides each limited English speaking child the opportunity to be successful in the academic areas and to develop listening, speaking, reading, and writing proficiency in order to be successfully mainstreamed into all classes.

The program learning objectives are:

1. To identify and assess all students whose native or home language is other than English.
2. To provide instruction to all students who do not understand, speak, read, or write English.
3. To assess and monitor the academic progress of language minority students in the school system with an ongoing evaluation process.
4. To develop the skills of listening, speaking, reading, and writing through an ESOL intervention curriculum.

5. To provide an opportunity for multilingual students to function comparably with their English speaking classmates after the appropriate level of assistance.
6. To create a learning environment that will provide for cognitive and affective needs.
7. To exit students from the program when their language abilities are educationally appropriate for the mainstream classroom.
8. To support the curriculum and instruction of the regular classroom as appropriate to the developmental stage of the student.
9. To provide staff development in appropriate instructional and assessment strategies for Site Directors, guidance counselors, teachers, and other school personnel as needed on the language and cultural needs of multilingual students.
10. To communicate instructional goals and expectations to parents and encourage them to support their children's progress.
11. To hire and maintain sufficient staff to provide EL students with an equal educational opportunity.

Identification Procedures for EL students (19.1)

Procedures for EL related activities

A three-question Home Language Survey form is completed by every student when initially registering in the Coastal Plains High School to determine if there is the influence of a language other than English. The following three questions appear on the HLS:

- Which language does your child best understand and speak?
- Which language does your child most frequently speak at home?
- Which language do adults in your home most frequently use when speaking with your child?

If possible, would you prefer notice of school activities in a language other than English? If yes, which language?

Additionally, parents are asked on the Home Language Survey, if the student was born outside of the United States, date of entry into the United States, and date of entry into a United States School.

Students new to the school system will complete a Home Language Survey along with the other requests for information found within their enrollment packet. When a parent is non-English or Limited English speaking, a bilingual translator will be provided if necessary. The completed Home Language Survey, which must have a parent's or guardians' original signature, is then placed in the student's permanent folder. An additional copy of the survey on newly registering students will be disseminated by the registrar to the school's EL department.

If the Home Language survey reveals that a Primary or Home Language Other than English (PHLOTE), is spoken in the home, then the student is eligible for ESOL Screening with WIDA Screener for grades 1 – 12. The school's EL teacher conducts the screening to determine language dominance and proficiency. This will be done within 30 days of the student's enrollment date.

Assessment of English Language Proficiency

If the student's Grade Level Adjusted Overall Composite Score is less than 5.0, the student requires language support services. If the student's Grade Level Adjusted Overall Composite Score is 5.0 or higher than the student does not qualify for language support services.

Active EL students transferring from other schools that are within states that are participating WIDA consortium members will be automatically eligible for EL services with the LEA.

Responsibilities and Procedures Following Identification

Once eligibility has been determined, EL teachers complete and place the following forms in the student's EL permanent record folder and provide the following forms of documentation:

Home Language Survey: A copy of the Home Language Survey will be placed in the ELL permanent record folder

Initial Referral: This form contains information about the student's educational background, placement testing results, and recommendations based on the placement testing.

Initial Parent Notification of Services: This form is completed in English and the native/primary home language with information containing current test scores, graduation rates, and exiting criteria. At this time, the parent/guardian also has the choice to waive English language services for their child. See the Parental Waiver of EL Services section for more information.

Parent Notification of Continuation of Services: This form is completed in English and the native/primary home language annually with information containing current test scores, graduation rates, and exiting criteria. At this time, the parent/guardian also has the choice to waive English language services for their child. See the Parental Waiver of EL Services section for more information.

Testing Participation Committee: EL Student Testing Participation Committee (TPC) Documentation with available Accommodations

ACCESS Results: ACCESS for ELs 2.0 will be administered to all English learners each school year. Continued eligibility will be determined based on the results

Cumulative Profile

Evaluation of Classroom Performance (when applicable)

Monitoring forms (when applicable)

Notification of Services No Longer needed (when applicable)

ESOL and Permanent Record Folders

Student information will be kept in identifiable ESOL folders that should be completed each year. Biographical and ESOL service information, classroom performance, and assessment scores should be included in each student's folder each year.

Assessment of ESOL Continued Eligibility/EXIT Criteria- ACCESS for ELLs 2.0

The ACCESS for ELLs is administered annually to all English learners in Georgia. It is a standards-based, criterion referenced English language proficiency test designed to measure English language learners' social and academic proficiency and progress in learning English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context and across the four language domains of speaking, listening, reading, and writing.

Monitoring Students

Monitoring the success of English learners who have exited the ESOL program is vital for sustained proficiency. Upon reaching ineligibility, students are monitored for four academic years. Monitored Students (EL-M) ESOL teachers are responsible for monitoring EL-M. The ESOL teacher will collect information using the Monitoring Form for Exited ESOL Students. Monitored EL students are eligible for standard accommodations in the regular classroom and on state standardized testing.

Former ESOL (FELP)

Upon the completion of the monitoring status, the student is exited from the ESOL program.

Parental Waiver of EL Services

Parents of students identified as ELs may choose to waive language assistance services for their child; however, they may not waive the student's civil rights to equal access to education; therefore, Coastal Plains High Schools is still responsible for providing language support. Parents who waive services must do so in writing on an annual basis and the district must maintain evidence of the written documentation.

Although the parents may have chosen to waive a formal language assistance program, the student is identified and coded as EL and will continue to be coded as such until the student reaches an English proficiency level that meets the state requirements for exiting language assistance services. ELs whose parents have waived services are still eligible for accommodations in the classroom and standardized tests. Their language skills must be assessed on an annual basis until they meet exit criteria.

Plans to Support the Unique, Non-Linguistic Needs of Immigrant Students

Coastal Plains High School provides the following support to students identified as Immigrant students:

Family literacy, parent outreach, and training activities are designed to assist parents to become active participants in the education of their children

Support for tutorials, mentoring, and academic or career counseling.

Basic instruction services directly attributable to immigrant students including the costs related to additional classroom supplies or additional basic instruction services.

Instructional Programs (19.2)

Coastal Plains High School utilizes additional personnel to assist with the scheduling, instruction, and assessment of EL's. At the district level, the system Testing Coordinator provides state-mandated assessment reports to the district and site leaders. Scores, such as those from the ACCESS, are shared with the corresponding school administrator who then work with the EL and SIS personnel to determine the impending placement of the ELs in the EL program. At the beginning of each year and at the beginning of each semester, ACCESS scores are also shared with the general education teachers so that they can make language acquisition modifications in their classroom. Special Education personnel are included when it is necessary to help those EL students with additional or special needs. EL teachers use WIDA standards and Georgia Standards of Excellence (GSE) in their programs and conference with the general education teachers so they can correlate content to that of the regular classroom.

The data instruments used to assess the needs of EL students are: WIDA Screener, ACCESS, Georgia Milestones End of Course (EOC), Focus Walk Observation Data, TKES Evaluation Data, Achievement Tests for students with disabilities (K-TEA-II, Vineland, etc.), GAAs, IEP goals and objectives.

and the time varies from individual schools (7:15-8:00).

Professional Development (19.3)

Professional development for the district ESOL Director is provided through the GADOE Title III Directors' Conference. Professional development for ESOL educators is provided throughout the year. The ESOL instructors participate in Professional Learning Communities (PLCs) within the individual schools. When possible, they attend workshops sponsored by the Georgia Department of Education and World-Class Instructional Design and Assessment (WIDA). ESOL educators also participate in professional development provided by First District RESA.

Promoting Parental and Community Participation in Programs for ELs (19.4)

Parental Involvement activities are provided for all District EL parents. Flyers, emails, text reminders, Facebook, Twitter, Instagram, school webpages, newsletters, phone calls, and/or home visits from personnel are utilized to notify parents of upcoming events. Parental Involvement strategies include: Literacy nights, notifications of parental education classes, yearly ESOL teacher/parent conferences, classroom teacher/parent conferences, etc. Interpreters are available for meetings.

In addition to the surveys and activities provided, Coastal Plains High School Title I conducts an annual evaluation of the effectiveness of parental involvement activities and what needs each individual school has for the following year.

Information and activities provided during the school year include reports on student progress and assessment results, information concerning the Title I program and compacts. Information is provided on the following programs: Title III, Title 1-C Migrant, SPED, and Homeless. Opportunities are provided for parents to attend meetings for the purpose of understanding curriculum and achievement standards. Notification is provided of school distinctions based on ESEA. Meetings are provided on the following informational topics: Financial Aid, Post-Secondary Options, 9th Grade Orientation, class registration and advisement, College/Technical School visits, and Dual Enrollment.

Immigrant Funding (19.5)

Coastal Plains High School does not receive any Immigrant Funding.

RESPONSIBILITIES FOR ADMINISTRATION OF THE ESOL PROGRAM

Responsibilities of the System ESOL Coordinator

The System ESOL Coordinator:

- Recommends, implements, and maintains ESOL program policies, procedures, schedules, and budgets.
- Assists site-directors in securing ESOL personnel with appropriate qualifications for hiring.
- Establishes a system for distribution of the Home Language Survey.
- Coordinates professional learning activities for ESOL teachers.
- Coordinates professional learning activities for regular education teachers focusing on increasing instructional effectiveness to increase academic achievement of ELs.
- Acquires and maintains current information on the statewide testing program, including the section Considerations for Testing Limited English Proficient Students in the *Georgia Student Assessment Handbook*.
- Acquires and maintains current information of state rules and the deferment and accommodation process for LEP students.
- Ensures that appropriate documentation is maintained for all LEP students.
- Works with system and school test coordinators to determine the students who must receive accommodations allowed by state regulations and to schedule alternative activities during testing for deferred LEP students.
- Works with system and school test coordinators to ensure that the consequences of a student not passing any of the state assessments are discussed with the student and parent(s) or guardian(s).
- Meets regularly with program staff and school administrators.

Responsibilities of the Site-Director to the ESOL Program

The Site-Director ensures that:

- The Home Language Survey is completed, placed in the student's permanent record, and a copy given to the ESOL teacher for each student whose Primary or Home Language is Other Than English (PHLOTE).
- An appropriate space is provided for instruction.
- Teacher assigned to the school is evaluated annually.
- ELs will be served and provided with equal educational opportunities.
- Assistance is given for ELs in scheduling so they may attend ESOL classes.
- Necessary records are maintained.

Responsibilities of the ESOL Teacher to the ESOL Program

The ESOL teacher will:

- Enforce policies and regulations as established by the Governance Board, the Georgia Department of Education, and the local board.
- Create and maintain an instructional climate that is conducive to learning.

- Assist with identification of LEP students using appropriate assessment tools.
- Plan and implement ESOL instruction based on each individual student's diagnosed needs in regard to stage of language acquisition.
- Evaluate student performance in the ESOL class and provide mainstream teachers with input regarding progress.
- Maintain individual student folders on each student attending the ESOL class. Make sure correct documentation is placed in the student's permanent record.
- Conduct annual English proficiency testing.
- Maintain major test results and course grades of all students enrolled in the ESOL program at the school(s).
- Attend staff development programs that teach ESOL strategies, methodology, and intercultural communication.
- Provide a copy of the eligibility report on each student who is considered for eligibility in the ESOL program to the school office to be placed in the student's permanent record; maintain a copy in the student's ESOL record.
- Coordinate the English Learner Reclassification Review meetings.
- Monitor progress of each LEP student for two years following exit from the ESOL program.
- Maintain an ongoing record of enrollment and withdrawal dates on ESOL students.
- Collect data for the end-of-year analysis and long-term analysis for evaluation of program effectiveness.
- Provide information on LEP students when requested by the local education agency, state, and federal agencies.
- Work to assist students in understanding American culture and encourage mainstream students to understand other cultures.
- Provide local school training for staff on ESOL interventions and instructional strategies.

Regular Education Teacher's Responsibilities to the ESOL Program

The regular education teacher will:

- Communicate closely with the ESOL teacher regarding the LEP student's progress and class assignments.
- Provide to the ESOL teacher required information for completing reports to local, state, and federal agencies.
- Take advantage of staff development opportunities to increase understanding of LEP students' needs and to learn effective ESOL strategies.
- Modify tests and assignments as needed and appropriate.
- Collaborate with the ESOL teacher in assignment of progress report proficiencies and/or report card grades.

Title IV, Part A: Student Support and Academic Enrichment

Purpose of Student Support and Academic Enrichment Program

The Student Support and Academic Enrichment Program is designed to increase the capacity of State educational agencies, local educational agencies, and local communities to:

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

Local Application Requirements

The LEA must engage in consultation with stakeholders to determine the use of funds through a needs assessment that must occur at least once every three years.

An LEA must prioritize the distribution of funds to schools based on one or more of several factors, including schools that:

- are among those with the greatest needs, as determined by the LEA;
- have the highest number of students from low-income families
- are identified for comprehensive support and improvement under Title I, Part A
- are implementing targeted support and improvement plans under Title I, Part A
- are identified as a persistently dangerous public school under section 8532 of ESEA

Use of Funds

An LEA that receives at least \$30,000 in SSAE program funds must use the funds based on the results of the comprehensive needs assessment as follows:

- At least 20 percent of funds for activities to support well-rounded educational opportunities; (STEM, Music and Arts, Foreign Language Instruction, Social Emotional Learning, College and Career Counseling, Accelerated Learning Programs, etc.)
- At least 20 percent of funds for activities to support safe and healthy students; (School Dropout Prevention, School Readiness and Academic Success, Reducing Use of Exclusionary Discipline Practices and Promoting Supportive School Discipline, Preventing Bullying and Harassment, Relationship-Building Skills, Drug and Violence Prevention, School Based Health and Mental Health Services, etc.); and
- A portion of funds for activities to support effective use of technology (Provide Personalized Learning, Implement School and District-wide Approaches to Inform Instruction, Support Teacher Collaboration, and Personalize Learning, Discover, Adapt, and Share High-Quality Resources, etc.).

Title VI, Part B: Rural Education Initiative

Purpose of the Rural Education Program (REAP)

The Rural Education Achievement Program (REAP) is designed to assist rural school districts in using federal resources more effectively to improve the quality of instruction and student academic achievement. REAP consists of two separate programs: the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program.

Rural and Low Income Schools Program

The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families. An LEA is eligible to receive funds under the RLIS program if:

- (1) Twenty percent or more of the children age 5 to 17 served by the LEA are from families with incomes below the poverty line.
- (2) All schools served by the LEA have a **school locale code** of 6, 7, or 8 (assigned by the US Department of Education's National Center for Education Statistics).
- (3) The LEA is not eligible to participate in the Small Rural School Achievement Program.
- (4) Eligible systems apply for the RLIS funds through the Consolidated Application.

Reporting

Each LEA must annually submit a report to the GaDOE describing how the LEAs and schools used funds. This report is in the form of the annual survey and is found within the data collections tab of Title V, Part B on the Georgia Consolidated Application.

Use of Funds

An eligible LEA may use RLIS funds for:

1. Teacher recruitment and retention, including the use of signing bonuses and other financial incentives;
2. Teacher professional development, including programs that train teachers to use technology to improve teaching and to train teachers of students with special needs;
3. Educational technology, including software and hardware that meets the requirements of Part D of Title II;
4. Parental involvement activities;
5. Activities authorized under the safe and Drug-Free Schools and Communities State Grants program;
6. Activities authorized under Part A of Title I;
7. Activities authorized under Title III

Carryover Funds

Eligible LEAs may obligate Title V, Part B funds during the federal fiscal year for which the funds were appropriated and during the succeeding federal fiscal year. While there are no provisions for the reallocation of Title V, Part B funds, LEAs with carryover funds in excess of 25% of their allocation will be monitored. Technical assistance will be provided to LEAs with an excessive amount of carryover funds.

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

Homeless Children and Youth Procedural Handbook

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Understanding the McKinney-Vento Homeless Act
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Homeless Children and Youth Defined
School of Origin
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Role of the Homeless Liaison/School Social Worker
Role of School Administration with Homeless
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Understanding the McKinney-Vento Homeless Act

Purpose of McKinney-Vento

The McKinney-Vento program is designed to address the problems that homeless children and youth have faced in enrolling, attending, and succeeding in school. Under this program, local and state education agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education as other children and youth. Homeless children and youth should have access to the educational and other services that they need to enable them to meet the same challenging state student academic achievement standards to which all students are held.

Homeless Children and Youth Defined

“Homeless children and youth” are defined by the McKinney-Vento Act as those individuals who lack a fixed, regular, and adequate nighttime residence. The term includes children and youth who are:

- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (sometimes referred to as *doubled-up*)
- Living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations
- Living in emergency or transitional shelters
- Abandoned in hospitals
- Children and youth who have a primary nighttime residence that is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings
- Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
- Migratory children who qualify as homeless because they are living in circumstances as described above.

School of Origin

Homeless children and youth frequently move, and maintaining a stable school environment is critical to their success in school. To ensure this stability, LEAs must make school placement determinations based on the “best interest” of the child. Coastal Plains High School will make every effort to maintain the child’s school of origin for the duration of homelessness when a family becomes homeless between academic years or during an academic year or for the remainder of the academic year. The school counselor will work with the family to complete related paperwork that will ensure a student’s ability to remain at the school of origin through the remainder of the grade span or until the end of the academic year in which permanent residency can be obtained.

Role of Personnel working with Homeless Children and Youth

Role of the Homeless Liaison/School Social Worker

The local liaison serves as one of the primary contacts between homeless families and school staff, district personnel, and other service providers. The liaison coordinates services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically. The liaison helps to ensure that parents and guardians are informed of educational and related opportunities available to their children and that they are fully informed of all transportation services, including transportation to and from the school of origin, and of nutrition services, including eligibility for free lunch.

The homeless liaison or counselor will follow-up with the family and will help with the enrollment process. The homeless liaison or counselor worker will assist families by:

- Working with school staff to make sure that homeless children and youth are immediately enrolled in school
- Informing parents, school personnel, and others of the rights of homeless children and youth
- Help to coordinate and inform families of community and school agencies

Role of School Administration with Homeless

Upon receiving notification of a student(s) that is potentially homeless, recognize that the student information should remain confidential, as defined by FERPA. Treat the family with respect, understanding the difficulty of the situation. The principal or his/her designee should:

- Greet the family and welcome them to Coastal Plains High School. Contact the county homeless liaison or school counselor who will assist the families with the enrollment process

Role of the SIS Clerk with Homeless

Upon receiving notification of a student(s) that is potentially homeless, recognize that the student information should remain confidential, as defined by FERPA. Treat the family with respect, understanding the difficulty of the situation. The SIS Clerk should:

- Notify school administration of any possible enrolling families. Immediately phone the homeless liaison/school social worker who will follow-up with homeless verification.

- At enrollment, ensure proper coding. Homeless youth should always be coded with an environmental code of “3” and unaccompanied youth experiencing homelessness should always be coded with an environmental code of “4.” *A student cannot be both.*
- When coding primary night time resident, a student must fall into one of four categories:
 - 1: Sheltered
 - 2: Doubled-up
 - 3: Unsheltered
 - 4: Hotels/Motels

Role of the School Counselor with Homeless

The school counselor plays a vital role in helping students and families cope with changes associated with homelessness. The school counselor should be available to greet families and help ease the transition to the new school setting, when applicable. The school counselor should work with the school social worker to aid students in getting required school supplies and coordinating community agencies.

Needs of Homeless Children and Youth

Provisions for Academic Needs

The Education for Homeless Children and Youth grant ensures that students receive the supplies needed for daily academic success. Upon enrollment, the school counselor may provide the family with backpacks and school supplies if needed. Counselors at each school have access to school supplies throughout the school year for those students in need. These provisions are available for both title and non-title students. At any time that students require additional academic school supplies, need academic tutoring, or need assistance in meeting graduation requirements, the homeless liaison should be contacted, who will make necessary arrangements with the Federal Programs Director.

Community Services and Agencies

The school counselors maintain a list of community services and agencies that can help families in need in the area of food, clothing, shelter, and payment of basic utilities. Families in need should be referred to the school counselor. The school counselor may contact the school social worker for follow:

Enrollment Procedures

1. Enrolling families should be greeted cordially by the front office staff and school administrative staff.
2. The homeless liaison or school counselor should be notified immediately by the office staff of an enrolling family that may qualify as homeless.
3. The homeless liaison or school counselor will contact the enrolling family and provide assistance with completing the necessary documentation for validation of homelessness and school enrollment.
4. The homeless liaison or school counselor will provide the enrolling family with contact information and the Homeless Informational pamphlet and community resource list.
5. The homeless liaison or school counselor will provide a “back-to-school” backpack with hygiene kits and school supplies to new enrolling students if needed.
6. The school SIS clerk will code students with the appropriate environmental code and primary night time resident code.

Coastal Plains High School
Complaint Procedures under the Every Student Succeeds Act (ESSA)

A. Grounds for a Complaint

Any individual, organization or agency (“complainant”) may file a complaint with the **Coastal Plains High School** (“Department”) if that individual, organization, or agency believes and alleges that a local educational agency (“LEA”) is violating a Federal statute or regulation that applies to a program under the Every Student Succeeds Act (ESSA). The complaint must allege a violation occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systematic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed

1. Title I, Part A: Improving the Academic Achievement of the Disadvantaged
2. Title I, Part A: Academic Achievement Awards
3. Title I, Part A: Flexible Learning Program (FLP)
4. Title I, Part A: Foster Care Program
5. Title I, Part A: Family-School Partnership Program
6. Title I, Part C: Education of Migratory Children
7. Title I, Part D: Programs for Neglected or Delinquent Children
8. Title II, Part A: Supporting Effective Instruction
9. Title III, Part A: Language Instruction for English Learners and Immigrant Students
10. Title IV, Part A: Student Support and Academic Enrichment
11. Title IV, Part B: 21st Century Community Learning Centers
12. Title V, Part B: Rural Education Initiative
13. Title IX, Part A: McKinney-Vento Homeless Assistance Act
14. Individuals with Disabilities Education Act (IDEA)
15. CARES I, CRRSA Act, and ARP-ESSER III

C. Filing a Complaint

A formal complaint must be made in writing, signed by the complainant, and filed with the Superintendent or his/her designee. The complaint must include the following:

1. A statement that the LEA has violated a requirement of a Federal statute or regulation that applies to an applicable program;
2. The date on which the violation occurred;
3. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation);
4. A list of the names and telephone numbers of individuals who can provide additional information;
5. Whether a complaint has been filed with any other government agency, and if so, which agency;
6. Copies of all applicable documents supporting the complainant’s position; and
7. The address of the complainant.

Once the complaint is received by the Superintendent or his/her designee, it will be copied and forwarded to the appropriate Federal Program Manager.

D. Investigation of Complaint

Within ten (10) days of receipt of the complaint, the Superintendent or his/her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

1. The date the LEA received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which the LEA may investigate or address the complaint, and
4. Any other pertinent information.

If additional information or an investigation is necessary, the LEA will have thirty (30) days from the receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates a violation has been found, corrective action will be required and timelines for completion will be included. The 30-day timeline outlined above may be extended, if exceptional circumstances exist. The Letter of Findings will be sent directly to the complainant, as well as the other parties involved.

E. Right of Appeal

If the individual, organization or agency does not agree with the decision of the Superintendent, an appeal may be filed with the Governance Board. Within thirty working days of receipt of the appeal of the Superintendent's decision, the Superintendent will present the matter to the Governance Board at its regular meeting or at a special meeting called for that purpose. The Board will review the original complaint, the response of the Federal Programs Director, the response of the Superintendent, and the response of the complainant. In addition, the Board may, but is not required to, hear directly from any individuals with knowledge of any relevant facts relating to the complaint.

The Governance Board will either uphold the recommendation of the Superintendent or require the District to take some other action in response to the complaint. A copy of the action of the Board will be furnished to the complainant, either as part of the minutes of the Governance Board or as a separate written statement that will include the right to appeal to the Georgia Department of Education. The board will be the final reviewing authority within the system.

If an individual, organization or agency is aggrieved by the final decision of the LEA, that individual, organization, or agency has the right to request review of the decision by Georgia Department of Education. The review is at the State School Superintendent's discretion.

For complaints filed pursuant to Title IX, Part E, Subpart 1, Section 9503 (20 U.S.C. 7883, complaint process for participation of private school children), a complainant may appeal the LEA's decision to the Georgia Department of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the LEA's decision and include a complete statement of the reasons supporting the appeal.

Nothing in this procedure is intended to prohibit the parties from resolving a problem prior to formal filing of a written complaint. At any stage of processing the complaint, the parties may mutually agree to attempt mediation as an alternative dispute resolution.

**Coastal Plains High School
Complaint Form for Federal Programs under the
Every Student Succeeds Act (ESSA)
Please Print:**

Name (Complainant):
Mailing Address:
Phone Number (Home): Phone Number (Work): Phone Number (Cell):
Agency/Agencies complaint is being filed against:
Date on which violation occurred:
Statement that Coastal Plains High School has violated a requirement of a Federal statute or regulation that applies to an applicable program (include citation to the Federal statute or regulation). (Attach additional sheets if necessary):
The facts on which the statement is based and the specific requirements allegedly violated. (Attach additional sheets if necessary):

Signature of Complainant

Date

Signature of District Personnel

Date

Coastal Plains High School Testing Plan (APPENDIX A)

2021-2022

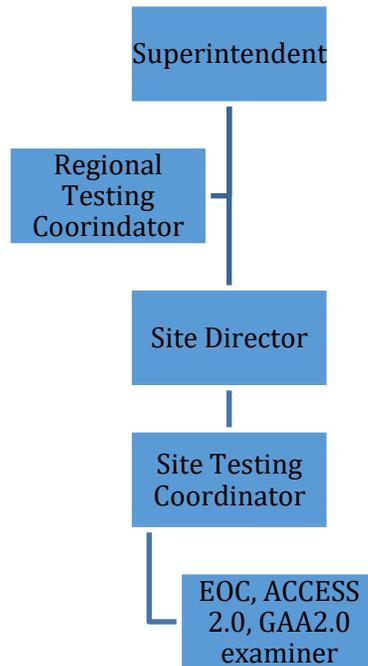
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All roles and responsibilities outlined in the Student Assessment Handbook (SAH) are incorporated into the Coastal Plains High School Testing Plan. The SAH provided by the Georgia Department of Education (GaDOE) and the test specific guidelines published and periodically revised on the GaDOE website serve as the guiding principle and remain the final authority on testing in the State of Georgia. The SAH is saved electronically and sent to Site Test Coordinators.

Organizational Chart for testing



Roles and responsibilities

Copies of the roles and responsibilities from the SAH are scanned in and emailed to the following people:

- Superintendent
- ESOL Coordinator
- Regional Special Education Director
- Site Directors
- Site Test Coordinator (STC)
- Examiners

Test Plan

A testing plan has been developed to apply to all sites under the Coastal Plains High School.

Access For ELL

Overview:

ACCESS for ELs is administered, annually, to all English learners in Georgia. ACCESS for ELs is a standards-based, criterion referenced English language proficiency test designed to measure English learners' social and academic proficiency in English. It assesses social and instructional English as well as the language associated with language arts, mathematics, science, and social studies within the school context across the four language domains. ACCESS for ELs meets the federal requirements that mandates require states to evaluate EL students in grades K through 12 on their progress in learning to speak English.

Link:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/ACCESS-for-ELLs.aspx> –

GaDOE ACCESS for ELLs Home Page

help@wida.us

WIDA Help Desk

Contact Information:

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Sandra Greene

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ACCESS for ELLs Specific Information:

- A. Who is tested? – Students who are identified at EL in grades 9 – 12.
- B. Serves five main purposes:
 - 1. “Determining the English language proficiency level of students.
 - 2. Providing districts with information that will help them evaluate the effectiveness of their ESOL programs.
 - 3. Providing information that enhances instruction and learning in programs for English learners.
 - 4. Assessing annual English language proficiency gains using a standards-based assessment instrument.
 - 5. Providing data for meeting federal and state requirements with respect to student assessment.”
- C. The ACCESS for ELs series spans five grade level clusters and six proficiency levels. The grade level clusters include: Grades 9 – 12.
- D. EL- certified teacher (through WIDA) EL teachers will certify through WIDA close to the testing period.
- E. Title III Coordinator is [Carmen Roberts](#).
- F. ACCESS tests are administered online. ACCESS test manuals are delivered to the Regional Testing Coordinator who checks them in and locks them in the testing room. The Regional Testing Coordinator hand delivers the material to each site. The site testing coordinator signs for the

materials and locks them in the testing cabinet. Only the site testing coordinator and site director have a key. Forms are signed upon receiving materials.

- G. Scores are used to determine the English language proficiency levels and progress of ELs in the domains of speaking, listening, reading, and writing.
- H. 2018-2019 Access ELLs 2.0 are paper pencil or online testing. Kindergarten students will be tested using paper pencil administration. Grades 9-12 will be supported with online testing.
- I. Testing format:
 - Access testing for ELLs can be administered in an on-line format. Insight is the testing platform. The platform will test the following domains: speaking, listening, reading, and writing.

Technology requirements for Insight support: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/GA%20Milestones%20DRC%20INSIGHT%20Tech%20Requirments%20To%20Post%208.3.15.pdf>

Students will use headphones for the listening and speaking domains. Headphones with a microphone will be provided during testing or students may bring their own. Below are the specifications recommended to use during testing.

Headphone specifications: www.wida.us/assessment

Georgia Alternative Assessment (GAA) 2.0

Overview:

The Georgia Alternate Assessment (GAA) 2.0 is a key component of the Georgia Student Assessment Program.

For students with disabilities, each student's Individualized Education Program (IEP) team determines how the student shall participate in Georgia's student assessment program. If a student's IEP team determines that a student cannot meaningfully access the Georgia Milestones Assessment System, even with maximum appropriate accommodations, then the student must participate in the GAA 2.0.

The GAA 2.0 is designed to ensure that students with significant cognitive disabilities are provided access to the state academic content standards and given the opportunity to demonstrate achievement of the knowledge, concepts, and skills inherent in the standards.

This assessment will provide meaningful information about classroom instruction and help identify students' areas of strength and improvement through standardized tests. Unlike the original GAA, GAA 2.0 is not a portfolio-based assessment. Thus, it will measure students' achievement and not progress. The GAA 2.0 will be administered to all eligible students in the following areas:

- Grades K, 3-8, and 11 will be assessed in English language arts and mathematics.
- Grades 5, 8, and 11 will also be assessed in science and social studies.

The GAA 2.0 will include standardized items with multiple access points. The intent is to reduce the teacher's burden related to selecting or developing tasks; bring greater standardization to the administration; improve scoring reliability; and introduce an online task submission system.

Link:

http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/GAA_2.aspx
GDOE GAA 2.0

Home Page

Contact Information:

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GAA 2.0 Specific Information:

- A. Who is Tested? – All students identified as having “significant cognitive disabilities” in grades 9-11. The Eligibility Checklist must be completed.

- B. New Law signed on March 30, 2018 O.C.G.A. § 20-2-281. [House Bill 91](#) states no retest is needed for students in eleventh grade.

Georgia Milestones End of Course (EOC)

Overview:

The Georgia Milestones Assessment System (Georgia Milestones) is a comprehensive summative assessment program spanning grades 3 through high school. Georgia Milestones measures how well students have learned the knowledge and skills outlined in the state-adopted content standards in language arts, mathematics, science, and social studies. Students in grades 3 through 8 will take an end-of-grade assessment in each content area, while high school students will take an end-of-course assessment for each of the eight courses designated by the State Board of Education.

Link:

<http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Pages/Georgia-Milestones-Assessment-System.aspx>

-GaDOE Georgia Milestones Assessment Page

Contact Information:

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Georgia Milestones EOC Specific information

Students at the high school level will take an end-of-course assessment in the following eight courses:

Language Arts

- Ninth Grade Literature and Composition
- American Literature and Composition

Mathematics

- Coordinate Algebra
- Analytic Geometry
- Algebra
- Geometry

Science

- Physical Science
- Biology

Social Studies

- United States History
- Economics/Business/Free Enterprise

These measures serve as the final exam for the course, and contribute 20% to the student's final course grade. Each school district selects a local testing window, based on their local school calendar, from within the state-designated testing window.

EOC tests are administered online. EOC test manuals are delivered to the Regional Testing Coordinator who checks them in and locks them in the testing room. The Regional Testing Coordinator hand delivers the material to each site or has them print off the manuals from the Milestones site. The site testing coordinator signs for the materials and locks them in the testing cabinet. Only the site testing coordinator and site director have a key. Forms are signed upon receiving materials. Material sign in and out log are also maintained at the site and picked up by site coordinator at the end of the year.

A. Grades:

1. Any student enrolled in an EOC course, regardless of grade level, will be assessed at the completion of the course. Students with disabilities and English Learners (EL) for whom English is the second language must participate in assessment.
2. **NOTE:** Students enrolling in your systems from non-accredited programs are required to take and pass the EOC in order to earn credit for the course.
3. Students may test out of a course, but must receive above distinguished. If they are unable to obtain this score the system or student will be responsible for a \$50 fee (per each test). State Board of Education Rule 160-5-1.15

B. Testing format:

The Georgia Milestones EOC can be administered in an on-line format. Insight is the testing platform. Each testing session is a different length depending on the content. Constructed

response questions and short answer will be administered in Math and English tests. English 9 and American Literature sessions will have a third session administered on the next day. The English 9 and American Lit sessions may not be administered on the same day (all three).

Technology requirements for Insight support: <http://www.gadoe.org/Curriculum-Instruction-and-Assessment/Assessment/Documents/Milestones/GA%20Milestones%20DRC%20INSIGHT%20Tech%20Requirements%20To%20Post%208.3.15.pdf>

1. EOCs as a part of the students' final course grades:

- C. Course Grade: The EOCT is administered upon completion of one of the above courses. A student's final grade in the course will be calculated using the Georgia Milestones EOC as follows (State Board Rule 160-4-2-.13):
1. For students enrolled in grade nine for the first time before July 1, 2011, the **Georgia Milestones EOC** counts as 15% of the final grade.
 2. For students enrolled in grade nine for the first time on July 1, 2011 or after, the **Georgia Milestones EOC** counts as 20% of the final grade.
 3. If your school awards 0.5 credit at the end of the first semester, and 0.5 credit at the end of the second semester, the **Georgia Milestones EOC** should count as 15% or 20% of the final second semester course grade.

EOCs Frequently asked Questions:

- A. Will the EOC score need to be shown on a student's transcript?
1. Yes. Will need to hand-enter or import grade conversions from DRC eDirect (Insight) into EMS.
- B. The number of attempts permitted for the students to pass the Georgia Milestones EOCs
1. The student must have **a final course grade of 70 or above** to pass the course and earn credit toward graduation. When the student repeats a course to earn credit for graduation, he/she would participate in the Georgia Milestones EOC at the end of the repeated course. Georgia Milestones EOC scores will not be "banked".
 2. Beginning in the 2011 – 2012 school year, new retest administration windows were opened as an enhancement to the Georgia Milestones EOC program. These retests are intended to provide students who are not proficient on an E Georgia Milestones EOC (in a course they have *just* completed) with one additional opportunity to demonstrate their proficiency on the assessment.
- C. Students do not need to pass the Georgia Milestones EOC in order to receive a passing grade in the course. The Georgia Milestones EOC will count as 20% of their final grade. If a final grade of 70% is earned with the Georgia Milestones EOC calculated into it, the student will pass the course and receive credit for it.

- D. If student fails Georgia Milestones EOC and passes course, is course credit received if average of both grades = passing score?
1. The student must have a final course grade of 70 or above to pass the course and earn credit toward graduation. When the student repeats a course to earn credit for graduation, he/she would participate in the Georgia Milestones EOC at the end of the repeated course.
- E. All students will take the Georgia Milestones EOC in Mathematics I: Algebra/Geometry/Statistics, Mathematics II: Geometry/Algebra II/ Statistics, GPS Algebra, GPS Geometry, Coordinate Algebra (CCGPS beginning Winter 2012), Algebra and Geometry (Winter 2018), U.S. History, Economics/Business/Free Enterprise, American Literature and Composition (CCGPS beginning Winter 2012), Ninth Grade Literature and Composition (CCGPS beginning Winter 2012), Biology, and Physical Science.
1. Students are not required to pass the Georgia Milestones EOC. In order to receive a passing score in the course, the final course grade must be 70% or higher. This includes 20% of the final grade being calculated as the Georgia Milestones EOC score for that semester.
- F. If a student passes all of the Georgia Milestones EOC s, and fails the course, the student will not receive credit for the course. A student MUST have an average of 70% or higher for the course, with 20% of the grade calculated as the Georgia Milestones EOC score.
- G. Home-school students and other students transferring from non-accredited schools:
1. If a student transfers to CPEHS from home-school or a non-accredited school, their credits do not automatically transfer for their courses.
 2. If on their transcripts they have Georgia Milestones EOC courses listed, the student will need to take the Georgia Milestones EOC and pass the Georgia Milestones EOC with a grade of 70% or higher to receive credit for the course.
 3. If the student passes the Georgia Milestones EOC, his/her grade will be listed as a "P" on his/her transcript with the appropriate credits assigned.
 - 1.0 credit earned for all courses except Economics (0.5 credit earned for Economics).
 4. This is the only way a student can earn credit for the course just by taking the Georgia Milestones EOC with CPEHS and not the course itself.
- H. Students who transfer from out-of-state from an accredited school:
1. If a student transfers to CPEHS from out-of-state, and provides a transcript from an accredited institution showing passing scores and credit earned for Georgia Milestones EOC courses, he/she does not need to take the Georgia Milestones EOC to maintain these credits.
 2. If a student transfers to CPEHS from out-of-state, and provides a transcript from an accredited institution showing failing scores for Georgia Milestones EOC courses, he/she will need to retake the course, with 20% of their final grade being calculated from their Georgia Milestones EOC score.

EOCs and state reporting requirements:

All students who are enrolled in a Georgia Milestones EOC course must take the Georgia Milestones EOC in order to receive a final grade and credit for the course.

- A. Students who do not take the Georgia Milestones EOC will receive an Incomplete grade until they have taken the test.
 - 1. CPEHS will document all attempts made to reach the student and parents to inform them of the need for student to take the test.
 - 2. CPEHS will document all attempts to inform the student and parents that the student will receive a score of Incomplete until the student takes the Georgia Milestones EOC.
- B. Students who miss the main Georgia Milestones EOC administration will be offered to take the test two (2) times after the main administration. After the second time, he/she will receive a score of zero (0) for the Georgia Milestones EOC, which will count as 20% of their final course grade.
- C. Rosters for tests will be based on students who are currently enrolled in the course. All students enrolled in a Georgia Milestones EOC course will be added to a roster for administration.
- D. Students may test out of a course but must receive above distinguished score. If they are unable to obtain this score the system or student will be responsible for a \$50 fee (per each test). State Board of Education Rule 160-5-1.15
- E.

Materials

When tests arrive at the Regional testing coordinator's office:

Regional testing coordinator (RTC) counts in for accuracy

- A. Sign packing list provided by assessment company.
- B. Tests are then secured in the locked room in the testing room.
- C. Materials are delivered close to the testing time period.
- D. Regional Testing Coordinator will deliver to site testing coordinator at appointed time close to testing.
- E. Site testing coordinator (STC) will sign for materials
- F. Material will be kept in a locked file cabinet.
- G. Material sign in and out log are maintained at each site and picked up by Regional testing coordinator.

Communication

Communication with a variety of audiences

- 1. The RTC checks with the STC to ensure that the testing days remain free from unnecessary disruptions.
- 2. The charter high school and school sites communicate with students and parents in a variety of ways about standardized tests.
 - a) Social Media such as Facebook lists testing dates and other testing announcements

- b) Testing dates are announced through a yearly assessment calendar and listed on the website.
- A. When scores are received, the results are downloaded and emailed to the site directors.
- c) The scores are also placed in the State Longitudinal Data System (SLDS) by a computer technician.

Training

The Regional Test Coordinator (RTC) receives extensive training on all state mandated tests provided by the Georgia Department of Education's Assessment Division through webinars during the school year.

- A. The RTC signs-up for and watches all webinars.
- B. The webinar registration may be sent to site test coordinators to view or notes of webinar will be sent to them, as warranted.
- C. The STC completes the ethics and security course in Compliance Director. The RTC also meets with the STC's to review roles, testing, do's and don't's of testing, forms and eDirect.
- D. The ACCESS test administrator must complete training through WIDA 2.0 prior to administering the ACCESS test.
- E. ACCESS administrators will submit certificates to the EL Coordinator and the Regional Testing Coordinator

Special Education

Special Education Director: Mary Wildes mary.wildes@coastalplainscharter.org

- A. The Director of Special Education charges the site special education staff with being responsible for determining the accommodations of students who have special needs.
- B. This will be Based on the state approved testing accommodations, listed below.

ALLOWABLE ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Setting Accommodation	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GRIDS	ACCESS	NAEP
1. Special education classroom	S	S	S	S	S	*	S
2. Special or adapted lighting	S	S	S	S	S	*	S
3. Small group	S	S	S	S	S	*	S
4. Preferential seating	S	S	S	S	S	*	S
5. Sound field adaptations	S	S	S	S	S	*	S
6. Adaptive furniture (e.g. slant board)	S	S	S	S	S	*	S
7. Individual or study carrel	S	S	S	S	S	*	S
8. Individual administration	S	S	S	S	S	*	S
9. Test administered by certified educator familiar to student	S	S	S	S	S	*	S
Presentation Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GRIDS	ACCESS	NAEP
10. Large print /Large Font	S	S	S	S	S	S	S
11. Sign the directions	S	S	S	S	S	S	S
12. Sign test questions	S	S	S	S	S		S
13. Sign English Language Arts (ELA) passages	C ¹	C ¹	C ¹	C ¹	S		
14. Oral reading of test questions in English	S ¹¹	S ¹¹	S ¹¹	S ¹¹		S ³	S
15. Oral reading of English Language Arts (ELA) passages in English	C ¹	C ¹	C ¹	C ¹		S ³	
16. Explain or paraphrase the directions for clarity (in English only)	S	S	S	S	S	*	
17. Braille	S		S		S		S
18. Color overlays, templates, or place markers	S	S	S	S	S	S ²	S

Presentation Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	ACCESS	NAEP
19. Use of highlighter by student						S ²	S
20. Low vision aids (e.g. CCTV, magnifying equipment)	S	S	S	S	S	S ²	S
21. Repetition of directions (in English only)	S	S	S	S	S	*	
22. Audio amplification devices or noise buffer/listening devices	S	S	S	S	S	S ²	S
23. Use directions that have been marked by teacher						S	
Response Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG Online	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	ACCESS	NAEP
24. Technology applications, such as Braille, word processor, or other communications device with grammar and spell checks disabled; Internet disabled for device	S	S	S	S	S	S	S
25. Student marks answers in test booklet	S		S			S ¹²	
26. Student points to answers	S	S	S	S	S	S ¹²	S
27. Verbal response in English only	S	S	S	S	S	S ⁴	S
28. Scribe	S ⁶	S ⁶	S ⁶	S ⁶	S ⁶	S ^{6,7}	S ⁸
29. Braille writer	S		S		S		S
30. Abacus	S ⁹		S ⁹				
31. Basic function calculator or adapted basic calculator (e.g. Braille or talking calculator)	C ¹	C ¹					S ⁵
32. Adapted writing tools (e.g. pencil grips, large diameter pencil)	S	S	S	S	S	S ²	S
33. Adapted/ lined paper	S	S	S	S			

Scheduling Accommodations	Georgia Milestones EOG Paper	Georgia Milestones EOG On line	Georgia Milestones EOC Paper	Georgia Milestones EOC Online	GKIDS	ACCESS	NAEP
34. Frequent monitored breaks	S	S	S	S	S	*	S
35. Optimal time of day for testing	S	S	S	S	S	S	S
36. Extended time	S	S	S	S	S	S	S
37. Flexibility in the order of administration for content areas	S	S	S	S		S ¹³	
38. Extending sessions over multiple days						S ¹⁰	

Any test administrator who gives the test to students who have accommodations will be trained in how to administer the test to ensure accommodations will be met.

Test Administration

The site test coordinator will also serve as test examiner except in the case of ACCESS testing. The EL teacher will administer the ACCESS.

Monthly EOC checklist is distributed monthly on Google Drive.

Monthly EOC checklist:

- o Principal’s Certification (completed by site administrators assigned to testing and site testing coordinator)
- o Non-Participant List (any student who was registered in eDirect to take a test but did not take it)
- o Test materials sign-in/out log with dates and times
- o Scratch paper

-----Test materials on the sign in/out log are examiner manuals, test tickets, rosters and scratch paper

**May shred test tickets once all scores for this administration have been received. Expected score receipt time frame: ELA/Math 10 days; Science and Social Studies 5 days.

ACCESS checklist

Return in folder

- o **Principal’s certification**
- o **Test administration, test ethics, test security form for examiner** _____

Return

Return everything with a security code and the Grades 4-12 online manual

- All test administration manuals
- All test scripts
- All test booklets
- All examiner’s manuals

- All kindergarten ancillary materials kits
- All student test booklets
- All student response booklets
- Any listening/audio cd's

DO NOT Return

(You may shred once scores are received)

- Student test tickets
- Unused labels (pre-id, district/school/ do not score)

Test Security

- A. All testing material will be kept in a locked file cabinet
- B. Material will be signed in and out for each test administration
- C. Examiners will sign-off on training and ethics
- D. ACCESS examiners will also attain a WIDA training certificate prior to testing
- E. All irregularities will be promptly given to RTC who will document through GADOE within 24 hours

Consequences for Security Plan Violations

An educator shall administer state-mandated assessments fairly and ethically. Unethical conduct includes but is not limited to:

1. committing any act that breaches Test Security; and
2. compromising the integrity of the assessment.

Educators are required to report a breach of one or more of the Standards in the Code of Ethics for Educators as soon as possible but no later than ninety (90) days from the date the educator became aware of an alleged breach unless the law or local procedures require reporting sooner.

Complaints filed with the Georgia Professional Standards Commission must be in writing and must be signed by the complainant (parent, educator, or other LUA/school district employee, etc.). The Commission notifies local and state officials of all disciplinary actions. In addition, suspensions and revocations are reported to national officials, including the NASDTEC Clearinghouse.

The Georgia Professional Standards Commission is authorized to suspend, revoke, or deny certificates, to issue a reprimand or warning, or to monitor the educator's conduct and performance after an investigation is held and notice and opportunity for a hearing are provided to the certificate holder. Any of the following grounds shall be considered cause for disciplinary action against the educator:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01)
2. disciplinary action against a certificate on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-10 (GaPSC Rule 505-6-.01)

3. order from a court of competent jurisdiction or a request from the Department of Human Resources that the certificate should be suspended or the application for certification should be denied for non-payment of child support (O.C.G.A. §19-6-28.1 and §19-11-9.3

4. notification from the Georgia Higher Education Assistance Corporation that the educator is in default and not in satisfactory repayment status on a student loan guaranteed by the Georgia Higher Education Assistance Corporation (O.C.G.A. §20-3-295)

5. suspension or revocation of any professional license or certificate

6. violation of any other laws and rules applicable to the profession (O.C.G.A. §16-13-111)

7. any other good and sufficient cause that renders an educator unfit for employment as an educator.

(b) An individual whose certificate has been revoked, denied, or suspended may not serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher or, in any other position during the period of his or her revocation, suspension or denial for a violation of The Code of Ethics. The superintendent and the educator designated by the superintendent/Local Board of Education shall be responsible for assuring that an individual whose certificate has been revoked, denied, or suspended is not employed or serving in any capacity in their district. Both the superintendent and the superintendent's designee must hold GaPSC certification. Should the superintendent's certificate be revoked, suspended, or denied, the Board of Education shall be responsible for assuring that the superintendent whose certificate has been revoked, suspended, or denied is not employed or serving in any capacity in their district.

Irregularities

A. Any indication of a testing irregularity must be dealt with immediately. The examiner/STC must notify the site director and RTC. A written narrative must be provided by all parties involved in the irregularity.

B. The RTC then notifies the assigned DOE specialist, [Joe Blessing](#), at the GADOE Assessment Administration Division for guidance. A determination will be made if the test session is an irregularity or if an invalidation of the student scores will occur. Appropriate coding for electronic student answer documents is provided by the Assessment Specialist after filing the report in the MyGaDOE portal.

C. Irregularities and Invalidations will be logged into the Edirect System by the RTC.

Contingency Plan for loss of internet

Prior to testing

- A. contact the site technology coordinator
- B. (if less than 60 minutes-Let student read a book or have a break but may not leave campus
- C. If more than 60 minutes and is on the first or second day of testing then have student come the third and fourth night of testing
- D. Contact the RTC to find out if more days can be added to the local window
- E. If this is on the last few days of the window during an administration window then the student will need to test the following month

During testing

- A. contact the site technology coordinator to find out about the internet
- B. If the internet comes back on then proceed with testing

- C. If the internet is out more than 15 minutes during testing then contact RTC with irregularity information
- D. Guidance from GADOE will be followed

Best Practices for State Mandated Student Assessment Checklist

Prior to Receiving Test Materials

- Every site must assign someone as a Site Test Coordinator.
- Ensure the Site Test Coordinator receives training from the Regional Test Coordinator.
- Ensure a secure storage area testing site.

GAA 2.0

- Require teachers to watch all webinars except new (unless needed) and develop form for sign-off
- Turn form in to RTC to turn in at the end of the testing window
- Choose dates for calendar-check points for site testing coordinators and final reading by Regional Sped Director prior to being turned in.
- Training by RTC needs to include ethics training and review of manuals.

ACCESS

- All examiners and STC must be assigned a login for WIDA 2.0 and the coordinators must also have a login for WIDA AMS.
- Distribute required training mandated by WIDA.
- Examiners must complete WIDA training prior to administering the test.
- Examiners and Coordinators must sign confidentiality agreements in WIDA.
- Check “report delivery” “status reports” then “daily cumulative status reports” prior to sending in tests.

Milestones

- All STC will be assigned a login into DRC Edirect.
- Have test security meeting after fall assessment webinar and SAH webinar.
- The STC will complete the EOC registration form by the assigned deadline and will check Edirect after the RTC has all information entered in order to ensure all information is correct.
- The STC will print out test tickets to prepare for testing. All tickets will be secured.
- Receive enrollment counts as requested.

After Testing

- The STC will keep test tickets and scratch paper until scores have been received. Once scores are received, then the test tickets, scratch paper and manuals will be destroyed.
- When the RTC is notified that student scores are available, the site directors are notified via email with copies of the scores or notified to look at scores in the EDIRECT portal.
- Electronic files are kept in a confidential, secure manner.
- Once hard copies arrive, the Regional Test Coordinator arranges to have them delivered to the sites.
- Paper copies of principal certification as well as examiner trainings including ethics will be kept on file.
- Principal signs certificate after every test administration

Superintendents signs certificate every 6 months (January and July) in the DOE portal.

Principal’s Certification Form:

Principal’s Certification

Adherence to Prescribed Test Administration Procedures

Check the appropriate response. Give a full explanation for all items for which the response was “NO.” Attach the explanation on an additional sheet.

Test Administration: _____

YES NO

1. Test materials were properly inventoried and stored in a secure location prior to test administration. This is inclusive of online testing tickets/log-ins.

2. A building level official was responsible for test material distribution and storage while materials were in the school and was held accountable for all test booklets sent to the building.

3. This school adhered to all written regulations and procedures relating to testing and test administration, including the distribution and collection of test materials, test security, use of test results, and department testing dates established in the Student Assessment Handbook, System and School Test Coordinators’ Manual(s), Assessment Guides, and assessment supplements and correspondence.

4. If any possible unethical behavior occurred regarding testing policies and procedures, the Georgia Professional Standards Commission has been notified.

5. The principal reviewed and approved test administration plans.

6. Building level personnel were oriented to appropriate administration procedures.

7. Students with disabilities or students who received ESOL services received accommodations in accordance with their IEPs, IAPs, or ELL/TPC Plan.

8. All students appropriately participated in the Statewide Student Assessment Program.

9. System and/or building administrative personnel monitored testing sites.

10. The school has accounted for testing materials in accordance with instruction in the Student Assessment Handbook, School Test Coordinators’ Manual(s), and Assessment Guides.

School

School Test Coordinator (Signature) Date

Principal (Signature) Date

Return this completed form to the System Test Coordinator when test materials are verified and returned.

System Test Coordinators should copy and distribute this form to all Site Directors prior to each administration. Site Directors should sign the form and return to the System Test Coordinator once all

materials are verified and returned to the system. System Test Coordinators should receive a signed copy of this form after each administration. This form must be retained at the system level for 5 years.

Materials return

- A. Arrangements will be made to pick up testing material from each site at the end of the use of the materials.
- B. Follow instructions in site testing coordinators manual for packing and returning to system test coordinator
- B. Regional testing coordinator will follow instructions on packaging and sending back to distributor.
- C. File signed documentation from training and logs in testing room under appropriate test

Test results

Test results will be emailed to site directors, site testing coordinators and central office. Results will also be stored in the Google Drive shared folder for Data Analysis Test results