

Appling County School System



FEDERAL AND INTERNAL OPERATING PROCEDURES MANUAL 2021-2022

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REVISED January 2022

INTRODUCTION

The purpose of this handbook is to provide a systematic approach to managing the guidelines, policies, and procedures of all Federal Programs including **Coronavirus Aid, Relief & Economic Security (CARES) Act ESSER I, “CARES Act”, Coronavirus Response & Relief Supplemental Appropriations (CRRSA) Act ESSER II “CRRSA Act”, and American Rescue Plan Act (ARP) ESSER III, “ARP Act”, Title I, Part A; SIG 1000 (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 REAP; Title IX, Part A, McKinney Vento Act, & IDEA.** The information in this handbook will promote uniformity in operations and assist faculty and staff with compliance with all federal programs. Policies and procedures are reviewed throughout the year with appropriate staff and developed in conjunction with CFO to ensure uniformity. This handbook is subject to change at any time. Any questions not addressed in the handbook should be directed to an assigned Appling County School System Federal Program Director.

The intent of Federal Programs is to “help all children have the opportunity to obtain a high-quality education and reach proficiency on challenging state and academic standards and assessments.” The purpose of Federal Programs is to “enable schools to provide opportunities for at-risk and disadvantaged children to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.” Federal Programs “supplement” and not supplant what the required Local and State funds provide.

THIS ENTIRE DOCUMENT DESCRIBES THE REQUIREMENTS FOR ALL FEDERAL PROGRAMS AND CARES ACT, CRRSA ACT, and ARP ACT IN THE APPLING COUNTY SCHOOL SYSTEM (ACSS)

ALL SCHOOLS INCLUDES ALL TITLE I SCHOOLS AND GEORGIA BAPTIST CHILDREN’S HOME AND FAMILY MINISTRIES (GBCH) AN N&D FACILITY.

PRINCIPALS INCLUDES ASSISTANT PRINCIPALS AND DIRECTORS OF GBCH.

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SECTION I: OVERALL REQUIREMENTS

Appling County Schools has implemented a process for monitoring all federal programs. All schools in the district including Georgia Baptist Children's Home and Family Ministries, an N&D Facility, are included and are part of the procedures included in this manual.

Federal Program Directors/Coordinators will conduct periodic school visits and provide ongoing technical assistance via school visits, emails, telephone calls, copies of monthly budget logs, and informal meetings in an effort to provide monitoring and support with federal program requirements. The school visits are used to provide one-on-one support to schools, in addition to ensuring a comprehensive understanding of federal program guidelines and procedures. These visits are also used to ensure proper use of all resources provided by federal funds in an attempt to increase academic achievement, implementation of all Federal Programs and provide any technical assistance that is required, requested, or needed at each individual school site. Technical Assistance agendas/checklists are used during each visit to provide a record of the support provided and to document any problems or areas that need to be addressed. Documentation of visits, monitoring and technical assistance provided is maintained in the district office by each Federal Program Director/Coordinator responsible for each program. Revised 12.8.2021

Additionally, the Federal Programs Director and School Improvement Director, reviews the comprehensive needs assessment (data) of the schools as part of reviewing the Title I Plan. On-going communication, meetings and work sessions scheduled throughout the school year enable school administrators to be directly involved for quality program implementation and compliance. Any corrective actions are directly addressed to the Principal at each school before SIPs are approved and funds are released to the schools. All documentation on any corrective action requested by the LEA is documented via emails. Revised 12.8.2021

Testing Coordinator reviews school data with Principals and Superintendent to identify high risk schools within the district. Data review takes place throughout the school year, during leadership meetings, school visits, and conference calls. In addition, School plans, needs assessment data, program budgets, travel requests and all purchase requests are reviewed by Program Directors. Upon receiving purchase and travel requests, the Program Directors review the request against the school's plan and budget to ensure they are aligned and are allowable before approving any expenses. Revised 12.8.2021

CYCLE OF MONITORING AND TIMELINE OVERVIEW FOR ALL FEDERAL PROGRAMS FOR THE SCHOOL YEAR FY21 & FY22

June – July

- Comprehensive APPLING Improvement Plan (CLIP) Meetings
- Revisions of School's C.N.A., SIP, Parent & Family Engagement Policies
- Revise and approve SIP for budget approval
- All departments submit final revisions of CLIP
- Submit ID&R Plan, Foster Care Plan and Migrant Implementation Plans
- Submit FY22 CLIP
- Participate in Federal Programs Conference GADOE
- Intradistrict Transfer Notifications
- Occupational & Residency Questionnaires
- Review Comparability for FY22
- Continuous review of APPLING school plans (SWP) and budgets, including parental involvement plans for amendments
- Parent Notifications in multiple ways that school is a Title I School
- Submission of the Coordinating Early Intervention (CEIS) Plan and Budget if determined to be disproportionate in any area per federal/state guidelines. (IDEA)
- Submission of CEIS data to GADOE (IDEA)
- Submission of Preschool Exit Data from prior year (IDEA)
- Submission of Postsecondary Outcomes (IDEA)
- Child Find/Early Childhood Transition Timeline Data (IDEA)
- Parent's Right to Know Notifications
- Collection of Periodic Certifications for Summer School Personnel
- Implement, Manage and Evaluate Summer School Programs
- Balance Federal Programs Expenditure Reports & Complete Drawdowns
- EL, Migrant and Homeless Student Status Changes on Infinite Campus

Workshops & Technical Assistance:

- Budgets
- Ordering
- Compliance Issues
- Parent and Family Engagement
- School wide/Targeted Assistance
- Monitoring
- School Improvement
- McKinney-Vento
- Inventory
- Child Find
- Professional Qualifications
- Timelines for year
- Technical assistance request

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August

- Submit names of Title I Paid Employees (ISS/Paraprofessionals)
- Submit Paraprofessional Daily Schedules for review/approval
- Review Title I Certified Staff schedules
- Annual Title I Meeting Window Begins
- Complete and Follow up on all Occupational & Residency Questionnaires
- Child Find/Early Childhood Transition Timeline Data Prong 1 if applicable (IDEA)
- Continuation of Services Data if applicable (IDEA)
- Implementation of SIP
- Technical assistance to all principals on all Federal Programs
- Review SIP's and school allocations with all Principals and GBCH
- Submit Budgets
- Conduct 1st PAC Meeting

September

- Review Time and Effort sheets
- Submit Title I, Part C Budget
- Regional Title I Workshops
- Collect Title III Teachers Schedules
- Balance/Close Fed. Prog. Expenditure Reports & Complete Drawdowns
- Close out of all federal budgets

October

- Title I, Part A & IDEA; budgets due in Consolidated Application Oct. 1
- Purchase Orders for this school year will be due 10/1/2021
- Review Class Schedules-Split-Funded Personnel
- Review Time and Effort sheets
- Submit Annual Title I Meeting documents (after school meeting)
- Deadline for Annual Title I Meeting (Oct. 31)
- Distribution of School-Parent Compacts & Policy Plans
- School Parent Compact Due with checklist
- Submit School-Parent Compact Assurance Form
- Distribution of Parental Involvement Plans/Post on School's Website
- Submit Parental Involvement Plan Distribution Assurance Form
- Deadline to notify parents of the location of the Title I Schoolwide Plan
- Deadline for LEAs to send notification to private schools serving students of the availability of Title I and IDEA consultation for FY23
- MOE Reconciliation Deadline (IDEA)
- Budget Completion Reports Deadline (IDEA)
- Proportionate Share Calculation Deadline (IDEA)

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November

- Review Time and Effort sheets
- Purchase orders due first Friday of November (11/5/2021) has been moved to 10/1/2021 in order to receive items in the current school year.
- Prepare files for self-monitoring and cross-functional monitoring
- Technical assistance to all Title I schools
- Submit Title I comparability report
- Collect data to determine eligible attendance areas for next school year
- Child Find/Early Childhood Transition Timeline Data Prong 2 if applicable (IDEA)
- Transition Planning Opens for Data Entry (IDEA)

December

- Review Time and Effort sheets
- Technical assistance of all Title I schools
- Budget Amendments
- Complete Annual Survey of Local Institutions for N&D
- Deadline for ACSS to demonstrate comparability without penalty
- Transition Planning Survey and Self-Assessment Submission Deadline (IDEA)
- Conduct 2nd PAC Meeting

January

- Review Time and Effort sheets
- Periodic Certification for all Personnel Fully Funded (100%) by Title I.
- Collect Inventory Reports
- Georgia Family Engagement Conference
- Develop, administer, and compile results for FY23 CNA
- Balance Federal Programs Expenditure Reports & Complete Drawdowns
- High Cost Grant and Residential and Reintegration Services Application available if applicable (IDEA)
- Parent Survey opens (IDEA)
- Transition Survey Prong 1 Deadline if applicable (IDEA)
- Excess Cost Calculation Submission Deadline (IDEA)

February

- Review Time and Effort sheets
- Technical support visits/meetings
- GCEL Conference

March

- Review Time and Effort sheets
- Stakeholder survey opens for Title I
- High Cost Grant and Residential and Reintegration Services Application Deadline March 1 if applicable (IDEA)
- Transition Survey Prong 2 Submission if applicable (IDEA)

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April

- Review Time and Effort sheets
- Summary of Federal Programs stakeholders survey due
- Begin review/revisions of Title I Parental Involvement, Title I Schoolwide Plans, and School-Parent Compacts
- Balance Federal Programs Expenditure Reports & Complete Drawdowns

May

- Review Time and Effort sheets
- Spring Title I Input meeting • Deadline for Spring Title I Input meeting documents (revision of School-Parent Compacts for FY23, revision of Parent engagement Plans, FY23 1% of Parent engagement Budget input
- Submit End of the Year PE Evaluation
- Develop, administer, and compile results of ACSS CNA
- Submit Education of Homeless Children and Youth (EHCY) Reports
- Deadline for completion of Parent Surveys (IDEA)
- Postsecondary Outcomes opens for data entry (IDEA)
- EL Reclassification Team Meetings
- Conduct 3rd PAC Meeting

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Ongoing Throughout School Year And Program Specific Timelines

Pre-planning:

School Administrators and Program Directors re-deliver federal program information to their school staff, community and parents at meetings and professional development training sessions.

Leadership teams at each school, led by the school Principal, and ISS, review benchmarks, state assessment results, and other significant student data to determine specific targets of improvement that need to be included into their School Improvement Plans. The teams, with the system Parent and Family Engagement Coordinator and parents, also examine their schools Parent and Family Engagement Policy and Parent-Teacher Compacts, or any updates before presenting to all parents and community.

School Council meetings are scheduled, and agenda items may include presentations by program directors on the CLIP, System Implementation Plan, School Improvement Plans, budgets, School-Parent Compacts, and Parent and Family Engagement Policies, and federal programs information.

All Federal Program Directors provide technical assistance by reviewing the updated School Improvement Plan. Needed revisions are then sent to each school's Principal. The Federal Programs Director and other appropriate Program Directors arrange meetings with any Neglected and Delinquent institution within Appling County to discuss academic needs, budgets, special services, curriculum, and Parent and Family Engagement.

September- May:

Collaborative grade-level teams review benchmark assessments in core content areas and collaboratively plan lessons targeted to improve identified student weaknesses.

Program Directors provide updated Title I and other federal programs' information to administrators at leadership staff meetings and provide staff development as needed.

The Principals and school staff provide updated Title I, and other federal programs' information to each school's School Council members at regular meetings.

The Program Directors, Principals, and staff meet as necessary to monitor Federal Program requirements, along with another federal programs' information.

Parent and Family Engagement Timeline of Events:

July/August

- Technical assistance to all Title I School Parent Engagement Liaisons
- Open House at all schools.
- Meet/Greet Teacher events at all Title I schools.
- Middle School and High School Orientation is provided for 8th graders in the system at the Fine Arts Building at the High School for parents of students in 8th grade going to 9th grade during the current year.
- The first Parental Advisory Meeting is held at all schools.

August/September:

- Annual Title I Meetings are conducted at all schools
- Distribution of Title III/ESOL Notifications
- Title I Power points are presented to all parents with an overview of Title I procedures, plans, and any updates from the system/ state department pertaining to Parental Involvement and Title I.

December/January

- Technical assistance to all Title I School Parent Engagement Liaisons
- Collection of evidence of distribution of School-Parent Compacts, district and school policies and building capacity for parents and school personnel.

October- March

- Family Engagement Nights at all schools
- Collection of Input from parents, community, stakeholders, and school personnel on compacts, district and school plans, capacity and parent engagement funding, 1%.
- Parent Engagement Training at the system level is conducted with representatives from each Title I School's parental advisory committee in the district along with community representatives and other parent representatives for school staff Capacity training.

April/May

- Title I Parental Advisory Meetings held at all schools
- Collection of Input for School Improvement Plans, School-Parent Compacts, Parental Involvement plans, six steps in building parent capacity, Annual

May

- Technical assistance to all Title I School Parent Engagement Liaisons
- Implementation of Transition plans
 - Annual Stakeholder's meeting on Parent & Family Engagement Requirements

APPLING COUNTY SCHOOL SYSTEM OPERATING & MONITORING PROCEDURES

The Georgia Department of Education requires that Appling County School System monitors the implementation of federal and the expenditure of all funds associated with each program. In this process, ACSS will systematically provide technical assistance and collect data in order to provide information that can guide program implementation. Procedures for monitoring all critical ESSA requirements: Revised 5/6/2021

In the Monitoring Process, Federal Program Directors will:

- Undergo training from GADOE and other sources to maintain proficiency in program compliance requirements.
- Provide technical assistance to local schools throughout the school year based on GADOE and district timelines and compliance requirements.
 - Conduct self-monitoring as needed and requested by GADOE, when the district is not being monitored on an on-site basis, ACSS will complete as requested by GADOE a self-assessment and submit it to GADOE.
- Maintain all documentation needed based on the Monitoring Instrument issued annually by GADOE.
- Observe, record, and collect information that are critical to the monitoring process in order to provide feedback to schools that can assist in improving student academic achievement, ensure that all federal programs activities are carried out in accordance to federal compliance guidelines, equipment is being used for the purpose of the funded program, inventory, attainment of academic goals, monitoring policies, and compliance with budgetary guidelines.

All schools are subjected to on-going monitoring by the Directors of Federal Programs throughout the school year. Feedback is provided to the principals via follow up technical assistance. In addition, emails, staff meetings, and phone conversations take place throughout the year as a means of providing on-going monitoring and communication with each Title I school. Agendas, sign-in sheets, and minutes include any issues observed during the technical assistance that will require additional technical assistance.

Monitoring of Private Schools

Invitations for private schools to consult in participation in all federal programs are sent in September/October of each year and when grant opportunities become available during the year. A meeting is held, usually in the months of October or November, to present information about the programs available to students in private schools. Currently Appling County School System is not serving any private schools. Revised 10.25.2021

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ESEA/ESSA requires GADOE 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 – ACSS annually submits budgets on all Federal Programs that receives funding through the Consolidated Application process. Federal Program Specialists review each application and budget and approves the budget. 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 federal funds.
2. Single Audit – In the event that ACSS has an audit finding; technical assistance is provided to ACSS to resolve the audit.
3. On-site Monitoring – GADOE on-site Cross-Functional Monitoring Team visits ACSS to apply the criteria included in the ACSS Monitoring Form.
4. Self-Monitoring Checklist – If requested, ACSS completes the Self-Assessment Checklist and submit it to the Georgia Department of Education (GADOE).

The following procedures are followed for the on-site monitoring visit:

- ACSS is monitored on a four-year cycle.
- ACSS's audit or monitoring findings requires a return of monies, or receiving a high number of complaints from parents and other stakeholders are monitored within a year.

CYCLE OF MONITORING & TECHNICAL ASSISTANCE TO SCHOOLS:

All school benefitting from federal funds are monitored each year to ensure that improvement plans are well written and executed and that items budgeted are directly related to items contained in school improvement plans and CNA. During the fall and after the Annual Federal Program Conference in June, the Federal Programs Directors convene meetings of all principals during a leadership meetings or on-site meetings. School personnel for each of the Schools are also invited and encouraged to attend the meetings. Principals receive training on procedures and guidance on all components of federal programs guidelines and individual requirements.

Principals are given detailed information of expectations and copies of program guidance. Specific training is provided in all facets of Title programs. The ACSS Federal Programs Procedures Manual is online and discussed in detail by the Federal Programs Directors. This handbook includes timelines, budget forms, inventory information, schoolwide/targeted assistance implementation, Intradistrict Transfers, parental and family engagement, testing security, fraud policy and other areas of Federal Programs. The summer/fall meetings also include discussions on the chart of accounts, the budgeting process, and the correlation of the budget and Title I Schoolwide Plan. Schools submit budgets and required documentation to the Directors of Federal Programs for review and

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approval. The budgets are maintained by the directors electronically and ultimately entered into the GADOE Consolidated Application for approval. The budgets are referenced when invoices, timesheets, requisitions, and professional learning forms are submitted to the Directors of Federal Funds for approval.

A separate Parent Coordinator's meeting is scheduled prior to the beginning of the school to discuss the parental involvement aspects of the Title I Program. Principals are given an overview of Parent engagement Requirements.

Formal and informal meetings as well as phone calls and emails provide technical assistance and monitoring feedback is provided to Principals including GBCH and other Federal Program Directors throughout the year. A Timeline of all the federal programs is distributed at the Principal's meeting that outlines the federal required documents with the necessary due dates. Email invitations often serve as calendar reminders for item due dates. If/When schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an email is sent describing the issue and how to correct it. All formal meetings are documented via agenda, sign-in sheets, and minutes.

In addition to meeting with principals, district staff also meets with, bookkeepers and Title I Parent and Family Engagement Coordinators at the beginning of each year. These meetings are an opportunity to discuss Title I in detail and also an opportunity to discuss content specific information with each of the above. Parent and Family Engagement staff and Federal Programs Director meet throughout the year.

COMMUNICATION WITH PRINCIPALS/SCHOOLS

Communications with principals, their office managers, parent engagement coordinators, and other school personnel occur through large/small group meetings, program/administrative meetings, formal and informal individual meetings, email, or by phone. Communication is two-way, and schools call if they have questions or concerns about budgets, procedures, or any other requirements of Federal Programs and vice versa.

COLLECTION OF DOCUMENTS REQUIRED FROM SCHOOLS

Federal Program Directors communicate with principals and school personnel on specific documents that are required by each federal program. Collection of documents are set by each individual program. In general, samples and original forms are provided to the central office on documentation that is required by each program. Staff is asked to maintain a copy in their files noting the date each is submitted to the central office. The documents are submitted to the Directors and are placed in a central folder. A leadership meeting is held at the beginning of the year where the components of the programs and the required documentation are discussed. Follow-up meetings, phone calls, and emails support the acquisition of required documents.

CORRECTIVE ACTION

If Corrective Action Plan is required from previous monitoring findings, the ACSS/Program Director will respond in a timely manner with a Corrective Action Plan which must be approved by GADOE. Implementation of the Corrective Action Plan will be monitored by the appropriate Title Program Education Program Specialist. These action plans must be addressed in the federal manual for all federal programs involved to address in the future. Corrective action from previous monitoring is discussed with principals in order to assist them in understanding the critical need for compliance in Federal Programs. Professional learning is provided based on the needs but, in addition, professional learning is used as a preventive measure to ensure that all staff has a clear understanding of all expectations of every facet of federal programs. The Federal Programs Directors, along with district level staff, and outside consultants, provide on-going training as a means of ensuring that all staff are in compliance at all times. Anticipatory training is conducted throughout the year that ties in directly with all facets of Federal Program compliance. All correspondences related to Federal Programs are maintained at the central office. Technical Assistance is maintained either as an archived email or in a monitoring file to include an agenda and sign-in sheet documenting the assistance.

Title I

Specific sections to Title I are described below, with general procedures being addressed at the previous sections.

Title I is a federally funded program which provides services to schools based on student economic needs. Title I is the largest Federal Assistance Program for our nation's schools. The goal is to provide a high-quality education for every child, so the program provides extra help to students who need it most. These students are the furthest from meeting the core academic standards the state has set for all children. Title I is supplemental and is intended to serve students in all Title I Schools including GBCH.

MONITORING

Monitoring all aspect of Title, I, are followed and described at the beginning of this manual. In addition, at the beginning of the school year, requirements are discussed with Principals. This face-face individual meetings allows for the principals to have the opportunity to ask questions, provide feedback, or gain more information about the requirements. Schools submit copies of any required documentation to the Title I office for monitoring purposes. The files are monitored throughout the year. The schools are also asked to maintain copies of documents. Formal and informal meetings (on-site and system) as well as phone calls and emails provide technical assistance and monitoring feedback. Emails often serve as calendar reminders for item due dates. If/When schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an Email is sent describing the issue and how to correct it. Monthly payroll and budget status reports are reviewed and principals are contacted immediately to resolve variances. Title

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I personnel are required to monitor any degree upgrades so that budgets will reflect the additional expense.

Monitoring of Neglected & Delinquent Facility

There is one facility for neglected students in Appling County School District: GBCH which is a residential facility. GBCH is monitored on the same timeline as other schools in Appling County. GBCH is subject to all monitoring regulations of Title I, Part A and is provided with the same technical assistance, monitoring process, timelines, schedules, data review and corrective actions as any other schools that receives funding and is subject to federal guidelines.

CORRECTIVE ACTION

Currently Appling County School System has not been contacted as having a school identified as in needs improvement.

PRINCIPAL INVOLVEMENT IN PROCEDURES

Principals are involved in all aspects of the federal programs. They are invited to meetings, provided guidelines and expectations and are requested to provide feedback on those, as well as, due dates and other general procedures. Principals are directly responsible for the presentation, review, and revision of their school's procedures as related to the school improvement plan, parent and family engagement plan and activities, and the school-parent compact. Samples of required information is provided to principals (i.e., parents right to know, PIRC, other information); however, it is their choice to accept and utilize the information in the format provided or to revise the format to suit their school's needs.

TECHNICAL ASSISTANCE

Technical assistance is provided throughout the school year or as often as needed based on individual school needs. The Federal Programs Director is responsible for providing direct support with the overall allocation and procurement of the Title I, Part A funds. During these trainings, participants receive an overview of the Title I, Part A program, information on program guidelines, audit preparation, monitoring procedures and copies of all budget forms and documents used to support the use of Title I, Part A funds. Monitoring visits are designed to provide one-on-one support to schools in addition to ensuring a comprehensive understanding of federal program guidelines and procedures. These visits are targeted based on areas of concern identified by the GADOE/Title I or requests made by individual schools. These visits assist the district office with maintaining compliance and ensuring that funds are properly used to support student achievement. Monitoring visits include, but are not limited to, assisting schools with budget allocations and balance reviews, procurement of funds utilizing district procedures, alignment of fiscal resources with school improvement plans, program assessments, review of equipment inventories, and monitoring of Parent and Family Engagement activities and initiatives. Technical Assistance Documentation Log and the monitoring checklists are used during each visit to provide a record of the support provided and to document any problems or

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areas that need to be addressed. Documentation of each visit is maintained in the district office.

There is an open door/phone/email type policy with the Directors of Federal Programs. Informal technical assistance to principals, assistant principals, bookkeepers, and any other Title I personnel are made during:

- Summer/fall administrative meeting with Title I schools administration for Title I and with all schools administration for all other federal programs
- District and School Annual Title I Meetings
- Formal meetings held by the central office (Title I, Administrative, Principals, Parents)
- Formal meetings held by the school
- Informal meetings and conversations held before, during or after other administrative/principal, and other meetings held by the central office
- Informal meetings and conversations held before, during or after meetings held at Title I schools
- Parent engagement meetings/workshops/activities
- Phone calls to and from school personnel
- Emails to and from school personnel
- Title I Timeline
- Checklists
- Samples of required documents
- Face-to-Face Consultations with N&D Administrator
- Technical Assistance with Title I School Administrators
- Technical Assistance with all School Administrators for all other federal programs

FEEDBACK ON SCHOOL IMPROVEMENT PLANS

School Improvement Plans Meetings are held with individual school personnel throughout the school year. Title I documentation is discussed and the checklist is applied to ensure compliance at the school level. Utilization of STAR, Illuminate, and/or Beacon provides ongoing data analysis throughout the year, which provides schools with vital information to determine if goals are being met. SIPs are analyzed to include all the necessary information in order to implement a successful plan.

Schools are given a deadline to submit SIP to the school improvement specialist. The SIP is then reviewed by other federal program directors and finally approved by Title I Director.

Unapproved SIP's are sent back to the schools. Schools make changes based on recommendation and resubmits the SIP which goes back to SIS and then to the Federal Programs Director. If major changes are requested from central office, schools must have a formalized meeting to present changes and have those changes approved by staff, parents and/or stakeholders.

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Technical assistance is provided to the schools throughout the SIP process. In the event of a major change to the SIP, schools will be required to provide evidence that additional meetings were held and agendas, sign-in sheets and minutes will be required to ensure compliance. Approved SIP's are used to generate Title I, Part A budget.

DATA REVIEW

School Individualized Data Analysis:

Data analysis occurs throughout Title I schools and GBCH. Frequent collaboration in schools occurs across grade levels, content areas, and other system divisions to analyze data and determine areas of strength and those that require improvement. Staff members implement a formal process system-wide that promotes productive discussion about student learning and the conditions that support student learning. Further, each school has a leadership team made up of teacher/support personnel representatives that meet regularly. This group discusses the needs of the school and the various grade levels/departments within the schools. Members of the leadership team gather information and data from their group that collectively represents their grade level or department. This information is then shared with all staff members to obtain additional input and incorporate shared analysis and decision making throughout the school. This practice allows teachers to participate in the decision-making process for their school.

The school system holds regular leadership meetings that include school level administration, district program directors, and the superintendent. These meetings focus on a variety of system issues with ongoing improvement being a priority. This process allows all participants to share updates and accomplishments as well as discuss any issues that may have arisen within the district. Ideas, suggestions, and brainstorming comes from these sessions to address any weaknesses identified as well as celebrate successes.

Throughout the district, the Plan, Do, Check, Act Cycle is used as the basis for continuous improvement review from the classroom level up to the central office. Administrators and staff review all process and events using this model. All Title I schools have professional learning rooms that are used during the data analysis process. Principals are required to discuss this information with all staff to ensure that they fully understand the data presented. Principals are required to demonstrate to the Federal Programs Directors that they fully understand the needs of their school by identifying the root cause of the problems that keep the school from achieving academically. This information is discussed in detail in the updated schoolwide plans each year. This data process ensures a proactive process to identify possible high-risk schools.

Equipment Inventory

All schools are required to maintain an active inventory of all items purchased with federal funds. All regular federal program items are marked with a label which has the fiscal year and program.

The Federal Programs Directors conducts inventory two times per year for all items inventories and purchased with Federal Funds. Each school has a staff person who is responsible for the physical inventory checklist. The documentation is kept at the BOE office. A detailed report on inventory is contained later in this document.

Equipment Use for Participating Private Schools

All procedures that are in place in the district will be followed for any equipment purchased for private schools.

**SECTION 2: COMPREHENSIVE NEEDS ASSESMENT AND
COMPREHENSIVE/CONTINUOUS APPLING IMPROVEMENT PLAN
(CLIP)**

Annual Input, Development and Revision of the Comprehensive APPLING Improvement Plan, Parent and Family Engagement plans and activities, Schoolwide PLANS, and District and School Improvement Plans

COMPREHENSIVE NEEDS ASSESSMENT

Appling County Instructional Improvement System-Work Flow

1. Objective or perception data are obtained from various sources at the District and School level, including state assessments, local benchmark scores, universal screening data, surveys, demographic data (attendance, discipline, and enrollment), staff performance data, Governor's Office of Student Achievement and from the State Longitudinal Data System. Other information may be obtained as needed from sources as available (computer-aided instruction, Online Assessment System, etc.).
2. At the Central Office level, data is gathered and analyzed and is discussed at Leadership Meetings with the Superintendent and District Leadership Team. Information is shared with ISS who use data in the schools. The primary role of the ISS is system and school improvement with a focus on the improvement of instruction, increasing student performance, increasing stakeholder engagement, organizational effectiveness, and a climate of continuous improvement.
3. As data becomes available, it is disaggregated and given to the principal and instructional coordinators who, along with Assistant Principals, Instructional Support Specialists, and other staff, use the data in various sub-groups. These teams also acquire school-level data from benchmark assessments, universal screenings, common assessments, and discipline/attendance data. Most teams encompass the School Improvement Process as a whole, but also have sub-committees that do the work of breaking down data at a more detailed level. These sub-committees, Grade-level and Academic Teams, analyze classroom and individual student-level data which assist in planning and implementation of recommended improvements. Membership in these teams flows upward so that each subcommittee is represented. This way, recommendations and concerns are easily communicated to the team and administration.

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4. Some schools have data rooms which are populated with information helpful in the decision-making process such as fully disaggregated test data, computer-aided performance summaries and in some cases individual targeted student data (for remediation or enhancement purposes). School-wide teams typically meet in this environment to facilitate data discussions. If the room contains individual student data a greater level of security is maintained.
5. All teachers and administrators in the system have access at varying clearance levels to the Georgia State Longitudinal Data System and utilize it frequently to look at individual, classroom, school-level, and system-level data to include the new Student Growth Percentiles, graduation information, longitudinal test information, attendance trends, state standards. Teachers also have access to the GOFAR, Illuminate, or STAR (benchmarks and common assessments), and the computer-aided instructional intervention programs in which their students enrolled. They are required to use this data in planning instruction, interventions, and determining curriculum gaps for their students. This access is monitored at the school and district levels to ensure effective utilization and data security.
6. As the schools continually update their grades/scores, the data is often posted to their websites for increased stakeholder involvement and transparency. This data is also brought back to the System Leadership Team. Weaknesses are addressed at a school level and support is provided from the system level.
7. Professional Learning is provided to teachers, paraprofessionals, and administrators based on three primary sources. Surveys are conducted on a yearly basis to determine issues with climate and needs. In addition, trends and systemic needs are identified through the teacher evaluation process and data analysis. Individual needs for professional learning are identified through the TKES process based on self-assessment and GPSC goal or plan set by the staff member. In addition, as new initiatives are rolled out, professional learning is provided for programs such as Accelerated Reading, the State Longitudinal Data System, Book Worms, I-Read, System 44, ILEARN Math, Wilson Reading, Foundations, GOIEP, Thinking Maps, data disaggregation and analysis, differentiation of instruction, Georgia Standards of Excellence (GSE), etc. The effectiveness of Professional Learning is monitored through evaluations, walkthroughs, and data analysis. Principals and central office staff are responsible for this process.

The Comprehensive Needs Assessment for a continuous improvement is an ongoing process in which information is gathered throughout the school year and collectively

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organized to develop all components required in the Comprehensive/continuous ACSS Improvement Plan (CLIP), Parent and family engagement Plans, Schoolwide Plans and District and School Improvement Plan (DIP), and Migrant Implementation Plans.

The CLIP drives the action/implementation planning for the upcoming school year. It is developed by the collection of school's CNAs, stakeholder input, student achievement data from state and national assessments, survey data, and self-assessments. All schools, annually, complete a comprehensive needs assessment process. All schools follow the same process as the central office and collect student data, survey results, stakeholder input, and self-assessment information. (Revised 12/9/2021)

Creating, reviewing and approving the CLIP:

- The ACSS CLIP is developed by the collection of the school's CNA and SIP information. All schools have meetings throughout the year with parents, stakeholders, staff, and parent councils to present, collect, and review information specific to each school. ACSS conducts meetings during leadership meetings with principals to collect and disseminate information that may impact the current and future CLIPs. ACSS and schools have parents, stakeholders, and staff complete surveys that addresses all the components included in the CLIP and Schools' CNA/SIP. The results of the surveys, along with student achievement data, climate surveys, self-assessment surveys, and stakeholder input are all incorporated to the CLIP and are presented at the District-wide CLIP Meeting.
- The District-wide CLIP meeting is announced in the newspaper, district and school website for at least two weeks in advance. In the newspaper the invitation is placed for two weeks. Invitations, flyers, and/or website announcements are sent to all parents and guardians to participate in the district or school's meetings. Meetings are held to accommodate varying schedules of parents and stakeholders. This same process applies to all federal programs.
- The District-wide CLIP Meeting allows for the District and schools to bring their key stakeholders, personnel and present their results. In this meeting, the ACSS brings in other stakeholders to learn about each school, ask to review any components and provide additional feedback on the CLIP. Once feedback or recommendations are presented and added to the CLIP.
- A 2nd meeting is scheduled to present the final CLIP for stakeholders to approve. All Federal Program Directors, Coordinators, and Principals aid in the completion process of the schools CNA/SIP and District's CLIP.
- The Federal Programs Director submits the CLIP to the Superintendent for sign-off.
- The CLIP is a living document that can be changed at any time when additional circumstances or data is of vital importance. Amendments requested to the GaDOE provide justifications for making changes to the CLIP. Schools' plans are also continually changed and when major changes take place, these are presented to stakeholders for approval. The CLIP and SIPs are all available on the district website and the school's website for stakeholders to review and provide comments.

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- Resolution for Unapproved Plans In the event that GaDOE requests revisions to the CLIP, Equity Plan, District and school Improvement Plans, ID&R Plan, Parent & Family Engagement Plan and/or Foster Care Transportation Plan, Federal Programs Director will retrieve the requested changes, collaborate with the necessary departments and resubmit the unapproved plan. This process is continued until each plan has been approved by GaDOE. ACSS has never had a CLIP turned in to GADOE past the due date.
- Documentation of agenda, invitations, sign-in sheets, and minutes related to CLIP meetings presentation and approval are kept at the central office.

CLIP Schedule/Timeline

To ensure timely submittal to the GADOE, the following timeline must be followed:

- August-July - The CLIP is made available on the district website.
- February-April – The current CLIP is made shared at meetings for stakeholder input. Surveys and input are collected.
- May-June – A systemwide meetings are held for input and approval.
- July – The CLIP is uploaded for GaDOE approval.

Evidenced-Based Practices and Interventions

Definition: The term “evidence-based”, when used with respect to a state, local educational agency, or school 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

Implications: During the annual School Improvement Planning Workshop held each June/July, school leadership teams will identify and record the extent to which the activities, strategies, and/or interventions contained in their school improvement/schoolwide plans meet the various levels of qualifying as being evidence based: strong, moderate, promising, or otherwise provide a rationale for improving student outcomes. In addition, goals and objectives are determined to address areas of needed improvement. Through the data analysis process at both the system and school level, staff members engage in productive discussion about student learning and conditions that support learning. Data is gathered and examined that represents the

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particular area, district or school, as well as specific subgroups. During this analysis, team members identify strengths and areas of needed improvement. Discussions are incorporated to identify specific areas of concern by grade level, content area, course, and/or school. This information is then used to begin discussions on specific strategies to address areas of identified need. Strategies that have been used with success are shared and discussed. System and school leaders work together to examine and identify evidence-based strategies to address areas of need in order to achieve defined goals and objectives. Information on evidence-based strategies is gathered through a variety of methods including online research, periodical information, communication from other schools and districts that have used the methods, the Georgia Department of Education, education specialists, education consultants, and vendors. The evidence-based information is attached to every single purchase order. The evidence-based information is also reviewed by the District School Improvement Coordinator and finally by the Federal Programs Director before the purchase of any program. System and school leaders formally and consistently monitor the implementation of strategies and instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that strategies and initiatives are implemented with fidelity.

SECTION 3: BUDGETS

Monthly budget status sheets, as well as periodic payroll reports, are provided to the Federal Programs Director and other Program Directors by the CFO. These are used to monitor expenditures, verify that the appropriate personnel are coded and paid from their specific Federal Program budgets, and to ensure that all expenditures are allowable as outlined in the federal award.

For all federal programs, expenditures are monitored to ensure the following: conference costs are appropriate, allowable, and managed to minimize costs to the federal award. ACSS travel reimbursement procedures are followed ensuring that charges are reasonable and consistent, purchased memberships are in compliance with governing laws and regulations, purchased supplies are reasonable and necessary for the performance of grant activities, ACSS procedures for granting stipends consistently with federal and nonfederal funds are followed, expenditures are supplemental in nature, obligations occur within the period of performance, contractors perform in accordance with terms, conditions and specifications of contracts or purchase orders, adheres to the ACSS standard of conduct regarding conflict of interest, all expenditures are approved by the Federal Program Director/Coordinator, equipment purchases are reasonable in cost, charged at actual price, and are all allowable under their specific federal program guidelines.

As appropriate and after a meeting held with the Assistant Superintendent and CFO to discuss budgeting and other program requirements, Directors prepare budgets for Title I, Part A, other Title Programs, and/or Reward Schools Awards based on the allocation. Set asides for the system are determined first, based on needs/requirements. At the system level, school staff salaries and benefits for Title paid staff are calculated based on payroll forms obtained from the CFO. The calculations are determined using an Excel sheet with columns for salaries and all benefits. The totals for each school are then entered on a School Allocation Form that also includes appropriate function and object codes to which allowable expenditures are coded. School Title I budgets are developed at the school level based on SIP goals after the School Allocation Form is provided to the principal via both email and hard copy. The principal meets with the School Leadership Team to examine needs which have been identified through data analysis and examination/evaluation of the School Improvement Plan (Title I). Set aside funds for homeless students, parent and family engagement, N&D, administration and professional development are allocated at the system level. Schools are given a date to complete and submit the budget which is reflected on the SIP, usually one month following receipt of the budget information. Schools are provided guidance through meetings, phone calls, and emails. The structure for completing the budgeting process has been made clear at the budget meetings with principals, and leadership teams. The schools submit the budgets, which are then reviewed for allowable costs, which are reasonable and necessary to carry out the Title I, Part A, schoolwide program and other Federal Programs. Once necessary revisions have been made at the school level and reflected on the SIPs, the budgets are compiled and placed in the consolidated application. Schools may not request items until they have been notified that the budget(s) has been

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approved at the state level. Once approval of the application has been made, schools are notified to spend Title I and other Federal Funds as budgeted, provided a due date to complete purchases, and reminded to maintain a school log of requisition information – Excel spread sheets identical to system forms are available, or schools may develop their own. Requisitions are then processed following the purchasing procedures described in Section I. Sign-in sheets, agendas, minutes, and the supplement/supplant form must be attached to the requisitions. If/When schools need to correct or resubmit an item, either a meeting is held, a phone call is made, or an email is sent describing the issue and how to correct it. Schools are encouraged to submit Title I purchase orders within three weeks of being notified that the funds are available.

Quarterly budget status reports are provided to Directors and Administrative Assistants from the CFO. These are cross-checked with purchase orders and log forms of expenditures, and accuracy is verified. The balance status for object code areas is reviewed, and schools are notified if necessary.

Appling County uses the reimbursement payment method for Drawdowns. Periodically, Appling County requests drawdown of the funds that have been expended according to the approved budget. The general ledger is reviewed quarterly to make sure of the accuracy of request funds.

Reasonable and Necessary

To be allowable under Federal awards the expenditure must be reasonable, necessary and allocable. Schools must provide a rationale for why they are requesting the proposed expenditures, how it aligns with the comprehensive needs and how it is reasonable, necessary and allocable. The cost must be allocable to federal award if the goods and/or services involved can be charged or assigned to that federal award based on the grant's guidelines: 200.405

Use of funds must be articulated in the SWP and aligned with the needs of the eligible students. The plan drives the budget; therefore, all expenditures used in the implementation of the schoolwide program must be approved and directly related to the support of strategies included within the required comprehensive needs assessment for schoolwide programs.

Requisitions may be rejected if:

- Equipment or supplies are purchased when the district is responsible for providing the equipment or supplies
- The district or state has mandated an initiative and Title I funds are used to implement the initiative
- An allowable expenditure is used in an unallowable manner

The following factors affect allowability of Costs: §200.302(b)(7)

All cost must be:

1. Necessary, Reasonable and Allocable
2. Conform with federal law & grant terms
3. Consistent with state and local policies

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4. Consistently treated concerning identification as a direct or indirect cost
 5. In Accordance with GAAP
 6. (Period of Performance 200.403 - Not included as match/cost sharing requirement of any other grant program. Adequately documented. Cost must be incurred during the approved budget period. GaDOE at its discretion can authorized to waive prior written approvals to carry forward unobligated balances to subsequent budget periods pursuant to 200.08(e)(3)
- Practical aspects of reasonable
 - Is it reasonable?
 - Do I have the capacity to use what I am purchasing?
 - Did I pay a fair rate?

*Director must be comfortable to defend a purchase and present a rationale.

- Practical aspects of necessary
 - Is it allowable?
 - Is it really needed?
 - Is this the minimum amount needed to meet my needs-based on the plan? Rev. 12.13.2021

Allowable Costs §200.403

Cost must be incurred during the approved budget period. GaDOE may waive prior written approval to carry forward unobligated balances to subsequent budget periods.

Revised 12.13.2021

Unallowable Expenses

All Federal Programs provide funds to improve achievement of the lowest-achieving students – those who are failing, or most at-risk of failing, to meet State academic content standards enrolled in high poverty schools. All activities supported with Title I, Part A and Federal Programs funding must support that intent. All Federal Programs are supplemental in nature and are used to provide for the unique needs of students with disabilities. IDEA also has unallowable expenses. Appendix F is attached to provide guidance in this area.

Restricted Indirect Costs (2 CFR §200.414)

GaDOE calculates restricted indirect-cost rates for ACSS each fiscal year based on requirements established by the U.S. Department of Education. Restricted indirect-cost rates are posted on GaDOE's Website and are sent to ACSS. The restricted indirect cost rates are found on GaDOE's Website. ACSSs may only apply the indirect costs rates on expenditures which are determined by ACSS to be allowed. Indirect costs can be budgeted on the whole grant but should only be drawn down after appropriately applied. Completion reports should show indirect costs applied appropriately. If completed correctly in one year, the indirect costs can then apply to carryover in the following year; however, the most recent indirect cost rate available must be applied to the carryover. ACSS without a negotiated indirect cost rate, including subrecipients with lapsed indirect cost rates, may elect to charge a de minimis rate of 10% of modified total direct costs (MTDC) which may be used indefinitely. No documentation is required to justify the 10%

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de minimis indirect cost rate. Costs must be consistently charged as either indirect or direct costs (\$200.403), but may not be double charged or inconsistently charged as both. If chosen, this methodology once elected must be used consistently for all Federal awards until such time as a ACSS chooses to negotiate for a rate, which the ACSS may apply to do at any time.

Calculation of Restricted Indirect Costs Budgeted

When ACSS applies an indirect-cost rate, the Federal Program Director in charge of the grant will work with the CFO in the calculation of the dollar amount.

The following procedures will be followed:

- The indirect cost rate will be calculated for the current fiscal year and will be applied to actual expenditures each fiscal year.
- Equipment purchases will be deducted before applying the indirect-cost rate.
- The indirect costs will be removed from the balance before the indirect rate can be applied (this prevents paying indirect costs on indirect costs).
- ACSS will have a state-negotiated indirect-cost rate.

To apply the indirect cost rate by fiscal year, ACSS will initially budget for indirect cost using the most current rate available. For example, the FY20 grant award period is July 2019 – September 2020. The FY20 indirect cost rate will be applied to the period of July 2019 – June 2020. However, because the FY21 indirect cost rate will not be available until later in the grant period, the initial budget of the indirect costs will apply the FY20 rate to the entire grant award amount

Calculation of Restricted Indirect Costs Budgeted Applied to Actual Expenditures

The approved indirect cost rates calculated are valid from July 1 through June 30 of the applicable fiscal year of approval. Indirect costs are recovered only to the extent of direct costs incurred. The indirect cost rate is applied to the direct cost amount expended, not to the grant award allotted.

Once the indirect cost budget is determined, the ACSS must consider how to apply the indirect cost rate to actual expenditures incurred. When applying the indirect cost rate, ACSS will consider that the amount budgeted is the maximum amount that may be applied. ACSS will also consider the fiscal year in which the expenditures are incurred, as the indirect cost rates are applicable to a 12-month fiscal year period and not the complete 15-month grant award period.

To apply the indirect cost rate, the applicable fiscal year rate should be considered for the period in which expenditures are incurred. It should be noted that the expenditures are not necessarily incurred in the same period in which the cash is paid for the expenditures. For example, the summer accruals for salaries and benefits to satisfy the contract period for 10-month employees are expenditures incurred prior to June 30th, although the cash paid for the salaries and benefits outflows in July and August. The indirect cost rate changes each July, unless the district chooses to apply the lower rate that was established the previous fiscal year.

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ACSS follows the process guidance set by GaDOE for verifying Indirect Cost Rate:

Program Process for Verifying Indirect Cost Rate:

Title I Part A Title I, Part A checks during budget approval to ensure the LEA uses the correct restricted rate and that their budgeted amount is not greater than what is allowed. Indirect costs are also checked during CFM to ensure that what was drawn down for their indirect costs aligns with the percentage of Title I funds expended.

Title I, Part C Title I, Part C checks during budget approval to ensure the LEA uses the correct restricted rate and that their budgeted amount is not greater than what is allowed. Indirect costs are also checked during CFM to ensure that drawn down aligns with the percentage of Title IC funds expended.

Title III Part A Title III, Part A checks during budget approval to ensure the LEA uses the correct restricted rate and that their budgeted amount is not greater than what is allowed. Indirect costs are also checked during CFM to ensure that drawn down aligns with the percentage of Title III funds expended.

Title V, Part B Title V, Part B program staff members verify that the budget matches or does not exceed the indirect cost rate during budget approval. Program staff members also verify the correct indirect cost rate usage during cross functional monitoring and/or program monitoring visits to ensure drawdowns for indirect costs align with the percentage of REAP funds expended.

Title expenditures are supplemental to schools' budgets. Personnel are in addition to the number of personnel required to meet maximum class size as determined by GADOE. Title/Federal funds are used only to supplement and, to the extent practical, increase the level of funds that would, in the absence of Title I/federal funds, be made available from non-federal sources for the education of students participating in Title I/federal programs. A schoolwide program does not need to demonstrate that Title I funds are used only for activities that supplement, and do not supplant, those the school would otherwise provide with non-federal funds if the district is providing equitable services to all schools in the district. Conversations regarding supplement vs. supplant are held periodically throughout the school year. Title program funds do not support programs that were paid with state or local funds unless there has been evidence of precipitous decline. All principals are made aware of the supplement not supplant issue during the training that takes place during the summer and/or at the starting of the school year. The Federal Programs Director reviews budget requests to ensure that supplanting is not taking place. Supplement vs. supplant is at district level as to how funds are distributed across and is no longer at the expenditure level,

Federal programs use the follow questions to ensure that programs are supplementing, not supplanting: Respond "NO" to the following questions:

1. Would other monies from the state, local, or other federal resources have been used to pay for the item or service?
2. Was the item or services provided with non-federal funds in the previous year?

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3. Was the item or services provided to participating children with Title funds (Title I schools) and to non-participating children (non-Title I schools) with non-federal funds?

The Federal supplement, not supplant provision is intended to ensure that services provided under Title I and all federal programs are used to supplement (increase the level of services), and not supplant (replace). Section 1116(b)(2); supplement, not supplant methodology will be follow to demonstrate that the allocation of funds is the same as it would be in the absence of Title I and all other federal funds.

Beginning in FY 18 with the passing and implementation of ESSA, and the increased flexibility and new interpretations of the Supplement vs. Supplant rules and guidance, under the statute, to demonstrate compliance with the supplement no supplant requirement, ACSS must demonstrate that the methodology used to allocate state and local funds to its schools ensures that each Title I school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds. However, it is our position to proceed cautiously and continue to use the interpretations as described under ESEA for FY 18 until the official RAMP is approved by GADOE.

Program Directors approve all expenditures to monitor for supplanting issues and use guidelines as follows:

The following guidelines will be used for Title I Schoolwide Programs and Targeted Assistance Programs:

- Equitable distribution of non-Federal funds requires that a schoolwide program shall use Title I funds only to supplement the amount of funds that would, in the absence of the Title I funds, be available from non-Federal sources for the school, including funds needed to provide services that are required by law for students with disabilities and English Learners.
- Supplemental activities are determined by the Appling County School System such that non-federal funds are distributed to all schools across the district in equitable ways. Furthermore, per pupil allocation by grade band will be used to equitably distribute Title I funds.
- To demonstrate compliance with supplement not supplant, the school system updates and submits to the GaDOE yearly a Resource Allocation and Management Plan (RAMP) that ensures that each Title I school receives all of the state and local funds it would otherwise receive if it were not receiving Title I funds.

SECTION 4: REQUISITION PROCESS

Purchases made by Appling County School System will follow the rules and guidelines of the Appling County Board of Education, Georgia Auditing

Guidelines and CFR 200.322 Domestic preferences for procurements ((a) As appropriate and to the extent consistent with law, the ACSS should, to the greatest extent practicable under a Federal award, provide a preference for the purchase, acquisition, or use of goods, products, or materials produced in the United States including but not limited to iron, aluminum, steel, cement, and other manufactured products).

1. Requisitions are completed by the staff member requesting the materials using the requisition/purchase order form.
2. Requisitions are submitted to the building principal for approval.
3. Building principal forwards, the requisition to the Program Director/Program Administrative Assistant at the Central Office.
4. Director checks fund balance (SIP, allowability, prices, and vendor/procurement verification) and submits to program administrative assistant for coding requisition.
5. Program Administrative Assistant submits requisition to Accounts Payable who assigns a purchase order/vendor number.
6. Accounts Payable submits requisition to the Superintendent for approval.
7. Accounts Payable enters the information into the computer to generate a purchase order.
8. Accounts Payable returns the purchase order to the Program Administrative Assistant to process the order by fax/mail to the vendor. In the case of a credit card purchase, the same process is followed but the payments are made to Suntrust, the credit card company that ACSS has in place for credit card purchases. In the case of purchases through Amazon, due to availability and reduced prices, purchase order numbers will be replaced by posting the grant name and the sequential numbering of purchases. Revised October 2021.

The following procedures are implemented upon receipt of the materials:

1. The Program Administrative Assistant/designated staff member/Director inventories the shipment by checking off, on the packing slip, items received.
2. The Packing slips are attached to the PO and stored in the central office.
3. The program Administrative Assistant/Director codes the invoice, makes a copy of the invoice and PO and submits it to Accounts Payable.
4. The Accounts Payable then processes the payment for the purchased item
5. The Administrative Assistant/Director adds the purchase order number to program budget logs.

SECTION 5: FAMILY-SCHOOL PARTNERSHIP PROGRAM

PARENT AND FAMILY ENGAGEMENT PROCEDURES, EXPECTATIONS, AND TECHNICAL ASSISTANCE

In support of strengthening student academic achievement, Appling County School System (ACSS) has developed procedures and expectations for the Parent and Family Engagement Program which establishes the district's expectations for meaningful and effective family engagement and guides the strategies and resources that strengthen school, family, and community partnerships in the district's Title I schools including GBCH, an N&D facility. (Personnel in charge of GBCH act as parent of students residing at GBCH and are provided with the same opportunities, participation and information as the rest of the parents in the Title I schools)

The Parent and Family Engagement component of the ACSS is committed to engage families in the education of their children and to build the capacity of its Title I schools to implement family engagement strategies and activities designed to reach the district's goals for increased student academic achievement. Schools, families, and the community will work together to support learning, for students to do better in school, stay in school longer and enjoy school more. Title I, Part A provides technical assistance to all Title I schools on effective parent and family engagement activities at every level of the program, such as in the development and implementation of the district and school plans, and in carrying out the district and school improvement provisions. ACSS will follow Section 1116 of the Every Student Succeeds Act (ESSA) to fulfill all the requirements for all Title I schools and school systems to involve parents and family members in their children's education.

Consistent with Section 1116, the district will work with its Title I schools to ensure that input is provided by parents, teachers, and community in the revisions, development and approval of the district and school-level Family and Community Engagement Plans, School-Parent Compacts, 1% PFE's set-aside, and activities that will increase the collaboration and communications between the schools, homes, and community. All evidence of engagements will be documented on the Georgia Department of Education's Parent and Family Engagement Checklist.

Family and Parent Engagement Coordinator, provides technical assistance to all Title I schools throughout the school year. TA meetings are held at the district office and on-site at each school or by means of virtual online meetings. TA assistance is also provided through email, and during the technical assistance of documents. Feedback is provided to parent liaisons at each school to meet their school individual needs. The following components are included in the TA and are documented via email correspondence, agenda, sign-in sheets and minutes:

- Time line for the year
- Annual CNA

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- Implementation Plans
- Notice to Parents of English Learners
- Parent Notifications
- Annual Title I Meeting
- School-Parent Compact
- District & School-level Parent and Family Engagement Policy
- Staff Capacity
- Parent Capacity
- Parent Input
- Parent Resources
- Parent Advisors & Communication
- Professional Qualifications
- Reservation of Funds

TIME LINE

Time lines for Parent and Family Engagement activities are set in the spring and revised at the beginning of the school year. All events are posted in the district calendar, school's website, and for district events, on the district website.

PARENT AND FAMILY ENGAGEMENT ANNUAL PARENT NEEDS ASSESSMENT

Process to Collect:

To assess our Parent and Family Engagement practices, parent needs assessments are posted online at the county website and the school websites. The surveys are collected and tallied for each school, as well as the district. The feedback, from these surveys, is also disseminated to the schools and district office. Survey results are discussed and reviewed in the Parent and Family Engagement, leadership, and school council meetings to make revisions and recommendations for the upcoming year.

All family members of Title I students are provided opportunities to have meaningful input into the development of family engagement activities, programs, and procedures. This includes the annual review and revision of the APPLING Parent and Family Engagement Policy/Plan; the School Parent and Family Engagement Policy/Plan; and School-Parent Compacts. Family input is also required when planning Title I, Part A family engagement budgets. One percent of at least 90% of the budget must be set aside for family engagement. Input into building the capacity of school staff in how to best communicate with and build partnerships with parents and families is also required by ESSA. In addition, ESSA requires that LEAs receiving these funds must conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy and program. Revised

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The findings of the evaluations/surveys are used to design strategies for more effective Parent and Family Engagement activities and to revise, if necessary, the District and School-level Parent and Family Engagement policies, School-Parent Compacts, use of the 1% set-aside, current parent engagement activities, and any other situation/concern that parents, teachers, and community may have that addresses Parent Engagement. To accomplish this task, the APPLING and each participating school may use parent surveys, review of documentation such as records of parent contacts, parenting activities forms, workshop participation, and personal interviews with parents, and any other documentation as appropriate and relevant. All information will be used to identify strengths and weaknesses of the total Title I Parent and Family Engagement program. The school district will use the suggestions from GADOE Parent and family engagement to design strategies for more effective Parent and Family Engagement, and to revise, if necessary (and with the involvement of parents) its Parent and Family Engagement policies/plans, capacity, School-Parent Compacts, and six standards for parent engagement as required in Sec. 1116. All parents will be invited to attend and provide feedback, as well as, serve on the District and School Advisory councils. The District and School-level Parent and Family Engagement Policies and School-Parent Compacts will be updated and revised yearly, with the input from all parents, community, and stakeholders.

Process to Review:

The results of the annual parent surveys and other parent activities are reviewed by the Parent and Family Engagement and leadership committees at each school and the district which have parent representation. All information is used to identify strengths and weaknesses of Parent and Family Engagement. Results are used to make revisions or recommendations to the Parent and Family Engagement Plan and/or School Improvement Plan.

Actions Taken by APPLING to Improve the Quality and Effectiveness of Parent and Family Engagement

DISTRICT PARENT & FAMILY ENGAGEMENT POLICY:

Appling County School System will jointly develop, and agree on with, and distribute to parents and family members of children receiving services a written parent and family engagement policy. The APPLING parent and family engagement policy outlines how the district will implement programs, activities, and procedures for the engagement of parents in Title I programs. The policy will establish the district's expectations for parent and family engagement and how the district will carry out the parent and family engagement requirements. Revised 3-8-2021

The policy will:

- Involve parents in the joint development and the process of school review and improvement.
- Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent engagement activities to improve student achievement and school performance.

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- Build the schools' and parents' capacity for strong parental engagement.
- Coordinate and integrate parental engagement strategies under this part with parental engagement strategies under other programs, such as the Head Start program, Reading First program, Early Reading First program, Even Start program, Parents as Teachers program, and Home Instruction Program for Preschool Youngsters, and State-run preschool programs.
- Conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of the parental engagement policy in improving the academic quality of the schools served under this part, including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental engagement, and to revise, if necessary, the parental engagement policies described in this section.
- Involve parents in the activities of the schools served under this part.

English and Spanish District and School-level policies along with School-Parent Compacts will be distributed at least twice before November 1st of every school year.

SCHOOL PARENT & FAMILY ENGAGEMENT POLICY:

All Title I Schools have and will continue to:

- Jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, which shall describe the means for carrying out the requirements of subsections (c) through (f).
- Parents have been and will continue to be notified of the policy in an understandable and uniform format for parents with limited English proficiency, parents with disabilities, and parent of migratory children.
- Provide the policy to the local community and update it periodically to meet the changing needs of parents and the school.

English and Spanish District and School-level policies along with School-Parent Compacts will be distributed at least twice before November 1st of every school year.

SCHOOL-PARENT COMPACT:

All Title I Schools have and will continue to:

- Provide evidence of a signed and dated school-parent compact with the required components that includes being developed jointly with parents, describes how parents, the entire school staff, and students will share the responsibility for improved student achievement, addresses the importance of communication between teachers and parents on an ongoing basis through at a minimum, parent-teacher conferences in the elementary schools at least annually, during which the compact is addressed, frequent reports to parents on their child's progress, and reasonable access to staff,

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opportunities to volunteer and participate in their child's class, and observation of classroom activities.

English and Spanish Student-Parent Compacts will be distributed at least twice before November 1st of every school year.

ANNUAL TITLE I MEETING:

All Title I Schools have and will continue to convene an Annual Title I meeting to:

- Inform participating parents about Title I programs
- Convene at a convenient time, to which all parents of participating children shall be invited
- Encourage all parents to attend and inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved

BUILDING CAPACITY FOR INVOLVEMENT:

All Title I Schools have and will continue to ensure effective involvement of parents and to support a partnership among all Title I schools, parents, and the community in order to:

- Improve student academic achievement.
- Provide assistance to parents of children served by the school in understanding such topics as the State's academic content standards and State student academic achievement standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.
- Educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Coordinate and integrate parent engagement to the extent feasible and appropriate programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- Ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in English and Spanish or in a language and format that parents can understand.
- Provide such other reasonable support for parental engagement activities under section 1116, that parent may request.

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Materials are purchased for parent resource areas from expressed needs of the schools and parents. Many opportunities are provided for building strong staff and parent capacity. The purpose is to ensure effective engagement of parents and to support a partnership among the schools, parents, and the community to improve student academic achievement, through the following activities:

- Annual Title I meetings
- Conferences
- Email communications
- Phone calls
- Parent sessions and activities
- Family nights
- Volunteering
- PTO meetings
- Board of Education Meetings
- Stakeholder meetings
- Open Houses
- Annual notification of accountability status
- Newsletter/flyers/brochures/Website information

NOTICE TO PARENTS OF ENGLISH LEARNERS:

As a district under the direction of Title I, Part A, parent notifications are provided to parents the first day of school. Beginning in FY18, the ACSD, provided notifications, in a language appropriate for the reader, to parents of ELs who have been selected to participate in the LEA's Title III or Title I supplemental language program. The same process will continue for every school year. The notice will be provided 30 days in advance of any supplemental language program to permit the parent to waive participation in the Title-funded services. The federally-funded supplemental language program notification is part of the beginning of the year notification process for parents of ELs. Parents of students who do not attend these meetings will be receiving this information and this will be documented utilizing one of the following methods:

- Signed and dated district or school staff dissemination statement indicating that the notification was sent home with each participating EL
- Parent-Teacher Conference(s) with sign-in sheet of parents' signatures, dates, and names of documents discussed.
- Copy of secure mail with date and email address of parent
- Mailed letter with a dated postage receipt and list of mailing addresses
- Picture of student folders with name of document and date of when document was distributed
- Screenshot of notification in a secure parent portal with date of when notification was available to individual parents
- Other secure method that the APPLING has used to effectively notify parents of participating EL

PARENT NOTIFICATIONS

As required by GADOE, Notification of current CCRPI status as well as the criteria the CCRPI designation which is Title I Distinguished, Title I Reward, Comprehensive Support and Improvement (CSI), Comprehensive Support and Improvement Promise (CSI Promise), or Target Support and Improvement (TSI), are provided to parents. Principals revise the letters to meet their school's status and other personalization, place them on school letterhead with contact information, and send them home with students at the beginning of school. Letters are distributed to parents and documentation of when and how the letters are sent to parents as well as a copy of the letter is sent to the Federal Programs Director. Additionally, GADOE's Title I brochure is available which contains mandated parent information.

ANNUAL TITLE I MEETING

Schools are required to hold an annual meeting and submit documentation of the required Title I annual meeting, including a copy of the sign in sheet and agenda. The District Federal Programs Director and principals prepares and/or presents a PowerPoint presentation providing the requirements of Title I, section 1116, an agenda to each school for technical assistance to ensure required components of the district and school improvement plan, parent and family engagement plan, and compact are explained to parents. All parents are invited and encouraged to attend all meetings and participate on any school committee as well as give feedback on any material covered during the meetings. Schools hold their Title I meetings separate from PTO meetings and Curriculum/Parent Nights. Title I meetings announcements are shared in numerous ways that may include local newspaper, parent flyers, school website, system website, shout point call system, texts, newsletters, and placement on the school marquee sign. Revised 3-8-2021.

Each Title I school have a Title I Parental Advisory and Family Engagement Committee comprised of parents, school level representatives, and community representatives. The District's Title I Parental Advisory and Family Engagement Committee is comprised of members from each of the school level committees. Each committee meets at a minimum of twice annually. Materials and agendas are developed for all meetings. Parent representatives participate in group meetings to review/revise the district/ school level policies, to review/revise School-Parent Compacts, to review the six steps in building parent and staff capacity, to plan parent engagement events, to provide professional development and to plan for parent and family engagement budget priorities.

SCHOOL-PARENT COMPACTS

All Title I Schools have School-Parent Compacts and are required to review and revise the School-Parent Compacts annually. School-Parent Compacts include responsibilities for the system, school, parents, and students. Components of the School-Parent Compacts are revised each year by parents, community, administrators, staff from the

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schools, and the Parent and Family Engagement Committee at each school/district. Copies of the signed and dated parent School-Parent compacts are kept on file with the District Title I Parent and Family Engagement Coordinator, school Parent and Family Engagement liaison, and administrator. A School-Parent compacts Checklist is located on the Title I page of the GADOE website under resources that is used as a guide to implement changes or additions to the School-Parent Compacts. The School-Parent Compacts are reviewed at the Annual Title I meeting and hard copies are distributed to all parents in the schools at the beginning of the year and before November 1st of each year.

DISTRICT & SCHOOL-LEVEL PARENT AND FAMILY ENGAGEMENT POLICIES

School Parent and Family Engagement Policies/Plans are reviewed and revised annually by parents, community, administrators, staff from the schools, and the Parent and Family Engagement Committee at each school/district, and the Parent and Family Engagement Committee. The Parent and Family Engagement district /school plans are distributed at the Annual Title I meeting. All parents are invited to participate on the committees. Policies/plans include the required components of the parent and family engagement checklist. Policies/Plans include activities and sessions that have been identified and requested through the previous year's annual parent and family engagement survey. School improvement and parent and family engagement plans are posted on the system/school websites, available at the schools upon request, and copies are sent home each school year to all parents at the beginning of the school year.

STAFF CAPACITY

ACSS seeks meaningful input from parents, families and the community to develop professional learning activities to support and encourage staff capacity. Professional learning activities based on the National PTA Standards for Family-School Partnerships are used as the guide to build capacity.

The following standards will be presented throughout the school year using the GADOE checklist for compliance:

- Standard 1: Welcoming all family members in to the school community
- Standard 2: Communicating effectively
- Standard 3: Supporting student Success
- Standard 4: Speaking up for every student
- Standard 5: Sharing power
- Standard 6: Collaborating with the community

BUILDING CAPACITY

To build a capacity for strong family engagement and to support and encourage partnerships among schools are very important goals of the District. Positive parent-teacher and community relations are standards that the Appling County School System's Title I program will enable and assist schools to uphold.

These standards will be accomplished and maintained through training and instruction of both parents and educators, carried out through community meetings, parent sessions, parent conferences, brochures and other media, personal contact with families through PTO meetings, PAC meetings, and other avenues of learning that are appropriate for the information to be conveyed.

The main focus to build capacity will be the outcomes of the annual parent needs assessment, parent session evaluations, input given at parent and committee meetings, and state assessments.

Resource areas are provided at each Title I school for families and students in the school system. Funded primarily by Title I, the centers provide much one-on-one contact with parents, home visits, workshops/parent meetings, referrals to other community agencies, educational materials for loan to families, and training on using the materials effectively with students.

School level - Each school is required to develop with and distribute to parents a written school parent compact and school plan/policy. A Title I Annual meeting is held to keep parents informed of all aspects of the Title I program. The meeting agenda, sign-in sheets, and other documentation are kept on file locally. All parent sessions are advertised through the local newspaper, parent flyers, school website, and system website, shout point call system, texts, announcements, and place on the school marquee sign.

In addition to annual meetings, activities at the school level may include the following:

- Active PTO organizations/regular meetings
- "Good Citizen" recognition
- Tip Top Tiger Award
- "Super Job" winners
- ABC Club
- Honors Day/Honors Night
- Student handbooks/planners
- Parent conferences
- School council meetings
- Parent and Family Engagement committee meetings
- Parent or Family Night/Grade Level Orientation
- Parent lunch days
- Career Days (parents and community resource people as guests)
- Spring Fling/Fall Festival

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- Fall Fitness Run
- Dr. Seuss Day
- Accelerated Reader Celebration Days
- CHAMPS Picnic
- CHAMPS Graduation
- Media center book fairs (held twice each year)
- Transition meetings (Pre-K to kindergarten, second to third, fifth to sixth, and eighth to ninth)
- Parent Portal Training
- Pre-K Family Orientation
- Curriculum Nights
- Annual Title I Meetings
- Open House
- Homework - Tips for Success
- Test Tips
- Math Night
- Literacy Night
- Technology Night
- Family Fun Reading and Math Nights
- Internet Safety
- Introduction to the Online Assessment System

These standards will be accomplished and maintained through training and instruction of both parents and educators, carried out through community meetings, parent workshops, and parent conferences.

To build and ensure effective staff and parent capacity in the Appling County School System and to support a partnership between, parents, community and the schools, each school and district office may include the following activities:

- Provide parents information on the state's, Georgia's, academic content standards and state and local academic assessments.
- Disseminate testing results, progress reports, and report cards.
- Report the child's progress to parents and assist parents in how to monitor a child's progress and how to improve achievement at home too.
- Conduct an Annual Title I meeting in each Title I school in Appling County that will provide all parents information of the requirements of Title I and section 1116 (e) building parent capacity, including information on the District Parent and family engagement Policy, school parent plans, School-Parent Compacts, and means to build parent capacity.
- Provide information concerning the Title I program and all state requirements of parent and family engagement.
- Provide parent/ teacher conferences and open house held at the schools.
- Conduct an annual parent needs assessment and parent session evaluations to gain input for future program development.

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- Develop and disseminate at least in two different times, the District Level Parent Policy, school-parent compacts, and school level Parent and Family Engagement plans.
- Provide support and/or training for parents in areas such as literacy, mathematics, and technology.
- Provide information related to school and parent programs, meetings, and other activities are sent home “in an understandable and uniform format and to the extent practicable, in a language the parents can understand.”
- Provide parents information on the professional qualification of their child’s teacher at the beginning of each school year.
- Collect feedback and input from parent’s comments regarding school activities and plans.
- Provide technical assistance training to the schools on each of the six requirements to build parent and staff capacity and model activities that would meet the needs of each school.
- Provide professional development and make it take it workshops, to the Title I schools staff and parents as needed.
- Let parents serve as leaders and provide training/ workshops to build staff capacity and to educate school staff on the value of working with parents as partners, building ties between parents and the school.
- Periodically assess/analyze the effectiveness of the Parent and Family Engagement program and six standards during the school year to provide input and to make changes/ revisions as needed. The Title I District School Level Parent and Family Engagement Advisory Committee along with all parents will be welcome to provide input and make changes as needed to the implementation process of building parent capacity with the six standards and in keeping the requirements of Title I section 1116(e).
- Parent needs assessments in English and Spanish are on the schools and district website are available in paper format upon request for parents to complete. During parent engagement activities parents will be given the opportunity to complete these surveys. If parents do not have internet services at their homes, each school will have designated computers that the parents can use to complete the needs assessments.
- Appling County Title I schools will follow a timeline to ensure these standards are in place and events are monitored. The District Family and Parent Engagement Coordinator provides technical assistance training throughout the year.
- The School Parent and Family Engagement Coordinator or School Administrator will use the GADOE checklist to check and make sure these activities and timelines are being followed. Each school will document all Title I requirements in Google Drive. In addition, each school will keep a hard copy of all information in a file box at the school.
- The District Family and Parent Engagement Coordinator will utilize the Google Drive to monitor documentation after each semester to ensure that the events are taking place. At the District Level, the Family and Parent Engagement Coordinator will utilize Google Drive to keep documentation

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from each of the Title I Schools in Appling County, as well as documentation of the District events in Appling County School System.

PARENT RESOURCES

Appling County has a parent resource area at each Title I School. A variety of materials and resources are available to parents for checkout. Books, DVDs, and a variety of other materials have been purchased for the parents. Schools showcase the resources available during parent engagement activities. A media specialist at each Title I school is available in the resource centers to assist parents/students in checking out materials to support academic achievement.

PARENT ADVISORS

All Title I schools have parents who serve on the Parent and Family Engagement Committee (PFEC), School Council, Leadership Team, and/or the Parent Teacher Organization (PTO). These parents serve as advisors to the schools and system as a whole. The valuable insight attained from these advisors is utilized to propel our system to excellence for all students and to review required components of the Title I program (CLIP, CCRPI/implementation plans, budgets, and parent and family engagement). Invitations to the meetings may be written invitations, phone calls, emails, and/or school website and/or system websites. Schools also use their advisors, as well as all parents who attend the annual Title I meeting, to review the required components of the schoolwide or targeted assistance program. The meetings are open to the public and notification may include local newspaper ads, parent flyers, school/system website postings, shout point call system, texts, announcements, and placement on the school marquee sign. Parents are instrumental in the revision of the school improvement/parent and family engagement plans and School-Parent Compacts. The District and School Level Parent and Family Engagement Committees review the results of the annual spring survey and help make decisions for yearly Parent and Family Engagement activities. All meetings are documented with sign in sheets, agendas, and minutes.

CORRESPONDENCE IN ANOTHER LANGUAGES/FORMAT

Correspondence in another language or formats, to the extent practical, is provided by either written support or support through an interpreter. Documents are provided in Spanish and English which are the major languages spoken in Appling County. In addition, the system contracts with Bilingual and Special Education staff to translate documents, interpret, or provide additional support at district and school level meetings. Bilingual Migrant Student Service Providers provide interpreting and translation services specifically to migrant children and families. Parent and Family Engagement meetings and nightly school Parent and Family Engagement functions have interpreters available at these events to assist parents with translation and interpretation. In addition, Title I, Director is bilingual in Spanish and English and is present at these functions.

PARENTS RIGHT TO KNOW TEACHER QUALIFICATIONS/LETTERS TO PARENTS REGARDING PROFESSIONAL QUALIFICATIONS STATUS

Parents are informed of their rights to know the qualifications of their children's teacher. This information is made available through the student handbook and system website. This notification will be provided in the Student Handbook for each school. Principal and contact information will be provided in the handbook. This information is also made available through the website. Parents will be provided a copy of the Student Handbook at the beginning of each school year or, for transfer students, upon enrollment. Each school will maintain documentation of parent receipt of information which will include parent signature. A copy of the Student Handbook for each school and sample parent forms will be maintained at the Board of Education. Notification will include the following information: In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information:

- Whether the student's teacher:
 - has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and
 - is teaching in the field of discipline of the certification of the teacher.
- Whether the child is provided services by paraprofessionals and, if so, their qualifications. In Georgia, notifications must occur within 30 calendar days from the start of school or upon enrollment.
 - For verification purposes, notifications must contain the month/year of dissemination or, if included in another document, the primary document must contain a date. Or, if the primary document is undated, records may also include supplemental documentation that contains the month/year of notification dissemination. The name of the APPLING and/ or school must be included. Parents of students in all schools and programs will be notified of this right to know. Responses to requests must be provided in a timely manner.

Appling County School System is a Strategic Waiver School System and has waived certification requirements. In accordance with the Every Student Succeeds Act of 2015, all APPLING schools will provide timely notice to parents when students have been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the LEA's professional qualification requirements. Notification requirements apply to all teachers in all APPLING schools/programs. Notifications must be made within ten business days following the four consecutive weeks. All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand. In accordance with the requirements of the Every Student Succeeds Act, parents will be notified of a teacher's professional qualifications under the following circumstances:

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- **Regular Education Teachers** - When students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet APPLING professional qualification requirements (in alignment with approved Charter/SWSS application and CLIP) at the grade level and subject area in which the teacher has been assigned.

Note: It is possible for a teacher to meet charter/ strategic waiver APPLING professional qualification requirements and not meet GaPSC in-field requirements. In this circumstance, 20 Day Notification is not required.

- **Special Education Teachers**
 - 20 Day Notifications must be disseminated if the teacher does not hold special education certification aligned with teaching assignment (General, Adapted, Visual/Impairment, etc.) AND Must have a Clearance Certificate
- **Paraprofessionals and Substitute Teachers-** 20 Day Notifications are not required for paraprofessionals and substitute teachers.
 - Paraprofessionals- ESSA does not include paraprofessionals as educators for whom 20 Day Notifications must be sent.
 - Substitutes- O.C.G.A. § 20-2-216/ GaPSC Rule 505-20-.20 requires LEAs hiring and assigning substitutes to ensure substitutes meet state certification requirements or to hire substitutes who most closely meet the requirements for teacher certification and who are available to serve as substitute teachers.
- For verification purposes, notifications must contain:
 - Day/Month/Year of notification;
 - Principal's contact information
 - School or APPLING name
 - Name of the teacher who has not met professional qualification requirements;
 - Name of the APPLING and/ or school/program; and,
 - Statement that the teacher has not met State certification OR APPLING charter/strategic waiver professional qualification requirements for the grade level(s) and/ or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.
 - In Georgia, notification requirements apply to ALL teachers in all APPLING schools/programs.
 - A copy of all 20 Day letters sent to parents will be sent to the Title I Department.

SECTION 6: RESERVATION OF FUNDS

Professional Development:

In the event that schools in the ACSS is given a designation, Federal Programs Director will ensure funds are set-aside to provide professional development as needed.

A lesser amount is requested by Title I in professional development since all teacher and paraprofessionals in the system already have met the Teacher quality status. Professional learning activities that are funded through the collaboration of federal, state and local funds are for activities that are scientifically researched based on evidence of program success resulting in increased student achievement.

Parental Engagement Set Aside:

Required 1% Set Aside for Parental Involvement: Principals have the option of expending their 95% portion of the required 1% set aside in Parent Involvement funds or submitting them back to the system level. Principals, with input from parents, typically decide to direct part of those funds to a system level parent involvement activity/project by signing a District-wide Parent Activity Assurance form. The funds are used at the system level to fund a Family Engagement Specialist who serves all schools and those directly allocated to the schools to fund parent engagement activities. Title I parents are informed about the 1% set aside during the Fall Annual Meeting and participate in the discussion regarding this requirement each Spring during Title I planning meetings held at each school. If the total 1% is not expended, the difference must be carried over to the following fiscal year.

Homeless Children and Youth Set Aside:

Set aside funds at the system level are budgeted to meet the needs of homeless children and youth. Because of the generosity of many of Appling's local organizations, very few supplies are needed each year.

Homeless liaison, works and consults with community and school personnel, including school counselors, enrollment clerks, teachers, principals, and bus drivers, to identify children in homeless situations. As well as providing a student residency questionnaire completed by all students who are enrolled in the Appling County School System. The homeless liaison monitors and provides the information on the annual count of homeless students attending school in Appling County.

Needs assessments are conducted by the school counselors when a child is identified as homeless. They contact the homeless liaison and other appropriate personnel or agencies. Method #1 is used to calculate set aside amounts.

Neglected and Delinquent Children:

The reservation amount provided by GADOE in the Title I, Part A allocation letter and worksheet is the amount set aside for neglected or delinquent children. Currently, there is one residential facility for neglected children, Georgia Baptist Children's Home and Family Ministries (GBCH), which operates as a facility. GBCH's neglected children attend Appling County Schools in the zone in which GBCH is located. Delinquent MOWP

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children are served at GBCH by two professionally qualified teachers. These students are enrolled at the high school and/or middle school but are served at this facility. Survey of Local Institutions for Neglected or Delinquent Children is completed each year and is based on the number of children residing at the home for 30 consecutive days with at least one day being in October.

Private Schools:

Equitable services would be provided to any qualifying private schools that choose to participate in the federal programs. However, no private schools have chosen to participate.

If a Private School chooses to participate, then funds would be identified in the district set aside portion of the consolidated application.

The schools would receive an equitable amount from the reservation of funds for instructional and related activities before allocating funds to public schools. Equitable services would then be calculated from the applicable district set asides this year, which were professional learning and parent and family engagement. The amount would be proportionate to the number of private school children from low-income families residing in Title I participating public school attendance areas.

Private schools per pupil allocations would then be derived using the proportionality method. The low-income percentage of each Title I school would be applied to the number of private school children residing in that school attendance area, grade levels, and addresses of the private school students would be used for the calculation. Once it

SECTION 7: ALLOCATIONS/CARRY OVER

After receiving notification of the Title I, Part A, and other federal programs grant amounts from GADOE, reservations in each budget are set aside for required components such as parent and family engagement, professional learning, neglected and delinquent, equitable services, school improvement specialist, administration and homeless students.

Per pupil amounts are allocated to schools using grade span groupings in rank order of poverty based on the number of children from low-income families who reside in eligible attendance areas. Beginning with FY18, ACSS was granted CEP status and ACSS uses the numbers provided by the nutrition department and GADOE FTE school enrollment numbers to determine rank order of the schools. All the information is entered in the GADOE worksheet and then used to enter information on the attendance worksheet. Higher ranking schools receive the same amount or more than the school ranked below those schools. Per pupil allocation is always large enough to provide a reasonable assurance that each school can operate its Title I program of sufficient quality. The 125% rule is not typically used in the system.

Typically, carryover funds are allocated in one of two ways: (1) to schools by increasing the per pupil amount maintaining rank order, basing that amount on the total number of children from low-income families in each area or (2) the funds are allocated back to set asides.

EdFlex Options for Title I include: Section 1127(a) Part A - Limitations on Carryover. Due to issues with COVID-19, Appling County requested this waiver through the CLIP. The approval by GaDOE will waive the statute on the 15% that can be carried over to the next physical year. To ensure that carryover waiver is not requested in the future, monthly budget sheets will continue to be monitored regularly throughout the year and calculations will continue to be made from these near the end of the school year to determine that no more than 15% will be carried into the following year. Each federal program ensures that all funds are spent in accordance to individual grant guidelines and to ensure carry over funds don't exceed the required percentage by the grant requirement. Revised 3.12.2021

SECTION 8: ATTENDANCE AREA DETERMINATIONS

Attendance area determinations are calculated using the previous year's October FTE count. Beginning with FY18, ACSS was granted CEP status and ACSS uses the numbers provided by the nutrition department and GADOE FTE school enrollment numbers to determine rank order of the schools. All the information is entered in the GADOE worksheet and then used to enter information on the attendance worksheet. These numbers are placed in the attendance area determination worksheet provided by GADOE and are then rank ordered from highest to lowest percentage free/reduced lunches. PK counts are automatically deducted in the document. Schools are grade span grouped and rank ordered for per pupil allocation calculations, which are highest to lowest per the percentage poverty or in a rank such that a school ranked at a higher poverty receives no less per pupil allocation than the lower ranked per pupil allocation. Revised 3.12.2021

SECTION 9: MAINTENANCE OF EFFORT & EQUITY

Maintenance of Effort:

Under Sec. 8521 of ESSA, ACSS may receive funds under a covered program: (Title I, Part A; • Title I, Part, D; • Title II, Part A; • Title III, Part A; • Title V, Part B; • Title IX, Part A--McKinney-Vento Act) for any fiscal year only if GaDOE finds that either the combined fiscal effort per student or the aggregate expenditures of ACSS and the State with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year, subject to the requirements of subsection (b). GADOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked “met” or “unmet” on the consolidated application. The Appling County School System consistently meets the MOE requirement. A waiver for maintenance of effort will be submitted as needed. The purpose of this waiver is due to the precipitous decline and the effects of the economic decline on the system’s maintenance of effort. The MOE waiver will waive the maintenance of effort requirement should the need arise and demonstrates a lack of maintenance of effort. As of July 2021, no waiver has been submitted for ACSS.

Maintenance of Equity:

Under section 2004 of the American Rescue Plan Act of 2021 (ARP), MOE requirement has been included to ensure that ACSS safeguard high poverty schools in the district against experiencing a disproportionate reduction in funding in fiscal years FY22 and FY23 and receive a decrease in state funding below the FY19 school year. This requirement must be met as a condition of receiving ARP-ESSER Funds. As of October 2021, ACSS has met MOE. ACSS utilized Title I, Part A rank order, CEP data, and eligible attendance worksheets along CFOs reports on school budgets for MOEs calculations.

SECTION 10: POVERTY COUNTS & RANK ORDER

Under section 1113(a)(3) of ESEA and 34 C.F.R. 200.78(a)(1), ACSS annually ranks all of the schools in the systems from highest to lowest % poverty counts. The school rankings are based on the percentage of poverty children in each school. The same measure of poverty is used to identify eligible school attendance areas and schools, rank each school and determine the allocation of each school.

ACSS has the following options to determine the number of public-school students from low-income families, Section 1113(a)(5)(A) of ESEA:

- Poverty under the Richard B. Russell National School Lunch Act (including free or reduced priced meals (FRM) and Community Eligibility Provision (CEP));
- Families receiving assistance under the State program funded under Title IV, Part A of the Social Security Act (Temporary Assistance for Needy Families);
- Students eligible to receive medical assistance under the Medicaid program;
- Students ages 5-17 in poverty as counted in the most recent LEA-level census poverty data approved by the Department.

ACSS uses the reports from the Nutrition Department and CEP information to rank order the schools in the system. Secondary schools will have the option to use the feeder pattern by applying the average percentage of public-school students from low income families enrolled in the elementary schools that feed into the secondary school to the number of students enrolled in the secondary school. The feeder pattern will have an impact on the rank order of schools.

SECTION 11: ACADEMIC ACHIEVEMENT AWARDS

Schools receiving Title I Reward School awards are notified by email and are provided the budget amount, if awarded, on the same type budget sheet as the regular Title I budget. Title I principals are also provided the same information from GADOE that the Federal Programs Director receives regarding use of funds and the required questionnaire. Schools have the options to meet as committees to determine the use of funds; however, the final decision belongs to the principal, who is responsible for the submission of the budget. Schools submit their budgets both in hard copy and electronically to the Federal Programs Director who approves requested expenditures at the district level. If there are questionable submissions, principals are contacted and asked to revise the budget worksheet, which provides the appropriate functions and objects for the allocations the schools choose to use. Each school's allocations, requests, and questionnaires are uploaded through the consolidated application and when approved, schools are notified to begin the purchasing process following the same

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procedures for all other Federal Programs. Items purchased through Title I must be permanently marked with Title I and the fiscal year the items were purchased. The Federal Programs Director monitors the expenditures by signing off on requisitions, which must be for the items requested on the budget worksheet. Expenditures are also monitored through monthly budget status reports.

SECTION 12: SCHOOL IMPROVEMENT/CORRECTIVE ACTION/RESTRUCTURING

The Title I Section 1003 School Improvement Competitive Grants provide financial resources (pending final State Board of Education approval) to ACSS (LEAs) on behalf of Title I schools identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and CSI Promise schools as defined by the Every Student Succeeds Act (ESSA). The Division of School and District Effectiveness at the Georgia Department of Education (GaDOE) will award competitive one-year, non-renewable grants to LEAs on behalf of identified schools to meet the needs outlined in their improvement plans.

Comprehensive Support and Improvement (CSI) Districts and Schools *Criteria for Identification*

Comprehensive Support and Improvement (CSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Lowest 5%	Title I Schools Only: When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent 5% of all schools eligible for identification.	A school may exit if the school no longer meets the lowest 5% entrance criteria AND demonstrates an improvement in the overall CCRPI score greater than or equal to 3% of the gap between the baseline CCRPI score (the three-year average that led to the school's identification) and 100. This 3% improvement must be demonstrated from the highest of the three CCRPI scores used in the three-year average to the current CCRPI score.

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2	Low Graduation Rate	All High Schools: Have a four-year adjusted cohort graduation rate less than or equal to 67%.	Attain a four-year adjusted cohort graduation rate greater than 67%.
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[Georgia's ESSA Plan](#), p. 41

Plan of Support

- Ongoing collaboration and technical assistance for continuous improvement
- District and school level reviews and walkthroughs
- Annual Title I, Part A 1003 School Improvement Funds formula allocation
- Professional learning
- GaDOE District Effectiveness Specialist (DES) to support districts in their plan of support for identified schools
- School Effectiveness Team – Onsite, ongoing support provided by a GaDOE School Effectiveness Specialist (SES), RESA School Improvement Specialist (SIS), and GaDOE ad hoc members as needed

Funding

- As federal appropriations allow, the Georgia Department of Education, at the minimum, will annually award the 1003 fund allocations for each category of CSI schools as referenced in the table below:

Comprehensive Support and Improvement (CSI)		
Criteria #	Criteria Category	Minimum 1003 Allocations
1	Lowest 5%	Title I Schools Only: \$150,000 per school
2	Graduation Rate 67% or Below	\$50,000 per school

- Schools that are identified based on multiple criteria will receive the highest amount allocated, with the exception of identified alternative schools (which will receive \$75,000)
- All funding is pending Federal approval

Guidelines

- Memorandum of Agreement (MOA) between APPLING and GaDOE to set shared expectations and responsibilities
- Create a APPLING plan of support for identified schools
- Conduct a CNA and create a District Improvement Plan (DIP) for 2021-2022
- Identified Schools will conduct a CNA and create a School Improvement Plan (SIP) for 2021-2022

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- Attend required GaDOE professional learning

Comprehensive Support and Improvement Promise Schools (CSI Promise)

Criteria for Identification

CSI Designation	Entrance Criteria	Exit Criteria
Promise Schools	<p>Title I Schools Only:</p> <p>When ranked according to their three-year CCRPI average, are among the lowest performing schools that represent greater than 5% to 10% of all schools eligible for identification.</p> <p>The purpose of Promise Schools is to provide supports to these schools to sustain improvement or provide proactive supports before they fall into the lowest 5% CSI category.</p>	<p>A school may exit if the school no longer meets the greater than 5% to 10% entrance criteria AND the school's current overall CCRPI score is greater than the baseline CCRPI score (the three-year average that led to the school's identification).</p>

[Georgia's ESSA Plan](#), p. 41

Plan of Support: Ongoing collaboration and technical assistance for continuous improvement

- District and school level reviews and walkthroughs as requested based upon availability
- Annual Title I, Part A 1003 School Improvement Funds formula allocation
- Professional learning (optional)
- GaDOE District Effectiveness Specialist (DES) to support districts in their plan of support for identified schools

Funding

- As federal appropriations allow, the Georgia Department of Education, at the minimum, will annually award the 1003 fund allocations for each category of CSI Promise Schools as referenced in the table below:

Comprehensive Support and Improvement Promise Schools (CSI Promise)		
Criteria #	Criteria Category	Minimum 1003 Allocations
1	Lowest performing schools that represent greater than 5% to 10%	Title I Schools Only: \$20,000 per school (minimum)

- State Superintendent Richard Woods will recommend \$20,000 per Promise School for the FY21 funding year.

Guidelines

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- Memorandum of Agreement (MOA) between APPLING and GaDOE to set shared expectations and responsibilities
- Create a APPLING plan of support for identified schools
- Conduct a CNA and create a District Improvement Plan (DIP) for 2021-2022
- Identified Schools will conduct a CNA and create a School Improvement Plan (SIP) for 2021-2022
- Attend required GaDOE professional learning (optional)

Targeted Support and Improvement (TSI) Districts and Schools ***Criteria for Identification***

Targeted Support and Improvement (TSI)			
Criteria #	Criteria Category	Entrance Criteria	Exit Criteria
1	Consistently Underperforming Subgroup	All Schools: Have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components.	A school may exit if no subgroup is performing in the lowest 5% of all schools in at least 50% of CCRPI components.
2	Additional Targeted Support	All Schools: Among all schools identified for consistently underperforming subgroup, have at least one subgroup that is performing in the lowest 5% of all schools in all CCRPI components. Note: Title I schools identified for additional targeted support will move to the CSI list if they do not meet the TSI exit criteria after three consecutive years.	A school may exit if no subgroup is performing in the lowest 5% of all schools in all CCRPI components AND the subgroup's current score is greater than the previous score for all components in which the subgroup is no longer in the lowest 5%.

[Georgia's ESSA Plan](#), p. 41

Plan of Support

- Ongoing collaboration and technical assistance for continuous improvement
- District and school level reviews and walkthroughs as requested
- Annual Title I, Part A 1003 School Improvement Funds formula allocation
- Professional learning

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- GaDOE District Effectiveness Specialist (DES) to support districts in their plan of support for identified schools

Funding

- As federal appropriations allow, the Georgia Department of Education, at the minimum, will annually award the 1003 fund allotments below for Districts on behalf of TSI schools.
- All funding is pending Federal approval

Targeted Support and Improvement (TSI)		
Criteria #	Criteria Category	Minimum 1003 Allocations
1	Consistently Underperforming Subgroup	All Schools: \$75,000 per school
2	Additional Targeted Support	All Schools: \$75,000 per school

Guidelines

- Memorandum of Agreement (MOA) between APPLING and GaDOE to set shared expectations and responsibilities
- Create a APPLING plan of support for identified schools
- Conduct a CNA and create a District Improvement Plan (DIP) for 2022-2023
- Identified Schools will conduct a CNA and create a School Improvement Plan (SIP) for 2022-2023
- Attend required GaDOE professional learning

Procedures for Providing Technical Assistance to CSI, CSI Promise, and TSI Schools

Test Data Analysis		
Procedure	Persons Responsible	Timeline
GADOE, District and school personnel (the team) meet to analyze school level data and develop root causes as to the designation as a CSI, CSI Promise, or TSI school. Student performance data analyzed includes summative and formative data as well as diagnostic data. Key data evaluated includes state	Federal Programs Director System School Improvement Specialist Principal Designated School Personnel GADOE School Improvement Personnel	June

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mandated assessments and graduation rate.		
The team determines specific skills' deficits and areas of need, as measured by the formative and summative data.	Federal Programs Director System School Improvement Specialist Principal GADOE School Improvement Personnel	June
The team writes a summary needs assessment for the school.	Federal Programs Director System School Improvement Specialist Principal GADOE School Improvement Personnel	July – August
School personnel use the needs assessment information gleaned through the school level data analysis to make decisions about the use of 1003(a) funds for school improvement. School personnel verify that the 1003(a) budget the school has developed supports activities identified as needs in the needs assessment before submitting it to the District for approval. School personnel submit a copy of their needs assessment to District personnel when they submit the 1003(a) budgets for the District to approve. District personnel verify that the 1003(a)-budget proposed supports needs identified in the school level need assessment before submitted the budget to the GADOE for approval.	Federal Programs Director System School Improvement Specialist Principal Designated School Personnel GADOE School Improvement Personnel	October - November
Instructional Strategies & Methods, Professional Learning		
Procedure	Persons Responsible	Timeline
District & school personnel will attend GADOE school improvement, Title I, and professional learning staff development workshops.	Federal Programs Director System School Improvement Specialist Principal Designated School Personnel GADOE School Improvement Personnel Professional Learning Director	When offered

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GADOE, and District personnel will provide school site technical assistance to: a) assist the school in analyzing needs and identifying root causes for deficiencies, b) identifying and implementing appropriate instructional strategies and methods of instruction, c) coordinating school improvement plans, Schoolwide plans, and the CLIP, and coordinating and revising budgets so that resources are effectively allocated and more likely to increase student academic achievement.	Federal Programs Director System School Improvement Specialist Principal Designated School Personnel GADOE School Improvement Personnel Professional Learning Director	Beginning in January for the upcoming year On-going
GADOE, District & school personnel will monitor any identified school) implementation of instructional plans takes place through on-site classroom visits using rubrics, and checklists b) Student academic progress is monitored by formative and summative assessments.	District Personnel GADOE School Improvement Personnel Principal and other school personnel	On-going Summative assessments take place at the end of the year
Parent and Family Engagement Requirements		
Procedure	Persons Responsible	Timeline
District meets with school personnel to provide technical assistance regarding implementing the required Parent and Family Engagement requirements for CSI, CSI Promise, and TSI schools. The District shares the following parent participation/ notification chart and sample letters and forms to use to fulfill the requirements. The District explains that the chart will be used by the District to monitor/evaluate that requirements are met.	Federal Programs Director Parent Engagement Coordinator System School Improvement Specialist Principals Designated School Personnel	June – August

SECTION 13: SCHOOLWIDE PLAN PROGRAMS

School improvement plans are required for all Title I schools. These plans are presented, reviewed, and revised annually by school, parents and stakeholders. Plans include the components in the schoolwide program checklist. Suggestions for revision of the schoolwide plan occur at collaborative leadership meetings, which include a discussion of the required components of a schoolwide program.

Agendas, sign-in sheets and minutes are required for any meetings that require any revisions to the plan. Schoolwide program checklists are used to verify that the required components are included in each plan, which include strategies for whole school reform. Correspondence is conducted with principals and/or assigned SIP staff to discuss the current status of their plans in regard to the checklist components.

Six of six schools are eligible for schoolwide programming and maintain that status. There is no consolidation of federal program budgets.

The Schoolwide Plan must address the following:

1. A comprehensive needs assessment of the entire school which addresses all academic areas and other factors that may affect achievement.
2. Schoolwide reform strategies that are scientifically researched based and
 - a. provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance;
 - b. are based upon effective means of raising student achievement;
 - c. use effective instructional methods that increase the quality and amount of learning time;
 - d. address the needs of all children, particularly targeted populations, and address how the school will determine if such needs have been met and are consistent with improvement plans approved under Educate America Act.
3. Instruction by professionally qualified staff.
4. Professional development for staff to enable all children in the school to meet performance standards.
5. Strategies to increase Parent and Family Engagement.
6. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
7. Measures to include teachers in the decisions regarding the use of assessment to provide information on, and to improve, the performance of individual students and overall instructional programs.
8. Coordination and integration of Federal, State, and local services and programs to include
 - a. list of state and local educational agency programs and other Federal programs that will be included;
 - b. description of how resources from Title I and other sources will be used;
 - c. plan developed in coordination with other programs, including those under School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational

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and Applied Technology Act, and National and Community Service Act of 1990.

9. Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
 - a. Measures to ensure that students' difficulties are identified on a timely basis;
 - b. Periodic training for teachers in the identification of difficulties and appropriate assistance for identified difficulties; Teacher-parent conferences that detail what the school will do to help the student, what the parents can do to help the student, and additional assistance available to the student at the school or in the community.
10. Description of how individual student assessment results and interpretation will be provided to parents.
11. Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
12. Provisions for seeking statistically sound results for each category for which assessment results are disaggregated.
13. Provisions for public reporting of disaggregated data.
14. Plan developed during a one year period, unless LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the schoolwide program.
15. Plan developed with the involvement of the community to be served and individuals who will carry out the plan including teachers, principals, other school staff, and pupil service personnel, parents and students (if secondary).
16. Plan available to the LEA, parents, and the public.
17. Plan translated to the extent feasible, into any language that a significant percentage of the parents of participating students in the school speak as their primary language.
18. Plan is subject to the school improvement provision of Section 1116.

ACSS procedures that describe how support is provided to schools in developing, revising, implementing and coordinating schoolwide and school improvement plans:

The Title I Department is responsible for ACSS Assurances.

- To ensure compliance with federal and state guidelines, the Title I Department organizes Peer Review teams that include Parent and family engagement Specialists, all Federal Programs Directors/Coordinators to review Schoolwide plans.
- Extensive technical assistance is provided to schools throughout the year by all Federal Programs Directors/Coordinators in relation to monitoring and evaluating the school plans.
- Participants are provided in-service by the Federal Programs Directors/Coordinators on Compliance on the 18 Title I components and how those components should be addressed within the plans.
- Each plan is reviewed by the appointed personnel.

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- Once reviewed, the plans are returned to schools for revisions based on the suggestions and findings of the reviewer.
- The school then re-submits the plans with completed edits and the plans are reviewed a second time for verification that suggestions and findings have been adequately addressed.
- ACSS provides on-going technical assistance to schools identified as needing improvement.

Monitoring and Oversight of School Improvement

All schools within the Appling County School System conduct Schoolwide Programs. This allows all children and all parents an opportunity to have equal access to all related Title I assistance. ACSS will utilize district members of the school system to build capacity and support the school improvement process in schools identified as needing comprehensive or targeted support interventions as required by GADOE. All schools identified as needing comprehensive or targeted support interventions within the APPLING will be involved in school improvement efforts through the work of the LEA, RESA, and GaDOE. Members of the system Teaching & Learning Department will work with these schools to implement practices that have proven effective with improving schools. Members of the Teaching & Learning Department, along with the GaDOE, will establish clear expectations for personnel as they systematically support continuous improvement in all schools. However, more intensive support will be provided by APPLING and GaDOE School Improvement Specialists in any schools within the Appling County School System that are designated as needing comprehensive or targeted support interventions. The Federal Programs Director will conduct a yearly evaluation of school improvement efforts for all Title I schools using the Appling County School System Monitoring Form. School Improvement Specialist will conduct impact checks to determine the extent to which school improvement plans have been implemented. These checks will occur in January/February each school year. Review and Approval of School Improvement/Schoolwide Plans School Improvement/Schoolwide Plans are updated each summer for the following school year. Each school leadership team updates the plans using representatives from each grade level, content area, and department, as well as district and school administration and parents. During school leadership meetings, instructional strategies, parental involvement initiatives, and professional development activities are planned after a careful analysis of various data. Assistance is provided to schools identified as needing comprehensive or targeted support interventions in the use of school improvement funds to accomplish initiatives in their school improvement and schoolwide plans. All school improvement plans must be signed off as completed by the system Federal Programs Director and the Superintendent. The Professional Learning Plan for each school must have final approval by the Federal Programs Director. It is through this process that the APPLING oversees the development of school improvement and schoolwide plans.

Professional Development, Analyzing Data, Technical Support and Assistance

Federal Program Directors support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans during regularly scheduled meetings of administrators and instructional coaches. During the meetings, data is

analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets. Each school, including those that may be identified as needing comprehensive or targeted support interventions, must submit a school-based plan for professional development to be reviewed and approved after recommendations by Federal Programs Directors. Plans are due each August and must generally be approved by the end of September.

SECTION 14: Comprehensive Support and Improvement (CSI), Comprehensive Support and Improvement Promise (CSI Promise), Targeted Support and Improvement (TSI)

The Appling County School System has no CSI, CSI Promise, or TSI schools.

SECTION 15: Public School Choice – GA INTRADISTRICT TRANSFER OPTION

In November, 2011, the Georgia Department of Education (GADOE) submitted to the U.S. Department of Education (US ED) an application requesting flexibility through waivers of the Elementary and Secondary Education Act of 1965 (ESEA) requirements and their associated, regulatory, administrative and reporting requirements. One of the requested waivers directly affected Public School Choice (Choice). Beginning in the 2012-2013 school year those Title I schools that were required to offer Public School Choice (Choice) due to a NCLB school improvement status, the waiver allows those Title I schools to no longer be required to offer Choice under ESSA but rather follow Georgia's Intradistrict Transfer option.

Georgia's Intradistrict Transfer (O.C.G.A. §20-2-2130, O.C.G.A. §20-2-2131) option allows parents of students enrolled in a public elementary or secondary school in Georgia to elect to enroll their student in a public school that is located within the school district in which the student resides other than the one to which the student has been assigned by the local board of education if such school has classroom space available after its assigned students have been enrolled. The parent shall assume the responsibility and cost of transportation of the student to and from the school.

1. Principals will review applications and deny or approve each request. This will be based on classroom space available, projected enrollment, maximum class size, and available teachers.
2. In the event a particular school has available space and the district determines that the number of transfer requests exceeds the remaining available classroom space, the district will conduct a random lottery that provides each interested student with an equal chance to have their transfer request met.

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A district can deny a transfer request for any of the following reasons:

- Available classroom space of the school building based on established health and safety provisions;
- Class-size by grade and subject, based on state law and rule;
- For students with disabilities (SWD) whose Individualized Educational Plan (IEP) or Individualized Accommodation Plan (IAP) specifies services only offered at a specific school(s) in the district;

Appling County School System will apply these same rules to students enrolled in PK.

SECTION 16: RECORDS RETENTION

ACSS is required to maintain records in accordance with the 2 C.F.R. Part 200 – Uniform Administrative Requirements, Cost Principles and audit Requirements for Federal Awards.

In addition to keeping records to show that full compliance with federal program requirements were met, ACSS will comply with local records retention policies (The Georgia Archives Records and Information Management Services-Retention Schedules for Local Government Records) and shall keep the following records:

- The amount of funds;
- How funds were used;
- Total cost of the project;
- Share of the cost provided from other sources; and
- Other records to facilitate an effective audit.

In the ACSS, all federal program records, supporting documents, statistical records, and all other records pertinent to program regulations on the grant award will be retained for the current fiscal year end, plus five years, for a total of six years.

NOTE: The Federal Freedom of Information Act (5 U.S.C. 552) does not apply to records unless required by federal, state, or local law; grantees and subgrantees are not required to permit public access to their records. (Approved by the Office of Management and Budget under control number 1880- 0517) (Authority: 20 U.S.C. 3474; Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards [2 C.F.R Part 200], [53 FR 8071 and 8087, Mar. 11, 1988, as amended at 53 FR 8072, Mar. 11, 1988; 53 FR 49143, Dec. 6, 1988; 64 FR 50392, Sept. 16, 1999])

SECTION 17: COMPARABILITY

To ensure that funds made available under ESSA (Sec. 1118(c)) are used to provide services that are in addition to the regular services normally provided by ACSS for participating children, ACSS must provide comparable services in its Title I schools with state and local funds. This requirement ensures that the federal investment has an impact on the at-risk students the program is designed to serve—something that would not occur if federal dollars replaced state and local resources that would otherwise be made available to these at-risk students. At the school building level, comparability requires ACSS to ensure that each Title I school receives its fair share of resources from state and local funds. In other words, ACSS may not discriminate (either intentionally or unintentionally) against its Title I schools when distributing resources funded from state and local sources simply because these schools receive federal funds. Comparability is achieved through the use of two forms of documentation: the October FTE count and the CPI report obtained from the CFO. The state comparability report form provided by the GaDOE is used to report the appropriate numbers to GaDOE. The total number of non-federal employees that are to be included per payroll distribution codes are counted and placed in the comparability report also provided by Title I, which automatically calculates comparability. The enrollment numbers submitted for comparability are from the October FTE count with the exclusion of prekindergarten enrollment. Since all schools in ACSS are Title I schools, ACSS computes the average student/instructional staff ratio for all its schools and consider a school comparable if the student/instruction staff ration falls within 85 to 115% of the average for all schools within the grade span, the schools would be considered comparable. Included in the count are 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 prekindergarten personnel are included in the count; only state and local paid staffs are counted. If ACSS shows to not be comparable in the initial run of the baseline data supplied via State supplied data, ACSS has the opportunity to work with the Title IA Program Specialist to adjust the current data to correct data entries found to be inaccurate. Once documentation is provided to support the requested changes, the data entries can be adjusted in the “self-reported” section of the application by the designated Education Program Specialist and the comparability calculations re-run. This process is repeated until comparability is met. If comparability is still not met, ACSS will either utilize their Resource Allocation Methodology/Plan to demonstrate all of their schools were equitably funded with State and local funding in order to demonstrate comparability or return the requisite amount of non-federal funds to compensate for the number of instructional personnel missing to meet compliance with comparability.

Comparability Timeline for ACSS by the Federal Programs Director:

ACSS must be comparable by July 1 of each fiscal year.

Adjustments deadline December 31st.

January - April

- Review district level budget (State and local funds), staff assignments, equipment, and material for the purpose of ensuring compliance with Title IA comparability requirements

May- July

- Collaborate with HR, CFO, to discuss Comparability Report

August

- Collect district-wide school staffing report from HR
- Compare list of Title IA funded staff as reflected on the School Allocation page to the Title IA funded staff as reported by Human Resources
- Collaborate with CFO on Title IA funded staff list and CPI report.

September

- Run preliminary report
- Run comparability using [Comparability Worksheets](#)
- Advise Superintendent of any corrections immediately for all schools that are shown to be non- comparable

October

- Collect the necessary data to demonstrate comparability as of the October full- time equivalent (FTE) count day

December

- Submit Title IA Comparability Report via the online comparability application in the ConApp when notified by GaDOE.

SECTION 18: Fiscal Requirements for Federal Programs **Internal Controls, Budget Management, Fiscal Requirements**

Financial Management

Appling County School System has established and maintains effective internal control over federal awards and provides reasonable assurance that all federal funds are managed in a way that is compliant with the Uniform Administrative Requirement, Cost Principles and Audit Requirements as per (2 C.F.R §200). The multi-level internal controls ensure transparency and fiscal responsibility throughout the entire transaction process that takes place on a daily basis in the school system in order to reduce fraud, waste and abuse in the use of Federal funds.

Integrity of any cash management activity depends on the application of internal control principles and standards that are carried out by ACSS. In order to ensure that all equipment and supplies are purchased, received, and paid during the period of performance of the grant, ACSS follows a set of procedures in accordance to 2 CFR 200.77.

The following identifies the monitoring and reimbursements process by the Appling County School System:

Procedures	Persons Responsible	Timeline
The district's CFO ensures procedures are followed to adequately handle the cash management § 200.302(b) (6) & § 200.302 of the federal funds through the <u>PC Genesis accounting system</u> . Federal Program Directors upload budgets for approval and provides approved budgets to CFO. CFO, Federal Program Directors make sure that all appropriate information concerning the program's expenditures is obtained before completing a request for funds from GADOE by reviewing reports provided by CFO, monthly, quarterly, or as requested by Federal Programs Directors.	CFO and Federal Program Directors/Coordinators	ongoing
The CFO reviews the expenditures incurred and the forecasted expenditures then compares them to the cash on hand for the Title I and other federal programs. Then CFO and Federal Program Director determines the amount of the drawdown (non-cash) needed from GADOE. 200.305	CFO and Federal Program Directors/Coordinators	ongoing

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CFO reviews along with the, Federal Program Directors/Coordinators and submits the request for funds from GDOE via the Grants Accounting Online Reporting System.		
Evaluation of the ACSS's cash management activities and identification of problems or weaknesses in internal controls.	CFO and Federal Program Directors/Coordinators	ongoing
<p>Federal Program Directors/Coordinators ensures that cash related transactions occur only after the approval of an individual with delegated authority to make approvals.</p> <p>Transactions are being fully documented so that an undisputable audit trail exists. All transactions are recorded promptly during each step of the handling function.</p> <p><u>Reimbursements are made only after the costs have been incurred with the proper documentations and approval signatures.</u> All drawdowns are reviewed and authorized by both CFO and Federal Program Directors and for only equipment and supplies received during the period of performance of the grant award. Appling County will be limited to one drawdown each month (15 payments for federal grants) during the grant period. Appling County understands that GADOE cannot guarantee the timing and amount of the advance payments. All disbursements from GADOE to Appling County will be reimbursement for all allowable incurred Federal program expenditures.</p>	CFO and Federal Program Directors/Coordinators	ongoing
Provisions are made for the regular review and comparison of transaction documentation to detect errors and duplicate payments.	CFO and Federal Program Directors/Coordinators	ongoing
<p>Duties related to maintenance of accounts receivable, accounting, disbursing, and collecting funds are segregated.</p> <p>Drawdowns are requested once minimal time is designated for quality control to ensure that expenditures are recorded, invoices are received and checks have cleared.</p>	CFO and Federal Program Directors/Coordinators	ongoing

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Time Line for quarterly reports and drawdowns (are dependent on GADOE release of funds and budget approvals)

1. October
2. January
3. April
4. July
5. September – Final Completion Report

Carryover funds are requested for approval. Based on the Flex-Ed waiver, ACSS – Title IA was granted the excess of 15% of carryover for FY21 & FY22.

The drawdown request is then made that equals the expenditure printout. Expenditure report and DE0147 is filed for justification of funds.

Once books are closed the district runs a report to determine the funds expended for the month from fund source 402.

At year end, reconciliation for GAORS grants, a report is printed from CFO, Federal Program Directors reviews and signs off that the completion report can be entered and then submitted to GADOE. The original is kept on file for documentation purposes.

The following statement will be attached and signed to the DE0147:

By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise.

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Appling County Board of Education

Scarlett Miles Copeland,
Ed.D.
Superintendent
Scarlett.copeland@appling.k12.ga.us



240 Blackshear Highway
Baxley, Georgia 31513
Phone (912) 367-8600
Fax (912) 367-1011

INTERNAL CONTROLS:

_____ Expenditure report has been reviewed and is correct.

_____ Request for federal funds have been evaluated and drawdowns of federal funds are only for immediate needs.

_____ Drawdowns are being requested for expenses already paid.

_____ The drawdown request equals less than the expenditure report.

We are requesting for the drawdown to be the amount of

\$ _____ as of _____.

By signing report DE0147, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise.

Federal Program

Adrianne Taylor, CFO

Norma N. Cortes, Title I Director

Date

Attachments:

_____ Expenditure Report

_____ DE0147 Request for Reimbursement

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The following internal controls are established, evaluated, and monitored by Federal Program Directors/Coordinators for assurance that the federal funds are managed in way that is compliant with federal statutes, regulations and the conditions of the federal award:

Program Implementation and Compliance Process

Personnel:

Federal funds expended on personnel can be monitored separately through payroll. Periodic certifications for all programs verify that duties are consistent with the position. Periodic certifications are collected twice yearly (January and the last day of contract or July as appropriate for personnel according to contract days) for those staff members who are paid 100% with Federal funds. Split funded personnel submit monthly time logs that document the amount of time spent in Federal Program and non-Federal Program duties. CARES/ESSER Funds: Employees may receive hazard pay for a national or local emergency or to perform critical services. Instances when this might happen may include a pandemic or a natural disaster. Employees will be compensated for fully completing an objective from a supervisor related to the aforementioned conditions. Revised 11/29/2021

Periodic Certification for Time and Effort:

Federal law requires all employees, including administrators, teachers, paraprofessionals and other support staff, who are paid with federal funds to document the time and effort spent within the program. Fully-funded federal personnel must submit an assurance (Semi-Annual Certification/Periodic Certification Form) twice yearly documenting that they spent 100% of their time on the federal program's related activities. Federal Program Directors and assigned Administrative Assistants in the board office will:

- Collect periodic certification forms for all 100% Title I, School Improvement, IDEA, and CARES Act I, II, & III funded personnel for their assigned group of schools.
- Monitor implementation of the written procedures for periodic certification forms.
- Provide the designated Federal Program Director with the original Semi-Annual Certification/ Periodic Certification form and maintain a copy for their file.
- Maintain a file of all forms collected semi-annually/Periodic Certification in the Office of the Federal Program Director/Coordinator.
- Collect Periodic Certification forms semi-annually, at the end of the first semester, (December) and at the end of the second semester (May-June).
- Monitor all Periodic Certification dates and signature dates for consistency and accuracy. These must be completed after the fact, must account for the total activities performed, and must be signed by employee or supervisor.
- Conduct school visits to verify that duties performed by Title I, School Improvement, IDEA, and CARES Act I, II, & III paid personnel are consistent with the job title listed on the Periodic Certification form.

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Collection Process

- Periodic certification forms should be completed for all full-time district personnel that are paid 100% with federal funds at each school and district office. These forms are collected semi-annually, once per semester, and must be signed by the supervisor having firsthand knowledge of the work performed by the employee.
- The Federal Programs Directors managing the different grants will be responsible for the collection of Time and Effort Documentation. These positions include but are not limited to:

Personnel	Program
Instructional Support Specialist	Title I
Paraprofessional	Title I/IDEA
Parent and family engagement Coordinator	Title I
Central Office	Title I
SPED Administrative Assistant	IDEA
SPED Parent Mentor	IDEA
ACBOE Personnel	CARES Act I, II, & III

Monitoring Process

All Federal Program Directors using Federal Funds to pay salaries monitor the completion and collection of Title I Periodic Certification forms. Each Federal Program Director is responsible for overseeing the timely collection and review of the certification forms for their assigned group of schools and/or central office staff. The monitoring process includes the following responsibilities:

- Collecting and reviewing the Periodic Certification Forms for assigned schools or department.
- Verifying the accuracy of information by matching staff names and positions with the school's and district federal budget.
- Working with schools and/or Human Resources to correct any discrepancies in staffing information and to verify professionally qualified status.
- Collaboratively working with schools to monitor and confirm that federally funded staff members are performing duties consistent with federal guidelines.

References

EDGAR (2 C.F.R. PART 200) Where employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee or supervisory official having first-hand knowledge of the work performed by the employee

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Permanent Schedules:

A permanent schedule is required to be submitted along with periodic certifications of teachers or paraprofessionals who are being paid with federal funds. Teacher schedules and paraprofessional schedules (showing paraprofessionals are under the direct supervision of a professionally qualified teacher see Appendix C for Title I Paraprofessionals - Non-Regulatory Guidance) are submitted twice a year.

Time Sheets:

A time sheet is completed by individuals providing additional or contracted services. The sheet is approved and signed by the principal and Federal Program Director/Coordinator who forwards it to accounts payable or payroll for payment. The completed expenditure packet is then forwarded to the finance director who verifies all appropriate documentation and approval have been submitted. Corrective Action to time sheets was made on August 15, 2018 via email to all district personnel to ensure that time sheets were verified by personnel in charge of grants in order to ensure program compliance.

Time Logs:

Individuals who are paid less than 100% from federal funds and whose schedule changes from day to day complete and submit a monthly time log depicting the amount of time spent on Federal Programs duties matched, at minimum, the portion of their salary funded through Federal Funds. Monthly time logs are collected from split-funded personnel. These personnel are instructed to monitor their own time throughout the month and the Federal Program Director/Coordinator approves the monthly time log via a signature and date. Central office personnel submit time logs to the Federal Program Director/Coordinator, whose periodic certification or time log is signed.

After the Fact Distribution: Requirements for activity reporting meet the following requirements:

- (a) Reflect after-the-fact distribution of the actual activity of the employee;
- (b) Account for the total activity for which each employee is compensated;
- (c) Be prepared at least monthly and must coincide with one or more pay periods
- (d) Be signed by the employee.
- (e) Additionally, reasonable approximations/distribution percentages are determined before the services are performed and are compared to actual costs regularly and revised, if necessary.

Payroll:

After the September payroll has posted, the Federal Program Director/Coordinator has a report pulled that shows the name of the personnel paid with federal funds. This report should match the federal funds personnel names submitted on the budget sheet by the principal. If the names do not match, an investigation occurs and the matter is resolved, if necessary, through journal entries or payroll transfers. The payroll report is pulled and checked several times throughout the year. At the beginning of the year, teachers are asked if they will complete a degree upgrade during the year. Budgets are built around the anticipated upgrade.

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Stipends are paid for planned professional learning outside of the school calendar. All participants must work a 4-hr. day for ½ day stipend or 7.5 hr. day for a whole day stipend AND complete the established purpose/objectives of training activity. Federal Programs Directors pre-approve all professional learning, staff attending, dates and times required according to SIP, CLIP, Equity Plan and Professional Learning, identified needs through the school year.

All attendants must follow the following Procedure:

1. Participants must sign-in.
2. Agenda must include pre-approval of professional development
3. Be present from start to end.
4. Members Present & Active Role in meeting

Following the completion of the professional development sessions, the excel spreadsheet that lists the names of all participants to receive stipends is reviewed by the Federal Program Director who approved the PL with final approval for payment made by Assistant Superintendent.

Mandatory Disclosures: 200.113

All employees must disclose in writing all violations of Federal criminal law involving fraud, bribery, or gratuity violations potentially affecting all Federal awards.

Tracking Personnel Expenses:

- All employees maintain documentation showing that their salaries are allocable to a federal program, which is approved and verified by immediate supervisor. 200.403(a)
- Documentation is based on records that accurately reflect the work performed and are verified by immediate supervisor.
- ACSS complies with 200.430(i) (2) DOL regulations for Fair Labor Standards Act and ensures that payments to employees are made and supported by records indicating the total number of hours worked each day).

Other Expenditures:

Other funds are for allowable expenditures and are expended through the following process:

1. Schools develop budgets with the Federal Programs Director and Program Directors
2. Allowable items are approved or revisions are requested by Federal Programs Director and other Federal Programs Directors.
3. After revisions have been made, the Federal Programs Director and other Federal Programs Directors approves school budgets and other grant budgets, prepares set asides budgets if applicable as per guidelines
4. The budget is uploaded in to consolidated application
5. Approval is obtained on-line, within a week, totals will be provided to CFO to upload to PC Genesis and will be reviewed during budget detail analysis to ensure accuracy and identify errors.

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6. Schools are notified of the budget approval and to submit purchase orders based on their plans.
7. Requisitions are made at both, the school and district levels
8. The appropriate federal program coordinator reviews the requisition to assure that the purchase is included in the Schoolwide/School Improvement Plan/Equity Plan and that the expense is allocable, reasonable, and necessary.
9. If approved, the program coordinator then signs off on the requisition which forwards the requisition to the accounts payable office for conversion to a purchase order using the financial software program.
10. If rejected, the federal program director contacts the school or program for additional information or returns request back to the school with a reason for rejecting the request.
11. Superintendent or assignee signs off on all purchase orders.
12. As items are received at schools/district, officer managers signs off and return packing and invoices to the Title I and Federal Programs Directors, who signs and sends to the Superintendent and then to accounts payable who makes payment. (See requisition process)
13. All purchase orders, budgets and expenditures are compared to check for errors. Any errors are corrected as needed and identified.

Purchase Order Process when ordering school supplies from the CARES Act – ESSER Funds:

- 1) Process your requisition...just like you would do for any other purchase you would make for supplies, books, etc. (you cannot order from Amazon, Walmart, Lowes...anyone that does not accept purchase orders...we cannot do a credit card or check) Have your principal sign as normal.
- 2) Send only the CARES Act – ESSER requisitions to the office of the administrative assistant of the Assistant Superintendent for logging, coding and approval, and to assign a purchase order number.
- 3) Administrative assistant will send back to a designee at your school of your choice for ordering.
- 4) All items should be shipped to your school address. When materials arrive, items will need to be checked off, packing slip signed, and attached to requisition form/purchase order. After invoice arrives, attach to the requisition form and principal will need to sign invoice. Then send all paperwork back to Administrative assistant for payment.
- 5) Please make you a copy of all you send for your records. Revised 5.5.21

All federal expenditures are compiled, reviewed and approved by Federal Program Directors and cover the following:

Allowable participants and activities as outlined in the federal/state award as per CFR §200.403(b)

1. Conference participation cost are appropriate, necessary and managed in a manner that minimizes cost to the federal award
2. Allowable advertisement related to the recruitment of personnel required by the LEA.
3. Travel charges that reasonable and consistent with the written travel policies.

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4. Requires Pre-Approval (for allow ability of participant and activity)
5. Per Diem, lodging, mileage must be paid out of pocket and are reimbursed at cost, no higher than state per diem with the provision of actual receipts – must show date and time. At times when Federal Programs Directors reserves rooms and conferences for staff, direct BOE checks are used to pay for the entire staff. Staff are required to provide evidence of attendance when Federal Program is not present or attending such conference.
6. Any cost exceeding state per diem, must be preapproved by Federal Program Director and will require written explanation.
7. Memberships that in compliance with governing laws and regulations.
8. Supplies that reasonable and necessary to the performance of grant activities.
9. Stipends consistent with federal, nonfederal, and district policy and state board rule.
10. All expenditures are supplemental.
11. Those items that documentation can support its accountability of the federal grant.
12. Obligations and expenditures that take place during the period of performance.

Travel Reimbursements:

Reimbursement of professional travel expenses cannot be made unless an employee expense statement is completed for each individual in accordance with state regulations. Incomplete forms will be returned. Completed travel reimbursement requests will be processed as follows: Receipt of travel expense to the appropriate Program Director on the day of return or next day, Program Director processes and sends to Accounts Payable where checks are cut on the 1st and 15th of each month.

Expense Statement-The expense statement must be completed in full. Employee is responsible for getting principal's signature on the form prior to sending it to the board office for reimbursement. All reimbursement for professional development must have an agenda attached for each day of attendance. By signing the travel reimbursement form, employee is attesting that all information is not only accurate, but also complies with all travel rules and regulations. *Travel forms should be submitted to appropriate Program Director at the BOE within seven days of the last date of travel, if additional approval is needed, the form will be forwarded to the appropriate administrator.*

Mileage - Mileage is reimbursed at .56 cents. The mileage rate is set by the state and is subject to change. Personal miles driven while out of town should not be reported. ACBOE requires traveling four to a vehicle when logistically possible.

Hotel Fees - Hotel receipts must be submitted with expense statement when overnight travel is involved. Advance reservation is encouraged well in advance of the conference, obtaining a confirmation number for reference. Accommodations at conference location are encouraged (usually a conference discount is provided). If the

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conference site is full, lowest rate is recommended. The hotel should be given two different tax forms upon arrival. Most hotels will remove the sales tax; some will remove the occupancy tax. ACBOE requires double occupancy for lodging when logistically possible. The responsible Program Director will make the reservations when 3 or more rooms are needed.

Additional Expenses - Additional (unapproved) expenses are limited to parking. Any other "additional" cost must have prior approval from the appropriate principal, director, or superintendent.

Meals - Meal reimbursements are based on the actual expenditures up to the maximum allowable amount. Attach meal receipts.

<u>Standard rate:</u>	Breakfast \$6.00	Lunch \$7.00	Dinner \$15.00
<u>High Cost rate:</u>	Breakfast \$7.00	Lunch \$9.00	Dinner \$20.00

The primary update to the Statewide Travel Policy is regarding the meal calculation on the first and last day of travel for In State travel only. Employees traveling overnight within the State of Georgia or "In State" will now receive 100% reimbursement on the first and last day of travel less any provided meal(s).

NOTE: The following counties are defined as "High Cost" by the State of Georgia: Cobb, Chatham, DeKalb, Fulton, Glynn & Richmond. Claim high cost meals when only when the meal is purchased in a high cost county.

Overnight Travel Meals

If departing for an overnight trip before 6:30 a.m., reimbursement for breakfast on the day of departure will be made. Employees returning from an overnight trip after 7:30 p.m., will be reimbursed for dinner.

If hotel offers continental breakfast, employee will not be reimbursed for breakfast. Do not put this on the expense form.

If the workshop/conference includes any meals, employee will not be reimbursed for those meals even if employee choose to eat elsewhere. Do not include these meals on the expense form.

Daily Travel Meals

Breakfast and lunch can be reimbursed when no overnight travel occurs only if employee is more than 30 miles from work location, and travel begins before 6:30 a.m., and employee is away for more than 13 hours. If departing prior to 5:30 a.m., employee may be reimbursed for breakfast (only if traveling more than 30 miles from work site location) regardless of the length of time employee is away.

Important Information

Per IRS regulations, employee must adequately account for reimbursable expenses within 60 days. After 60 days, reimbursement will be included in the payroll process & expenses will be reported as income in Box 1 of employee's W-2

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Segregation of Duties:

Segregation of duties takes place throughout the entire program management process in order to prevent errors and fraud. All personnel in the district have an immediate supervisor who oversees the entire process management of the funds. At least two signatures are required for all purchase order request, purchases, verifications of purchases, payment of purchases, drawdowns, time sheets, split funded, forms, schedules, and any financial transaction. Chain of command is the format used in the district to show the segregation of duties and immediate supervisor. Directors oversee coordinators, and administrative assistants. Superintendent oversees all personnel and sign-off on all transactions.

Contractual Services and Open Competition

We follow the Appling County BOE policy for procurement, bids and quotes. Any items with per item cost of \$10,000 or more must go through the competitive bid process. Items with a per item cost of less than \$10,000 do not require competitive bids. The Federal Programs Department uses a threshold of less than \$10,000 per item and does not purchase any products that would be capital equipment.

Contracted services are handled in the same way (less than \$10,000) and require consultation with the Superintendent and/or BOE for any services that would exceed the \$10,000 threshold. Contracts specify the deliverables for contracted service and a payment timeline that ensures that services are provided prior to payment. Federal Program Director/Coordinator oversees that the contractor performs in accordance with the terms, conditions and specifications of their contract or purchase order.

Required Certification: 200.415

An official authorized to legally bind the ACSS must certify on annual and final fiscal reports or vouchers requesting payment:

“By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims, or otherwise.”

Conflict of Interest 200.318(c)(1):

The employees of Appling County School System have the responsibility of administering the affairs of the District honestly and prudently, and of exercising their best care, skill, and judgment for the sole benefit of the District. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not use their positions with the school system or knowledge gained therefrom for their personal benefit. The interests of the organization must be the first priority in all decisions and actions.

Conflicts of interest may arise in the relations of directors, officers, and management employees with any of the following third parties:

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1. Persons and firms supplying goods and services.
2. Persons and firms from whom the District leases property and equipment.
3. Competing or affinity organizations.
4. Donors and others supporters.
5. Agencies, organizations and associations which affect the operations of the District.
6. Family members, friends, and other employees.

A conflicting interest may be defined as an interest, direct or indirect, with any persons or firms mentioned above. Such an interest might arise through:

1. Owning stock or holding debt or other proprietary interests in any third party dealing with the District.
2. Holding office, serving on the board, participating in management, or being otherwise employed (or formerly employed) with any third party dealing with the District.
3. Receiving remuneration for services with respect to individual transactions involving the District.
4. Using time, personnel, equipment, supplies, or good will for other than District/Program-approved activities, programs, and purposes.
5. Receiving personal gifts or loans from third parties dealing or competing with the District. Receipt of any gift is disapproved except gifts of a value of \$25.00 or less, which could not be refused without discourtesy. No personal gift of money should ever be accepted.

The areas of conflicting interest listed above, and the relations in those areas which may give rise to conflict, as listed above, are not exhaustive. Conflicts might arise in other areas or through other relations. It is assumed that the directors, officers, and management employees will recognize such areas and relation by analogy. The fact that one of the interests described above does not necessarily mean that a conflict exists, or that the conflict, if it exists, is material enough to be of practical importance, or if material, that upon full disclosure of all relevant facts and circumstances it is necessarily adverse to the interests of the District. However, any of the interests described above shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures. No employee, officer or agent may not participate in selection, award or administration if there is a real or apparent conflict of interest.

Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed:

1. The conflicting interest is fully disclosed;
2. The person with the conflict of interest is excluded from the discussion and approval of such transaction;
3. A competitive bid or comparable valuation exists; and

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4. The District has determined that the transaction is in the best interest of the organization.
5. Disclosure in the organization should be made to the Superintendent or Federal Programs Directors.
6. The Superintendent and/or School Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair, and reasonable to District. The decision of the Superintendent and/or School Board on these matters will rest in their sole discretion, and their concern must be the welfare of the District and the advancement of its purpose. Dissemination of this information is provided in this manual to all principals to review with staff.

Capital Expense Funds

The Appling County School System does not use Title funds to budget items under object code 700 (capital expense).

Procurement and Suspension and Debarment

The Appling County Board of Education does hereby adopt Part 200 – Uniform Administrative Requirements, Cost Principles, and Audit Requirement for Federal Awards - § 200.318 General procurement standards. **CFR 200.322 Domestic preferences for Procurement:** ACSS to the greatest extent practicable provides preference for the purchase of goods and materials produced in the U.S. This statement has been added to all the purchase orders forms and contracts used in the district. Revised 10.25.2021

- All purchases will be pursuant to the Federal Grant Program guidelines, policies of the State Board of Education and ACSS and the laws of the State of Georgia.
- All local written purchasing procedures will be followed including Wal-Mart, maintenance and transportation, transportation fuel and maintenance on buses, and technology orders. This will also include purchase order procedures. Contracts are not made with debarred contractors based on Executive Orders 12549 and 12689, 2 CFR part 180, which states that, to the extent permitted by law, executive departments and agencies shall participate in a government-wide system for non-procurement, debarment and suspension.
- ACSS will maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of the contract.

Method of procurement:

Micro-purchase \$10,000.00 (2 CFR §200.67, 48 CFR Subpart 2.1) but this threshold is periodically adjusted for inflation: May be awarded without soliciting competitive quotations if the ACSS considers the cost reasonable –

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Methods of Procurement (2 CFR §200.67, 48 CFR Subpart 2.1)

ACSS will use the following methods of procurement:

1. Informal Procurement Methods - When the value of the procurement for property or services under a Federal award does not exceed the simplified acquisition threshold (SAT), as defined in 200.100, or a lower threshold established by the ACSS, formal procurement methods are not required. Informal procurement methods may be used to expedite the completion of its transaction and minimize the associated administrative burden and cost. The informal methods used for procurement of property or services at or below the SAT include:

- a. **Procurement by micro-purchases.** Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold (§200.200 Micro-purchase) of \$10,000.00, but this threshold is periodically adjusted for inflation. ACSS will calculate the aggregate dollar amount for each purchase order of supplies or services. To the extent practicable, ACSS will distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be awarded without soliciting competitive quotations if ACSS considers the price to be reasonable based on research, experience, purchase history other information and documents it files accordingly. ACSS is responsible for determining and documenting an appropriate micro-purchase threshold based on internal controls, an evaluation of risk, and its documented procurement procedures. As ACSS monitors purchases by program, there will be times when multiple program funds could be combined for a single purchase, professional learning for example. ACSS will remember that the total amount of the purchase, not each program's contribution, dictates the procurement procedures to follow.

ACSS may self-certify a threshold up to \$50,000 on an annual basis and will maintain documentation to be made available to GaDOE and auditors in accordance with 200.334. The self-certification must include a justification, clear identification of the threshold, and supporting documentation of any of the following:

- A qualification as a low-risk auditee, in accordance with the criteria in 200.520 for the most recent audit;
- An annual internal institutional risk assessment to identify, mitigate and manage financial risks; or
- For public institutions, a higher threshold consistent with State law. Micro-purchases thresholds higher than \$50,000 must be approved by the cognizant agency for indirect costs.

- b. **Procurement by small purchase procedures.** Small purchase procedures (§200.320) are those relatively simple and informal procurement methods for securing services, supplies, or other property that do not cost more than the simplified acquisition threshold (§200.88) of \$250,000.00. If small purchase procedures are used, price or rate quotations must be obtained from an

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adequate number (at least 2) of qualified sources as determined appropriate by ACSS.

2. Formal Procurement Methods

a. Procurement by competitive sealed bids (formal advertising) for purchases greater than \$250,000.00. Bids are publicly solicited, and a firm fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming with all the material terms and conditions of the invitation for bids, is the lowest in price (§200.329(b)).

i. In order for sealed bidding to be feasible, the following conditions should be present:

- (1) A complete, adequate, and realistic specification or purchase description is available;
- (2) Two or more responsible bidders are willing and able to compete effectively for the business; and
- (3) The procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

ii. If sealed bids are used, the following requirements apply:

- (1) Bids must be solicited from an adequate number of known qualified sources, providing them sufficient response time prior to the date set for opening the bids, for local, and tribal governments, the invitation for bids must be publicly advertised;
- (2) The invitation for bids, which will include any specifications and pertinent attachments, must define the items or services in order for the bidder to properly respond;
- (3) All bids will be opened at the time and place prescribed in the invitation for bids, and for local and tribal governments, the bids must be opened publicly;
- (4) A firm fixed price contract award will be made in writing to the lowest responsive and responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs must be considered in determining which bid is lowest. Payment discounts will only be used to determine the low bid when prior experience indicates that such discounts are usually taken advantage of; and
- (5) Any or all bids may be rejected if there is a sound documented Reason

b. Procurement by competitive proposals (§200.320(c)). The technique of competitive proposals is normally conducted with more than one source submitting an offer, and either a fixed price or cost-reimbursement type contract is awarded. It is generally used when conditions are not appropriate for the use of sealed bids. If this method is used, the following requirements apply:

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- i. Requests for proposals must be publicized and identify all evaluation factors and their relative importance. Any response to publicized requests for proposals must be considered to the maximum extent practical;
- ii. Proposals must be solicited from an adequate number of qualified offerors;
- iii. The ACSS must have a written method for conducting technical evaluations of the proposals received and making selections;
- iv. Contracts must be awarded to the responsible offeror whose proposal is most advantageous to the program, with price and other factors considered; and
- v. The ACSS may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby offerors' qualifications are evaluated, and the most qualified offeror is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services through A/E firms that are a potential source to perform the proposed effort.

3. Procurement by noncompetitive proposals. Procurement by noncompetitive proposals is procurement through solicitation of a proposal from only one source (sole source) and may be used only when one or more of the following circumstances apply:

- a. The acquisition of property or services, the aggregate dollar amount of which does not exceed the micro-purchase threshold;
- b. The item is available only from a single source;
- c. The public exigency or emergency for the requirement will not permit a delay resulting from publicizing competitive solicitation;
- d. The federal awarding agency or pass-through entity expressly authorizes a noncompetitive procurement in response to a written request from the ACSS; or
- e. After solicitation of a number of sources, competition is determined inadequate.

- Noncompetitive procurement can only be awarded in accordance with 200.320(c) Revised 12.13.2021

Procedures for Suspension and Debarment (2 CFR §200.213):

Appling County will:

1. Use the local policy and federal guidelines to follow procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in this section.
2. Maintain oversight to ensure that contractors perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders.
3. Maintain written standards of conduct covering conflicts of interest and governing the performance of its employees engaged in the selection, award and administration of contracts. No employee, officer, or agent must participate in the selection, award, or administration of a contract supported by a Federal

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award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of Appling County School System will not solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. Appling County School Systems has in place disciplinary actions to be applied for violations of such standards by officers, employees, or agents of ACSS

4. When necessary, ACSS will enter into an agreement with state and local intergovernmental agreements or inter-entity agreements where appropriate for procurement or use of common or shared goods and services.
5. Use Federal excess and surplus property in lieu of purchasing new equipment and property whenever such use is feasible and reduces project costs.
6. Award contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of a proposed procurement. Consideration will be given to such matters as contractor integrity, compliance with public policy, record of past performance, and financial and technical resources.
7. Maintain records sufficient to detail the history of procurement. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection or rejection, and the basis for the contract price. Documentation will be attached to purchase orders or vendor's folder.
8. Use Code of Federal Regulations / Title 2 - Grants and Agreements / Vol. 1 / 2014-01-01118 time and material type contracts only after a determination that no other contract is suitable and if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and material type contract means a contract whose cost to a ACSS is the sum of: (i) The actual cost of materials; and (ii) direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit. Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, each contract must set a ceiling price that the contractor exceeds at its own risk. Further, the ACSS awarding such a contract must assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls. The ACSS alone must be responsible, in accordance with good administrative practice and sound business judgment, for the settlement of all contractual and administrative issues arising out of procurements. These issues include, but are not limited to, source evaluation, protests, disputes, and claims. These standards do not relieve the ACSS of any contractual responsibilities under its contracts. The Federal awarding agency will not substitute its judgment for that of the ACSS entity unless the matter is primarily a Federal concern. Violations of law will be referred to the local, state, or Federal authority having proper jurisdiction.

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A person who is debarred or suspended shall be excluded from federal financial and nonfinancial assistance and benefits under federal programs and activities. Any covered transactions exceeding \$25,000.00, must be verified by checking SAM Exclusion list, collecting a certification from that person/company or adding a clause or condition to the covered transaction with that person. Report from SAMs will be attached to P.O. Suspension and Debarment list by state: <https://www.gsaig.gov/content/suspension-and-debarment-sites-state> SAMs reports will be printed in kept on file with a signature and date that it was checked/verified. Revised 12.13.2021

Statewide Contracts – Georgia Department of Administrative Services

To the extent that a need exists for purchasing contracted services or equipment with federal funds, ACSS may utilize Georgia's statewide contracts for the procurement of services in the same capacity as state agencies and universities. The use of statewide contracts may benefit ACSS federal programs in that these contracts can, oftentimes, fill a need for specialized supplemental supports such as interpreting and translation services, to name two relevant examples. In exercising this option for the procurement of services, ACSSs will follow the ordering instructions listed on the individual contract information sheets. ACSSs should follow their own internal processes for using these statewide contracts as administered by the Georgia Department of Administrative Services (DOAS). These statewide contracts developed by DOAS adhere to the Code of Federal Regulations (CFR) 200 Procurement Standards for states. However, ACSSs are still responsible for ensuring that all federal regulations for ACSSs are followed when utilizing these contracts:

- If utilizing a statewide contract for a Federal purchase between \$3,500 and \$150,000, a statewide contract should suffice without additional quotes.
- If using a statewide sole source contract, the district should either attempt to get additional quotes or document that the provider is a sole source for their individual needs.
- If utilizing a statewide contract for a purchase in excess of \$150,000, the district must ensure all federal requirements are met.

ACSS will ensure that the local procurement policy is updated to include the procedures the ACSS will follow when using these statewide contracts.

Pre-Award Costs (2CFR §§200.1, 200.10, 200.458)

Pre-award costs are those incurred by ACSS prior to the effective date of the federal award or subaward directly pursuant to the negotiation and in anticipation of the Federal Award where such cost is necessary for efficient and timely performance of the scope of work. Such cost is allowable only to the extent that they would have been allowable if incurred after the date of the Federal award and only with the written approval of the Federal awarding agency. If charged to the award, these costs must be charged to the initial budget period of the award, unless otherwise specified by the Federal awarding agency or pass-through entity. Essentially, ACSS may incur expenditures between July

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1 and their substantially approved budget and charge them to the grant if the expenditures are:

- Necessary for efficient and timely performance to carry out the purpose of the grant
- Allowable under each grant's authorized use(s) of funds
- Charged to the initial budget period of the grant (first 15 months of ESSA/IDEA grants)

Unless ACSS has written prior approval from GADOE, incurred expenditures should not be charged to the grant until the grant is approved. At that time ACSS may journal entry allowable, documented expenditures from local funds into the federal grant. Revised 12.13.2021

Period of Performance Flexibility (2 CFR §200.77, 200.309, 200.403(g); 34 CFR §76.707)

ACSS understand that the intent of federal funds is to benefit students, teachers, and school leaders in that fiscal year through the grant period as indicated on the Grant Award Notice (GAN). Regarding purchases that cross grant periods (software, computers, and equipment), GADOE has providing flexibility as follows:

- Purchases may extend beyond one year to take advantage of cost reductions, IF the students, teachers and school leaders in the current fiscal year receive benefit from the purchase.
- Leases and licenses – If instructional software subscriptions are purchased after January, the ACSS will need to provide explanation within the budget description indicating how students in the current fiscal year will benefit from the purchase. Professional learning and/or recruitment software and/or licensing do not require an explanation within the budget description.
- PL Registration – To maximize cost efficiency, ACSS may take advantage of early bird professional development registration where early bird registration occurs in the original grant period and the actual professional development occurs in the carryover period. Supporting documentation should be kept on file.

In general, and to reduce risk of non-compliance, GADOE has strongly advised that ACSS align all purchases to the original grant period as much as possible. GADOE recognizes that each purchase is circumstantial and encourages ACSS to carefully plan purchases weighing all options and maximizing benefits to ACSSs students and staffs as good stewards of taxpayer dollars. Revised 12.13.2021

Mandatory Disclosures 200.113: Must disclose in writing all violation of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award.

SECTION 19: EQUIPMENT AND REAL PROPERTY

These procedures apply to all Federal Programs, State and Local Funding.

The Appling County System recognizes that the purpose of Federal Programs funds is to enable our schools to provide opportunities for at risk and disadvantaged children to acquire the knowledge and skill contained in the challenging state academic standards and to meet these standards. A process to maintain financial management systems that substantially comply with federal systems management requirements, adequate internal controls for the purchase, management, and inventory of equipment will ensure that the equipment is used, maintained and disposed of according to Georgia Law and Federal Regulations and Guidelines.

Requisition of Equipment:

All equipment purchases made with federal funds will be in accordance with the regulations of the funding source, must be necessary, reasonable, allocable, and allowable. All equipment will be used based on the funding source that paid for such equipment.

Entry of Information into Inventory Management System

Once equipment has been received, ACSS's designated person, the schools media specialist, will enter the information into the districts inventory management system. Each Federal Program Director and school principals are responsible for the management and inventory of such equipment. The inventory must be available for review and evaluation. One copy should be kept in the school and another copy at the district office.

General procedures:

1. All equipment will be properly identified and labeled for inventory tracking. If a label is available then it will identify the funding source and the fiscal year of purchase.
2. The school 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.
3. The inventory will be current and available for review and audit.

INVENTORY

System inventory is maintained on a spreadsheet that identifies all the required components to identify each inventoried item. Vendor contracts are maintained with purchase orders. Physical inventories are conducted twice per year. Principals and Media Specialists sign an assurance in regard to the inventory. Documentation of physical inventories are kept by each federal program department.

Federal Programs inventory is current and available for review and audit as per 2 C.F.R. 200.311, 2 CFR 200.313 and 2 C.F.R. 200.439 states the following information must be included in the recipient's inventory records:

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1. Title/Description of inventory items
2. Cost
3. Source of Funding
4. FAIN number
5. Date of Purchase
6. Vendor/Professional
7. Serial Number
8. Location/Room Number
9. Use of items
10. Condition of Property (new, used, good)
11. Disposition Date

Completion of inventory includes noting the condition of the equipment, identifying equipment for replacement or disposition and adding of new items. Inventory must be updated as equipment items are disposed, transferred or new purchases are made. Adequate safeguards are in place related to the loss, damage, or theft of the equipment. Any loss, damage, or theft should be investigated and fully documented.

The following process will be followed:

1. Federal Guidelines states: Equipment and real property (including pilferable items) purchased with Federal Programs will be marked with information on the program and purchase year. Significant technological items are now available for under \$500.00. For inventory purposes, in the Appling County School System, all "Significant technological items" under \$500.00 will be inventoried. For example: PDAs, digital cameras, iPads, tablets, Kindle, laptops, and computers that may be easily lost or stolen and are defined as having a useful life of more than one year. Items that will not need to be inventoried include: consumable items and items valued below \$200.00 such as, projector bulbs, keyboards, mouse, projector mounts, and/or SD cards. *Revised 2/17/2021*
2. A physical inventory of the property must be taken and the results reconciled with the property records twice per year (due dates for this report are set at the beginning of each school year, usually October and February). Staff will take the inventory for the equipment in his/her room and the media specialist will sign off on the final inventory after staff have signed verifying what is located in the room. The inventory must also be signed and dated by the Principal or federal program director. Inventory must be taken of property located in all ACSS schools including N&D Facilities, and central office.
3. All equipment and real property must be disposed according to guidance from The Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Rewards (2 C.F.R. Part 200.313(e) and the ACSS disposition policy.

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Off-Site Use of Equipment:

Equipment to be used off site is checked out to the individual making the request for taking equipment to a different location even if within the school building. Equipment must be used according to its funding source.

Theft of Equipment or Technology Funded by Federal Funds

In the event Federal Programs equipment or technology is stolen and/or lost the following procedure will be followed:

- File an incident report with the police
- Attach the incident report to the Technology Disposal Form and send to the Federal Programs Director's office.
- Make corrections to the Federal Programs inventory and maintain notation of the incident for 3 years.
- Send the updated inventory to the Federal Program Director's office. The principal or other designee must sign and date the inventory spreadsheet.

USE OF EQUIPMENT

Each school receives the "General Guidelines for the Use of Title I Equipment" (see Appendix D in this manual) information provided by the Department of Education, and the information provided within the document is discussed with leadership personnel.

DISPOSITION OF ASSETTS:

All properties and surplus materials no longer used or currently adopted by the Appling County School System may be disposed by a variety of methods as long as the system receives some value from the disposed properties, except real property which may be sold, other than to government entities, by a sealed bid. The system must keep records documenting the value received from the disposed property or surplus.

Procedures for Deposition of Equipment:

Original or replacement equipment acquired with federal funds is no longer needed for the original project or program, the equipment may be retained, sold or disposed, if it is not needed in any other Title I, Part A like or federally funded project or program. The ACSS will ensure that records are kept and made available for monitors and auditors as to where the equipment was transferred.

The disposition of such items should be so noted on the equipment inventory maintained by the recipient with date of disposal and sales price or the method used to determine current fair market value.

Procedures for Disposition of Supplies:

In the disposition of supplies, if there is a residual inventory of unused supplies exceeding \$5,000 in total aggregate fair market value upon termination or completion of the award, and if the supplies are not needed for any other federally sponsored programs or projects, the federal program owning these supplies, shall compensate the awarding agency for its share

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When possible, the system should use a competitive bidding process in order to get the best price of properties/surplus to be sold.

A Disposal Request Form must be completed and sent to the Board of Education Central Office for approval by the Superintendent or designee prior to the disposal of any properties or surplus. Equipment disposition will follow regulations based on 200.313(e)

The following are the procedures to eliminate any equipment item from the inventory:

1. Equipment items with an acquisition cost/current per unit fair market (an explanation is provided in the Definitions section) value of **less than \$5,000** and are **more than three years old** may be retained, sold or disposed, with no further obligation to the Department. The disposition of such items should be so noted on the equipment inventory maintained by the ACSS.
2. Equipment items with an acquisition cost of \$5,000 or more may be retained or sold and the awarding agency (Department) shall have a right to amount calculated by multiplying the current market value or proceeds from sale by the awarding agency (Department's) share of the equipment.
 - b. If the current per unit fair market value is \$5,000 or more, the equipment may be retained or sold and the awarding agency (Department) shall have a right to an amount calculated by multiplying the current market value or proceeds from the sale by the state's share of the equipment. However, the entity is permitted to deduct and retain from the state's share \$500 or 10-percent of the sales proceeds, whichever is less, for the entity's selling and handling expenses. **Note: The Department does not require this of Georgia's Title I ACSSs. To date, the Department has not required this action of ACSSs for the sale of Title I property in a district. However, this procedure is outlined in 2 C.F.R. Part 200.313 (d)(5)(e)(1-4) and allows a state to require this process from their ACSSs.**
 - c. The disposition of such items should be so noted on the equipment inventory maintained by the recipient. The recipient should include the date of disposal.

Monitoring of Equipment and Inventory

Federal program directors are responsible for managing the day-to-day operations of the grant and its supported activities to ensure that the requirements of the grant are met. The monitoring includes the purchasing, use and disposal of property. These federal regulations and requirements also require the state educational agency (SEA) to monitor the implementation of program requirements and expenditures of federal funds.

SECTION 20: REPORTING

Annual Completion Reports are prepared with function/object detail and submitted on a timely basis. Completion Reports submitted via the state GAORS system are automatically subject to function/object comparative edits with the latest-filed Consolidated Application budget. Completion Report copies are kept on file in the district central office for all grant programs with a Completion Report requirement.

Supporting source documentation is kept on file in the central office for all program revenues and expenditures and for all program payment/reimbursement/draw down requests. Support includes applicable Budget Status Reports and Year-to-Date Transaction Reports. Other program reports are readily available on demand.

Supporting source documentation is kept on file either in the district central office or in the applicable grant director's office for all quarterly sub-recipient data reports to GADOE. Support includes applicable Budget Status Reports, Year-to-Date Transaction Reports, and General Ledger reports supporting vendors paid. Other program reports are readily available on demand.

The CFO submits online quarterly reports of expenditure of Title I and other Federal Programs funds to the state on a timely basis. The reports contain the following information:

- The total amount of funds allocated to the system;
- The amount of funds received that were obligated and expended to projects or activities;
- The amount of unobligated balances;
- A detailed list of all projects or activities for which funds were obligated and expended, including
 - Name of the project or activity;
 - Description of the project or activity;
 - Evaluation of the completion status of the project or activity;
 - Estimate of the number of jobs created and number of jobs retained by the project or activity;

Prior to each submission, technical assistance is provided via an Elluminate session by the GADOE.

SECTION 21: Title IX HOMELESS CHILDREN AND YOUTH

The McKinney-Vento Homeless Assistance Act was reauthorized under the Elementary and Secondary Education Act (ESSA) to ensure the educational rights and protections for children and youth experiencing homelessness. ESEA made significant changes in the way ACSSs (ACSSs) address the needs of homeless students. Among these changes are requirements for:

- The Georgia Department of Education (GADOE) and ACSSs to review and revise laws, regulations, practices, or policies that may act as a barrier to the enrollment, attendance, and success in school of homeless children and youth.
- ACSSs to use the McKinney-Vento Homeless Assistance Act definition of homeless when identifying and determining which students are eligible for services.
- ACSSs to designate a local liaison to coordinate services to ensure that homeless children and youth enroll in school and have the opportunity to succeed academically.
- ACSSs to coordinate the local plan required under Title I with the needs of homeless children and youth, including making a mandatory set-aside of funds under Title I, Part A to serve homeless children.
- The McKinney-Vento Homeless Assistance Act guarantees to homeless children the following:
 - The right to immediate enrollment in school.
 - The right to attend school in school of origin or in the attendance area where family currently resides.
 - The right to receive transportation to school of origin if requested by parents and is in the best interest of the child.
 - The right to comparable services as other schoolmates including transportation and supplemental services.
 - The right to attend school along with children not experiencing homelessness.
 - The posting of homeless students' rights in all schools and other places around the community that low-income families and high-risk families may visit.

HOMELESS LIAISON RESPONSIBILITIES

The Appling County homeless liaison is the heart of the ACSS homeless program. It is important that the homeless liaison have some knowledge and experience in dealing with Federal programs, social worker responsibilities, and counseling responsibilities. It is important that the ACSS homeless liaison has knowledge of the district, understands the community, has great communication skills, and has a commitment to the homeless program.

Appling County's homeless liaison meets, at minimum, yearly meets with school personnel to discuss the requirements of the McKinney-Vento Homeless Education Act.

Appling County's Homeless plan has the following components addressed,

- The process for the identification and enrollment of homeless children and youth.

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- The services to be provided to homeless children and youth.
- Collaborates with Federal Programs Director to reserve Title I, Part A funds to provide comparable services for homeless children and youth.
- Develops, reviews, and revise ACSS policies to remove barriers to the enrollment and retention of children and youth in homeless situations.
- The process for ensuring that transportation is provided to homeless children and youth.
- Ensures that accurate data is collected on enrolled homeless children and youth.
- Homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have full and equal opportunity to succeed in school.
- Homeless children and youth and their families, including unaccompanied youth receive educational services for which they are eligible, including Head Start, preschool programs administered by the ACSS, referrals to health, mental health, dental, and other appropriate services.
- Parents or guardians of homeless children and youth, and unaccompanied youth are informed of educational and related opportunities available to their children, and are provided with meaningful opportunities to participate in the education of their children.
- Parents or guardians of a homeless child or youth, and unaccompanied youth are fully informed of all transportation services, including transportation to and from the school of origin, and are assisted in accessing transportation services to their selected school.
- Enrollment disputes are mediated in accordance with the requirements of the McKinney- Vento Homeless Assistance Act.
- Public notice of the educational rights of homeless students is disseminated in all schools and other places around the community.

PUBLIC NOTICE REQUIREMENTS

Posters, brochures, and other awareness materials explaining educational rights, programs, and other related services for those families experiencing homelessness are required to be posted in the registration area of all schools and other locations that low-income and high risk families receive services.

The homeless liaison supervises and works very closely with the school guidance counselors, social workers, and transportation director to assure students receive the services they need. He provides new or additional posters and assures these are placed where parents can readily see them. A committee recently reviewed and revised Appling's policy and procedures for homeless students.

Appling County Homeless Procedures

LOCAL EDUCATIONAL AGENCY (ACSS) POLICIES AND PROCEDURES TO
IMPLEMENT THE MCKINNEY-VENTO HOMELESS ASSISTANCE ACT
(Reviewed/Revised 4/16/2018)

Identification

In collaboration with school personnel and community organizations, Appling County's homeless liaison, will identify children and youth experiencing homelessness in the ACSS, both in and out of school.

- Appling County's homeless liaison, will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth who are experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison.
- Appling County's homeless liaison, will also instruct school registrars and secretaries to inquire about possible homelessness upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison.
- Community partners in identification may include: family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, the Divisions of Family and Children Services and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.
- Appling County's homeless liaison, will keep data on the number of children and youth experiencing homelessness in the district, where they are living, their academic achievement (including performance on statewide and district wide assessments), and the reasons for any enrollment delays and/or interruptions in their education or school transfers.

School Selection

Each child or youth experiencing homelessness has the right to:

1. Remain at his or her school of origin, or
2. Attend any school that housed students who live in the attendance area in which the child or youth is actually living are eligible to attend.
3. Maintaining a student in his or her school of origin is important for both the student and the ACSS. Students who change schools have been found to have lower test scores and overall academic performance than peers who do not change schools. High mobility rates have also been shown to lower test scores for stable students. Keeping students in their schools of origin enhances their academic and social growth, while permitting our schools to benefit from the increased test scores and achievement shown to result from student continuity.
4. Children and youth experiencing homelessness shall remain at their schools of origin to the extent feasible, unless that is against the parent's or youth's wishes or not in the best interest of the child. Students may remain at their schools of origin the entire time they are experiencing homelessness, and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

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Feasibility shall be a child-centered determination, based on the needs and interests of the particular student and the parent's or youth's wishes. Potential feasibility considerations include:

- Safety of the student.
- Continuity of instruction.
- Likely area of family's or youth's future housing.
- Time remaining in the academic year.
- Anticipated length of stay in temporary living situation.
- School placement of siblings.
- Whether the student has special needs that would render the commute harmful.

Services that are required to be provided, including transportation to and from the school of origin (see below) and services under Federal and other programs, shall not be considered in determining feasibility.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, including:

- Proof of residency.
- Transcripts/school records (The enrolling school must contact the student's previous school to obtain school records. Initial placement of students whose records are not immediately available can be made based on the student's age and information gathered from the student, parent and previous schools or teachers.)
- Immunizations or immunization/health/medical/physical records (If necessary, the school must refer students to the liaison to assist with obtaining immunizations and/or immunization and other medical records. Health records may often be obtained from previous schools or state registries, and school-based or community-based clinics can initiate immunizations when needed.)
- Proof of guardianship.
- Birth certificate.
- Any other document requirements.
- Unpaid school fees.
- Lack of uniforms or clothing that conforms to dress codes.
- Any factor related to the student's living situation.

Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling or the ACSS homeless liaison.

Procedures for Education of Homeless Children and Youth

In the monitoring process for homeless students enrolling in Appling County School System, every consideration will be given to students transferring into the Appling County Schools to honor full or partial credits obtained in other ACSS's. Support services will be provided to assist students in successfully completing coursework impacted by the students' homeless living situation. The homeless liaison will assist the school in determining what support services are needed and appropriate.

Appling County will implement the following procedures for awarding full or partial coursework credit as it relates to Carnegie unit credits for students enrolling in grades 9-12 to ensure that all students who are identified as homeless are treated much like any other student who enrolls at Appling County High School.

- We request records and make every attempt to piece together an academic history for the student.
- Students are placed in their appropriate grade level based on ACHS graduation requirements and Carnegie unit credits.
- Only credits posted on an official high school transcript can be awarded on an Appling County High School transcript.
- Students who are credit deficient, for whatever reason, are given opportunities to earn additional credit through the credit recovery program, Ombudsman program, or summer school.
- In cases where students are identified as homeless, the homeless liaison is notified, and the homeless liaison offers appropriate services that are afforded through the McKinney-Vento Act.

Transportation

Without appropriate transportation, a student may not be able to continue attending his or her school of origin. To avoid such forced school transfers, at a parent's request, transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness.

Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered in determining the feasibility of placement in the school of origin based on potential harm to the student, as discussed above. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance.

Schools and the homeless liaison shall use the district transportation form to process transportation requests. Requests shall be processed and transportation arranged without delay. If the student experiencing homelessness is living and attending school in Appling County's homeless liaison, shall arrange transportation. If the student experiencing homelessness is living in Appling County but attending school in another ACSS or attending school in Appling County but living in another, the ACSS will follow the McKinney-Vento Homeless Assistance Act statute to determine who must arrange transportation. It is Appling County's policy that inter-district disputes shall not result in a student experiencing homelessness missing school. If such a dispute arises, Appling

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County will arrange transportation and immediately implement the procedures for the dispute resolution.

In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to house students.

Services

- Transportation
- Title I, Part A
- Title I, Part C
- Title III, Part A
- Special education
- Programs for English learners.
- Vocational and technical education programs.
- Gifted and talented programs.
- School nutrition programs.
- Before-school and after-school programs.

Appling County recognizes that children and youth experiencing homelessness suffer from disabilities at a disproportionate rate, yet frequently are not evaluated or provided appropriate special education and related services. To address this problem, evaluations of children and youth experiencing homelessness suspected of having a disability shall be given priority and coordinated with students' prior and subsequent schools as necessary, to ensure timely completion of a full evaluation. When necessary, Appling County shall expeditiously designate a surrogate parent for unaccompanied youth suspected of having a disability. If a student has an Individualized Education Program (IEP), the enrolling school shall immediately implement it. Any necessary IEP meetings or re-evaluations shall then be conducted expeditiously. If complete records are not available, IEP teams must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. In all cases, the goal will be to avoid any disruption in appropriate services.

When applying any Appling County policy regarding tardiness or absences, any tardiness or absence related to a child or youth's living situation shall be excused. Appling County will follow state procedures to ensure that youth experiencing homelessness and youth who are out of school are identified and accorded equal access to appropriate education and support services. School personnel shall refer children and youth experiencing homelessness to appropriate health care services, including dental and mental health services. The homeless liaison will assist the school in making such referrals, as necessary.

School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education.

Disputes

If a dispute arises over any issue covered in this policy –

- The child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute.
- The parent or guardian of the child or youth shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or youth to appeal the decision
- The child, youth, parent, or guardian shall refer to the local educational agency liaison designated under paragraph (1) (J) (ii), who shall carry out the dispute resolution process as described in paragraph (1) © as expeditiously as possible after receiving notice of the dispute; and
- In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in school pending resolution of the dispute. The school selected in accordance with this paragraph shall immediately enroll the homeless child or youth, even if the child or youth is unable to produce records normally required for enrollment, such as previous academic records, medical records, proof of residency or other documentation. Separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with state, local and school policies.
- The student shall also have the rights of a student experiencing homelessness to all appropriate educational services, transportation, free meals, and Title I services while the dispute is pending.

Free meals

Hunger and poor nutrition are obvious barriers to learning. To help ensure that children and youth experiencing homelessness are ready to learn, the U.S. Department of Agriculture (USDA) has determined that all children and youth experiencing homelessness are automatically eligible for free meals on the first day of enrollment. The USDA guidance is available at http://www.naehcy.org/dl/usda_04_04_02.pdf Hunger and poor nutrition are obvious barriers to learning.

Title I, Part A

Children and youth experiencing homelessness are automatically eligible for Title I, Part A services, regardless of the school they attend. The trauma and instability of homelessness puts students at sufficient risk of academic regression to warrant additional support.

The district shall reserve such funds as are necessary to provide services comparable to those provided to Title I, Part A students to children and youth experiencing homelessness attending non- participating schools ACSSs must establish their own methods for setting aside Title I, Part A, funds for homeless students who are not attending Title I schools. Determining an appropriate amount requires coordination between the ACSS Title I and

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homeless education programs. For information on calculating the mandatory set-aside, visit www.serve.org/nche/downloads/calculating_setasides.pdf. Reserved funds will be used to provide educationally related support services, both in school and outside of school, and to remove barriers that prevent regular attendance.

Training

In monitoring the policies and procedures to implement the McKinney-Vento Homeless Assistance Act, Appling County's homeless liaison will train school counselors, enrollment personnel, including but not limited to administrators, registrars, teachers, social workers, counselors, bus drivers, custodians, community service providers, and social service personnel at the beginning of each school year on possible indicators of homelessness, sensitivity in identifying families and youth who are experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. After the beginning of the year training in August, each school counselor will return to their respective schools and redeliver the McKinney-Vento Homeless Education training to all school personnel including principals, teachers, and paraprofessionals. The trainings and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, ensure compliance with McKinney-Vento law, and increase sensitivity to the unique needs of homeless children and youth. Documentation of training agendas, copies of training materials, and sign in sheets of each training will be collected by the homeless liaison.

Coordination

Homeless students and their families often need housing assistance, social services, and health care. Linking families with community resources can have a positive impact on the education of children.

Title I, Part A, requires targeted assistance programs to coordinate with Federal, state, and local service programs, including programs for housing, nutrition, violence prevention, Head Start, adult education, vocational and technical education, and job training. [20 UCS 63159(c)(1)(H)]

Preschool

Preschool education is a very important element of later academic success. Children experiencing homelessness have experienced many difficulties accessing preschool opportunities. To facilitate preschool enrollment and attendance, the provisions of this policy will apply to preschools. Appling County should ensure that children experiencing homelessness receive priority enrollment in preschool programs operated by Appling County, including exempting children experiencing homelessness from waiting lists. Children experiencing homelessness with disabilities will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children experiencing homelessness under age three will be referred for at-risk services under Title VI, Part C of IDEA and screened to determine if referrals for additional Title VI, Part C of IDEA services are appropriate. The ACSS homeless liaison will collaborate

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with Head Start and other preschool programs to ensure that children experiencing homelessness have access to those programs.

References

- The McKinney-Vento Homeless Assistance Act, 42 U.S.C. §§11431 – 11436
- Title I, Part A of the Elementary and Secondary Education Act, 20 U.S.C. §§6311 – 6315
- The Individuals with Disabilities Education Act, 20 U.S.C. §§1400 et seq
- April 6, 2002 Policy of the Child Nutrition District of the U.S. Department of Agriculture
- June 5, 1992 Policy of the Administration for Children and Families Department of Health and Human Services

SECTION 22: SERVICES FOR FOSTER CARE CHILDREN

The Georgia Department of Education (Department) is required to ensure the educational stability of children in foster care. (ESEA section 1111 (g) (1) (E)). In coordination with state and tribal child welfare agencies, the Department must ensure that the ACSS implements the Title 1 educational stability requirements for children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin' the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and,
- That the new (enrolling) school immediately contacts the school of origin to obtain relevant academic and other records. (ESEA section 111 (g)(1)(E)(i)-(iii)). In fulfilling this role, the SEA should coordinate with the state or tribal child welfare agency to develop and disseminate uniform guidelines for implementing the Title 1 educational stability provisions. Developing uniform statewide policies and procedures for ensuring educational stability for children in foster care, as many States have already done under the Fostering Connections Act, will facilitate successful implementation at the local level. This is particularly important given the shared agency responsibility for educational stability under Title I and the Fostering Connections Act, multiple partner agencies in implementing these provisions.

Additionally, the SEA must conduct regular monitoring and oversight to guarantee appropriate implementation of these provisions at the local level. (See 2 C.F.R. 200.331 (d), 200.328(a); 34 C.F.R 76.770).

On the state level, the Georgia Department of Human Services (DHS) which houses the Division of Family and Children Services (DFCS) periodically sends a list of children in foster care that are flagged on the local level, ACSS will be notified directly by foster parents Court Appointed Special Advocate, DFCS case workers or Educational Support Monitors (ESM, within the Educational Programming, Assessments and Consultation (EPAC) unit of DFCS. Once identified, ACSS must implement its plan to ensure educational stability for children in care. For the best interest of the children in care, ACSS should follow all mandated regulations under FERPA and keep the status of these children confidential.

As a result, the Department is requiring all ACSS, including virtual schools and charter schools that function as an LEA, to complete a Foster Care Transportation Plan. The plan should be completed in addition to the development and implementation of written transportation procedures and the identification of a Foster Care Point of Contact.

Please complete this plan and return it by: Monday, July 31, 2017

Instructions for submission:

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- After the ACSS superintendent signs the assurance, scan the entire document as a PDF and save it as the “FY18 Foster Care Transportation Plan”
- Access the Consolidated Application for FY18
- Go to the Planning tab and navigate to the below Attachment tab.
- Upload the signed PDF version of the document

I. Foster Care Transportation Plan: PLANNING

- A. The Appling County School System’s (ACSS) role is to have a transportation plan in place for children in foster care to their school of origin. Describe your plan to:
1. Coordinate transportation with the local child welfare agency
 2. Implement steps to be taken if additional cost are incurred.
 3. Execute the local dispute resolution process.

Include the roles of the key players (e.g. ACSS Foster Care Point of Contact, ACSS Superintendent, ACSS Federal Program Director, EPAU Unit Education Support Monitor, Case Worker, Court Appointed Special Advocate, Juvenile Court representative, etc.) *Please limit the response to 1,000 characters.*

Student Services Coordinator, Transportation Director, Title I/Homeless Liaison, SSCM, Ed. Supp. Mon, Foster Parents, and Court Appointed Special Advocates (CASA)- Special Ed.Director. When transportation is an issue, the listed parties will collaborate to develop a transportation plan that meets the needs of the individual child. “No cost plans” will be explored first and may include the following: 1.Foster parent will agree to transport the child to school of origin (w/in 25 miles roundtrip). 2.Foster parent transports child to nearest school transportation pick up location. 3.ACSS & Spec Ed director will follow existing plan for transporting child with disabilities when the foster child is disabled. Key players will coordinate detailed transportation arrangements for the child. If added cost for transportation incur, all parties will agree on a plan that best fits the needs of student. Key players will handle any disputes.

- B. What step should the ACSS and local child welfare agency take to ensure the transportation is provided immediately, even if they face difficulty reaching agreement on how to pay for additional transportation costs? Please limit the response to 1,000 characters.

Once enrolled in ACSS, all students within the boundaries of Appling County are provided free transportation to and from school daily. The ACSS and SSCM will work collaboratively to ensure that transportation is not a barrier to the educational stability of children in Foster Care. The partners will follow the steps outlined below if they are faced with difficulty reaching an agreement on how to pay for additional transportation cost. As stated in Section A, it is pre-determined that all parties will collaborate to develop a transportation plan that meets the needs of the individual child. 1. The transportation plan will implement the lowest level of cost between SSCM, Educational Support Monitor, Student Services Coordinator, Transportation Director, Title I/Homeless Liaison Director, Foster Parent, and CASA 2. Final determination of how to pay for additional cost will be made by key players.

- C. The ACSS must designate a Foster Care Point of Contact that coordinates with the local child welfare agency. Describe the point of contact's role and responsibilities. *Please limit to 1,000 characters*

The Student Services Coordinator will serve as the Foster Care Point of Contact. The POC will work collaboratively with the Foster Care Case Worker, Educational Support Monitor, and the foster parent(s) to ensure a smooth and timely implementation process with provisions outlined in ESSA to include: thoughtful best interest determinations; appropriate and timely transportation plans for those students placed outside of the zone of their school of origin; and immediate enrollment and record transfer. In addition, the Student Services Coordinator POC will ensure monitoring of attendance of foster children enrolled in the ACSS.

II. Foster Care Transportation Plan: GUIDING QUESTIONS

D. If a child is placed within the ACSS attendance area and projected transportation cost are negligible, transportation should be immediately provided without supplemental assistance from the local child welfare agency. If there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the ACSS will provide transportation to the school of origin of:

1. The local child welfare agency agrees to reimburse the ACSS for the cost of such transportation – N/A
2. The ACSS agrees to pay for the cost of such transportation- N/A
3. The ACSS and local child welfare agency agree to share the cost of such transportation. – YES

Describe the agreement the ACSS has made with the local child welfare agency regarding transportation costs. *Please limit the response to 1,000 character.*

All students enrolled in the Appling County School System are provided free bus transportation and is a service available to all families within our county boundaries.

Foster Care students who relocate to Appling County are provided the same service. In the event that the best determination for the child is to remain in their school of origin, a procedure is in place and ready to implement even when extra cost are incurred.

E. ACSS must meet the requirements to provide for children who are in foster care to their schools of origin (*Similar to the McKinney- Vento requirements for students experiencing homelessness*). Does ACSS currently provide transportation services? If no, describe your plan to meet this mandate. - Yes

**SECTION 23: SERVICES FOR NEGLECTED AND
DELINQUENT CHILDREN/ PREVENTION AND
INTERVENTION PROGRAMS FOR CHILDREN WHO ARE
NEGLECTED, DELINQUENT, OR AT-RISK (Title I, Part D,
Subpart 2 Grantees)**

The purposes of Title I, Part D, are to: (1) improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that they have the opportunity to meet the same challenging State academic content and State student achievement standards that all children in the State are expected to meet; (2) provide these children with services to enable them to transition successfully from institutionalization to further schooling or employment; and (3) prevent at-risk youth from dropping out of school as well as to provide dropouts and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education.

The U.S. Department of Education determines the Title I, Part D set-aside amount based on the neglected child count derived from the N/D Annual Survey. ACSS uses the entire Title I, Part A Neglected, Delinquent and At-Risk set-aside for neglected children at Georgia Baptist Children's Home. These children are placed in this facility by the court system and are automatically eligible for Title I services. ACSS consults with this N/D facility located in the district's school attendance area to determine needs and develop a plan for supplementary services for the children residing in the facilities. The expectation of the plan is that in a reasonable amount of time, the neglected children receiving supplementary services will demonstrate meaningful learning gains.

An annual consultation meeting is held with program directors from all GADOE approved Neglected and Delinquent Facilities in the Appling County's attendance areas. During the meeting, information is shared about the N/D program requirements, budget, services, and resources to support students housed in the facilities. Program Directors identify their program needs and develop plans for supporting students throughout the year. The primary support requested by the facilities includes tutoring, technology (computers), instructional materials and supplies for students.

Federal Programs Director conducts routine consultation visits to the N/D facilities to monitor program services, check inventory and provide technical assistance to ensure compliance with Title I, Part D requirements. Purchases made with Title I funds are inventoried. Equipment is decaled and kept on inventory both at the facility and in the office of the Federal Programs Director. Additionally, ACSS' Parent and Family Engagement Plan includes a statement that the residential facilities in its school attendance area are included in the Parent and Family Engagement correspondence and activities. If students are being educated at an N/D facility, then the facility must have a Parent and Family Engagement Plan, correspondence, and activities to the extent

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feasible. ACSS ensures that a Parent and Family Engagement Plan is implemented in order to increase student achievement and, if appropriate, decrease delinquent behavior.

SECTION 24: PRE-KINDERGARTEN PROGRAMS

Pre-kindergarten programs are not funded by Title I; however, the Federal Programs Director and/or the Federal Programs Director meets with the pre-kindergarten principals to discuss early literacy and transition needs. Meetings are also held with the Director and area Headstart/daycare representatives to discuss potential concerns/needs of the current Headstart/daycare as related to curriculum expectations and transitions. No funds are specifically allocated to this program.

SECTION 25: PRIVATE SCHOOLS

Identification of Private Schools:

Title I leads in this process and ensures that letters are sent to all Private schools that may contain Eligible private school children. Title I Eligible private school children are those who: (We follow the requirements of each Federal Program, Title III and IDEA are included, and for example Title II-A requires the school to be located within the County)

- Reside within the attendance area of a participating public school, regardless of where the private school they attend is located.
- Are identified through consultation with the private school as failing, or most at-risk of failing, to meet high student academic achievement standards.

Private schools are identified by the requirement that they give to the local school system a DE1111 form within the first 30 days of school. This allows us to determine the Private Schools within and outside of our Geographic area that have enrolled students for Appling County.

Procedure to Include Private Schools:

Invitations for private schools to consult in participation in federal programs the following calendar year are sent in the fall, usually October, via receipt delivery. A meeting is held to present information about the programs available to students in private schools. All Federal Programs Directors are invited to the meeting, which is complete with an agenda and sign in sheet. Upon receipt of the intent to participate form, which is provided to private school officials, a meeting is held to discuss plans and the required components of Federal Program's services for private school students. Meetings would then be scheduled every two months to discuss the progress and process of these services. Appling has had no private schools that have chosen to participate. Meetings with the private school director would include an agenda with sign in sheet. Minutes would be taken during the meeting and the private school director is provided a copy of those minutes prior to leaving the meeting.

These procedures would be used for eligible students at any Private School that chose to participate.

Private school students would receive their proportional share of services via the per pupil allocations and required equitable services amounts.

Eligibility criteria would be used to determine the students who are most in need of services.

Tutors, either from the school system or through contracted services, would review the data from the assessments or serve students in those areas. Timesheets would be used for documentation of services and payment.

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Professional learning would occur through invitations from the Title II director and reading instruction videos/learning focused strategy books. Parents would also be invited to district parent and family engagement activities and instructional/parenting information would be mailed directly to those parents.

SECTION 26: TITLE I, PART C- MIGRANT EDUCATION PROGRAM

Identification and Recruitment:

Potential migrant students are *identified* through the occupational survey, as required by GADOE, which is included in all Appling County registration packets. Once the occupational survey reaches the school, the receiving person sends it to the district office. Based on the information on the occupational survey and MSIX, the SSP interviews the family (*recruitment*) and sends the information to Region 2 Migrant Education Agency who makes a final determination of the migrant status. The SSP also recruits migrant families in the community via various types of referrals. In addition, one day per week and all month of June is dedicated to the identification and recruitment of families and out of school youth.

The following are general rules for ID&R:

- Appling County complies with the federal and state ID&R guidelines and standards.
- Every Friday during the regular school year and all month of June, migrant paid staff conducts ID&R activities.
- Eligibility interviews are held in the dominant language of the interviewee.
- Overtime is available to MSSP's in order to accommodate periods of high worker influx and the parent's daily work day/shift.
- A local annual ID&R plan has been developed for LEAs.
- All staff attends required trainings on ID&R.
- For any newly hired staff, it will be required to attend three-day (3) ID&R training within the first 30 days of employment, which is mandatory in the Georgia ID&R certification process.
- All Appling County Migrant paid staff has been certified above the minimum - Novice Level.
- Appling County strives for a 100% COE/eligibility accuracy rate.
- Appling County's Migrant Program is active within the community. This network enables for identification and recruitment of OSY/DO and pre-school children who are never identified by the schools through the occupational survey.
- Migrant recruiting log, weekly activity forms, or other related documentation of ID&R activities are available for future ID&R documentation.
- A Certificate of Eligibility (COE) is completed accurately according to state and federal guidelines.

Records Maintenance and Transfer:

The Migrant Outreach Coordinator downloads monthly records that are available through the GADOE portal. This information is shared and verified with the District FTE Coordinator to ensure that the new participant(s) are appropriately coded as migrant in the system, which in Appling County; the Migrant Outreach Coordinator has the authorization to update this information in Infinite Campus, as needed and requested to ensure that this process is completed in a timely manner. The same information received on the portal is provided to all MSSP's in the system no later than the following Friday. By this time, all new student information has been updated/coded in Infinite Campus, a new participant report and/or current participant report form has been signed by the Migrant Outreach Coordinator. If student's information from DOE is different from the system, corrections are made to the report and mailed back to Region 2 along with documentation to support the changes such as a birth certificate etc. for information to be changed and for the data on both the system and DOE to be uniform. In turn, MSSP's sign their form and turn in a copy to Federal Programs Director for verification purposes that their local school files have been updated with the new information. Every Friday morning, all migrant paid staff meets to discuss any updates, complete, receive and return any information that needs to be submitted to Region 2. Templates that are provided on the portal are used to communicate to parents any information related to their child. All reports are dated when are received by the system and mailed to Region 2 to ensure that communication between the district and Region 2 is completed in a timely manner and that due dates are met.

Priority for Service:

Title I, Part C, ESEA, Section 1304(d) requires states to give "priority for services" to migrant children:

1. Who are either failing, or are at risk of failing the state's challenging academic content and achievement standards, and
2. Whose education has been interrupted during the regular school year in the preceding 12 months.

Both of these conditions must exist simultaneously for a migrant child to have "priority for services."

The GADOE has determined that the following indicators shall be used to identify the migrant children who should receive Priority for Services.

FAILING

- Scored below established proficiency level on one or more of the Georgia Testing Program assessments (GKIDS, GMS, Grades 3 & 5 Writing Assessments, MGWA, GHSGT, GHSWT, EOCT, EIP) or other state's required statewide assessments during the past consecutive 12 months (documentation or score(s) must be in a student's school records)

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- During most recent and/or current semester has failing grades (70 for EL) in one or more core academic content areas (K-8) or course(s) required for graduation (9-12)
- AT RISK FOR FAILING
- Is over age for grade placement by one or more years (has been retained, started school late, under schooled, etc.)
- Is identified as an English Language Learner (EL)
- Has insufficient credits for promotion or graduation
- EDUCATION INTERRUPTION
- In the preceding 12 months, changed school districts during the regular school year.
- Has accumulated 10 or more days not enrolled in school/absent during current regular school year.

Each time Region 2 provides a list of students who have been identified as PFS, this report is provided to all MSSP's to ensure that all PFS students are being served first before any non PFS student. Teachers receive notification that these students have been identified as PFS. If any PFS student is not already in the schedule to receive services, then schedules are modified for all PFS students to receive MEP-Funded services. PFS students, who are performing academically and are not in need of tutoring services, are listed at the bottom of the MSSP's schedule. Notification of PFS students is provided by MSSP to teachers and administrators at the beginning of each year and semester. In addition, updates are provided by MSSP to teachers and administrators as students are identified and schedules are modified. This ensures that MSSP's continue to verify the student's grades, absenteeism and any other support service that may be needed by the student. PFS students are given priority to participate in all MEP-funded services before any non-PFS student.

Comprehensive Needs Assessment:

Georgia Department of Education, Migrant Education, conducts an annual Comprehensive Needs Assessment. Appling County School System reviews this information and includes it on the results that are obtained from annual surveys completed by parents, students, teachers and administrators. The results, along with state mandated tests and attendance are reviewed annually by a CNA committee. The CNA committee reviews the data and determines the gaps that need to be addressed through implementation plans which will provide supplemental services. A meeting is held for parents and stakeholders to approve the implementation plans. The implementation plans are then submitted to Region 2, for approval. Once approved, Implementation Plans are included in the budget for final expense approval. These implementation plans include all eligible migrant students enrolled identified in Appling County which includes in school, eligible migrant P3-P5, drop outs and Out-of-School Youth.

Migrant Services Coordination:

Title I, Part A funds in conjunction with other federal, state and local funds are used to coordinate and integrate education services in all Title I schools and GBCH, an N&D Facility, and to every student in the system. Funds are used based on eligible criteria set by its funding source, and coordinated using comprehensive needs assessments, free and reduced lunch eligibility, identification criteria, Pre-K enrollment, stakeholder's input and system survey. In addition, the system will continue to implement the GADOE's School Improvement Plan Template which includes a detailed description on the coordination of all federal, state, and local resources in the delivery of educational programs to each individual school. Collaboration between Title I, Part A and IDEA.

The following is a list of the federal, state, and local services and programs that are being coordinated and integrated in FY22

- State Extended 20 Day Funds
- QBE Grade Level Funds
- ESOL
- Early Intervention Program
- Special Education
- Gifted
- Homeless
- Professional Learning Funds
- All Federal Funds received by ACSS

Program Coordinators, Federal Programs Director, and Directors of Curriculum, Special Education, Testing, Title III, and Migrant Education collaborate to increase student achievement and the unique needs of migrant students.

Efforts are coordinated for services and may include the following: Appling Community Connection, GLRS, Head Start, Kiddie Kastle, HEP/CAMP, GSU, AASU, Goizueta Foundation, Appling County Concerted Services, Mexican Consulate, Migrant Education Program of Mexico, Altamaha Technical Institute, GADOE/MEP Region 1, Department of Juvenile Justice, DFCS, Appling County Sheriff's Office, Appling County Police Department, Babies Can't Wait, Georgia Network for Educational and Therapeutic Supports. , Georgia PINES, Georgia School for the Deaf, and Georgia School for the Blind.

Parent and family engagement/PAC:

The PAC meets at least three times during the year. PAC officers are represented by current migrant parents. Appling County School System has a strong Parent and family engagement Program which is very active in the migrant education decision making process and takes place with the comprehensive needs assessment component. Parents receive the information in Spanish and English via handouts during the PAC meetings.

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Professional Development:

Region 2 Migrant Education Agency provides ongoing professional development for the MSSP and provides documentation of attendance. The MSSP may also participate in system, school, and regional professional development as appropriate.

Early Childhood Education:

Every P3-P5 who is not enrolled in any educational program is given the opportunity to be served with school readiness curriculum via home visits. In addition, Appling County Migrant Education Program offers summer school to every eligible migrant student from age 3 to 8th grade.

Pre-K migrant students are served via Pre-k. Pre and post test data is collected during summer school. Any needs that are identified are discussed with Pre-k director in order to address it before regular school starts. In addition, MSSP's provide support services as needed and requested by the Pre-K director and/or school principal.

Program Evaluation:

Student testing data is used for the Implementation Plans. These plans are evaluated at the end of the school year. Appling County has met its goals in every Implementation Plan that has been implemented in the system. In addition, testing data, benchmark information, and reports cards are taken into consideration to modify tutoring schedules to address academic needs as needed and/or requested by a teacher, principal, instructional coach, and/or parent. As a result, the evaluation process is continuum to provide the most effective service via tutoring or support services needed.

Use of Title I, Part C Funds:

Title I, Part C funds are used to pay the salary and expenses of the MSSPs. Money is also used for supplemental materials for students as funding allows and for the implementation of Implementation. Migrant students are included in all other services provided by the Appling County schools for which they qualify, including but not limited to after school tutoring, intercessions, EIP, EL, special education, and gifted.

SECTION 27: TITLE II, PART A-(Effective FY21, Funds were transferred to TITLE I, PART A

The purpose of Title II, Part A includes the following:

- to increase student achievement consistent with challenging State academic standards,
- to improve the quality and effectiveness of teachers, principals and other school leaders,
- to increase the number of teachers, principals and other school leaders who are effective in improving student academic achievement in schools, and
- to provide low-income and minority student greater access to effective of teachers, principals and other school leaders

At the beginning of each year and when preparing set asides for the consolidated application, the Federal Programs Director contacts the Title IIA Coordinator to obtain information regarding the status of teachers who meet professional qualifications. This information is then used to determine the professional learning set aside amount for high quality teachers. TA request for lesser amounts is typically submitted on the consolidated application.

Parents are informed of their rights to know the qualifications of their children's teacher. This information is made available through the student handbook and system website. This notification will be provided in the Student Handbook for each school. Principal and contact information will be provided in the handbook. This information is also made available through the website. Parents will be provided a copy of the Student Handbook at the beginning of each school year or, for transfer students, upon enrollment. The ACSS will maintain documentation of parent receipt of information which will include parent signature. A copy of the Student Handbook for each school and sample parent forms will be maintained at the Board of Education. Notification will include the following information: In compliance with the requirements of the Every Student Succeeds Act, parents may request the following information: 1. Whether the student's teacher— a. has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction; b. is teaching under emergency or other provisional status through which State qualification or licensing criteria have been waived; and c. is teaching in the field of discipline of the certification of the teacher. 2. Whether the child is provided services by paraprofessionals and, if so, their qualifications. In Georgia, notifications must occur within 30 calendar days from the start of school or upon enrollment.

- For verification purposes, notifications must contain the month/year of dissemination or, if included in another document, the primary document must contain a date. Or, if the primary document is undated, records may also include supplemental documentation that contains the month/year of notification dissemination. The name of the ACSS and/ or school must be included. Parents of students in all schools and programs will be notified of

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this right to know. Responses to requests must be provided in a timely manner.

Appling County School System is a Strategic Waiver School System and has waived certification requirements. In accordance with the Every Student Succeeds Act of 2015, all APPLING schools will provide timely notice to parents when students have been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet the LEA's professional qualification requirements. Notification requirements apply to all teachers in all APPLING schools/programs. Notifications must be made within ten business days following the four consecutive weeks. All notices and information required must be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand. In accordance with the requirements of the Every Student Succeeds Act, parents will be notified of a teacher's professional qualifications under the following circumstances:

- **Regular Education Teachers** - When students have been assigned or taught for four or more consecutive weeks by a teacher who does not meet APPLING professional qualification requirements (in alignment with approved Charter/SWSS application and CLIP) at the grade level and subject area in which the teacher has been assigned.

Note: It is possible for a teacher to meet charter/ strategic waiver APPLING professional qualification requirements and not meet GaPSC in-field requirements. In this circumstance, 20 Day Notification is not required.

- **Special Education Teachers**
 - 20 Day Notifications must be disseminated if the teacher does not hold special education certification aligned with teaching assignment (General, Adapted, Visual/Impairment, etc.) AND Must have a Clearance Certificate
- **Paraprofessionals and Substitute Teachers-** 20 Day Notifications are not required for paraprofessionals and substitute teachers.
 - Paraprofessionals- ESSA does not include paraprofessionals as educators for whom 20 Day Notifications must be sent.
 - Substitutes- O.C.G.A. § 20-2-216/ GaPSC Rule 505-20-.20 requires LEAs hiring and assigning substitutes to ensure substitutes meet state certification requirements or to hire substitutes who most closely meet the requirements for teacher certification and who are available to serve as substitute teachers.
- For verification purposes, notifications must contain:
 - Day/Month/Year of notification;
 - Principal's contact information

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- School or APPLING name
 - Name of the teacher who has not met professional qualification requirements;
 - Name of the APPLING and/ or school/program; and,
 - Statement that the teacher has not met State certification OR APPLING charter/strategic waiver professional qualification requirements for the grade level(s) and/ or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.
 - In Georgia, notification requirements apply to ALL teachers in all APPLING schools/programs.
 - A copy of all 20 Day letters sent to parents will be sent to the Title I Department.
- For verification purposes, notifications must contain:
 - Day/Month/Year of notification;
 - Principal's contact information
 - School or ACSS name
 - Name of the teacher who has not met professional qualification requirements;
 - Name of the ACSS and/ or school/program; and,
 - Statement that the teacher has not met State certification OR ACSS charter/strategic waiver professional qualification requirements for the grade level(s) and/ or subject area(s) in which the teacher is assigned. Grade level and/or subject area must be identified.
- In Georgia, notification requirements apply to ALL teachers in all ACSS schools/programs.
 - A copy of all 20 Day letters sent to parents will be sent to the Title I Department.

Requirements of ESEA Section 1119 –Teachers

- All teachers teaching in schools with programs supported by Title I, Part A funds are Teacher quality.

Requirements of Section ESEA 1119 – Paraprofessionals

- All paraprofessionals funded with Title I, Part A funds or employed in a Title I, Part A schoolwide program and assisting with instruction meet one of the three (3) following requirements:
 1. Completed at least 2 years of study at an institution of higher education.
 2. Obtained an associate degree (or higher).
 3. Met a rigorous standard of quality and can demonstrate through a formal state approved assessment, the knowledge of, and the ability to assist in instructing, reading, writing and mathematics, or

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assisting in instructing and the readiness of above named subject areas, as appropriate.

- All paraprofessionals working in a Title I, Part A funded program, including a Title I, Part A Schoolwide program, have earned a secondary school diploma or its recognized equivalent.
- Title I, Part A paraprofessionals are not assigned a duty inconsistent with duties outlined in Section 1119.
- Paraprofessionals work under the direct supervision of teacher consistent with Section 1119.

Principals verify that they are in compliance by signing a Principal Attestation. The principal attestation form is provided to the principals at the beginning of the year along with training on professional qualification requirements for the hiring and placement of teachers and paraprofessionals. A due date is also provided to principals to turn in this verification which is no later than October 1st. Copies of the attestations are maintained at each school, at the office of the Federal Programs Director and by the Title IIA Coordinator and are available to the general public upon request.

Inventory

Title II, Part A funds have been transferred to Title I, Part A effective FY21 School Year. The following information is kept in this manual since there is still inventory in the district that belongs to Title II, Part A. Title II, Part A: Documentation of physical inventories will be maintained by the Title II, Part A Coordinator at the Board of Education. Principals receive a copy of the “Purchasing Supplies or Instructional Materials” and “Electronic Devices” section in the Use of Funds and Budget Management section of the Title IIA Handbook. This information is reviewed with principals each year. Equipment purchased with Title IIA funds will only be used for professional learning activities allowable under Title II, Part A or in the administration of the Title II, Part A program. Physical inventories will be conducted by the principal and signed documentation will be submitted to the Title IIA Coordinator. For any equipment located at the central office, physical inventories will be conducted and documentation signed by the Title IIA Coordinator. Signed documentation will include physical location and documentation of authorized use of equipment for Title II, Part A purposes. Title II, Part A: Documentation of physical inventories will be maintained by the Title IIA Coordinator at the Board of Education. Principals receive a copy of the “Purchasing Supplies or Instructional Materials” and “Electronic Devices” section in the Use of Funds and Budget Management section of the Title II, Part A Handbook. This information is reviewed with principals each year. The principal will take the inventory for the equipment in his/her building and will sign off on the final inventory after he/she has verified the location of the materials and their Title IIA allowable use. The Title IIA Coordinator will perform this inventory at the district level. This inventory will be conducted twice per year; and, documentation will be maintained at the central office.

SECTION 28: TITLE III, PART A

Title III, Part A is a federally-funded program that provides Appling County with funding to supplement ESOL services in all schools within the system. Both ESOL and Title III hold students accountable for progress in, and attainment of, English language proficiency. Upon attainment of English language proficiency, students exit from supplemental language services.

English to Speakers of Other Languages (ESOL) is the state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the World Class Instructional Design and Assessment (WIDA) Consortium and English Language Development (ELD) standards. Both ESOL & regular classroom teachers integrate these ELD standards with the Georgia Standards of Excellence to enable ELs to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of Appling's ELs are met.

LEA Technical Assistance & Monitoring:

The Federal Programs Director collaborates throughout the school year with all ESOL Teachers in the county to ensure that any communication from the GaDOE is passed on to the teachers. At the beginning of the school year, a meeting is held to review all the processes that will be implemented, updated and planned throughout the school year. This process allows for the Federal Programs Director to personally be involved in the everyday activities that are held at each school and monitor the identification process, any supplemental language instruction, professional learning, and parent and family community outreach programs. The Federal Programs Director in collaboration with the ESOL Teachers review the Federal Programs Manual, new forms, Professional Learning, and plans for any Title III, Part A funds that may be available for the year. Teachers submit schedules to ensure that all ELs are being served and to ensure that sufficient staff is available in all schools. Principals are given an overview of Title III, Part A, ESOL, and OCR to ensure that students are provided with the required services and that ESOL teachers are given the same resources as any other teachers in the school district. The CLIP is used as the main means to secure supplemental services to ELs and for outreach opportunities to their parents. Supplemental Language Instruction is monitored by scores on pre and post benchmark data. PD is evaluated by feedback surveys. EL Parent/family, community outreach is evaluated by annual surveys. All of this information is incorporated into the CLIP.

Identification of English Learners

Under federal law, ACSS identifies all students with primary home languages other than English using the Home Language Survey (HLS) and screens them for language assistance if certain indicators are checked on the HSL. In the event a student is new to U.S. schools, i.e. Kindergarten students and newly arrived immigrants, then the original HLS serves as a trigger to determine which students should be administered the ELP

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screener to identify whether they are or are not English learners entitled to English language instructional programs.

The HLS includes the three required questions:

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

In Appling County, Data Clerks at each school provide a registration packet to all students. New students enrolled in the system are provided with the HLS to complete and return back to the Data Clerks. The HLS includes a series of questions intended to determine the students' primary language. Teachers complete their designated checklist to ensure that ALL forms that parents are required to complete are turned in to the homeroom/primary teacher. ESOL teachers are also involved in the process in the event that the HLS form is not turned in to the school. Parents may not decline to complete the Home Language Survey. As needed and requested the HLS is in a language the parents can understand. If written translations are not practicable, ACSS offers limited English proficient parents' free oral interpretation of the written information. EL records of all transferring students are also used to identify whether the in-state or out-of-state transfer student is an EL or not.

If the answer to any of the questions indicates a home language other than English, the student is considered a Primary Home Language Other Than English (PHLOTE). If the answer to all three questions are several languages, the school must interview the parents to determine what language is the student's primary or dominant language.

Transfer Students

Students enrolled in a GA school before ACSS:

- Identification of the student as a potential EL will take effect after reviewing:
 - Transferring records and/or original HLS
 - Original screener of the latest WIDA ACCESS
 - Direct contact has been made to the previous school for HLS, screener or testing results.
- ELs who transfer from another school within the United States or from a Department of Defense School, with official records to support their pre-determined eligibility and services within the past year, will be accepted and placed accordingly in language assistance programs.
- If a PHLOTE was screened in a non-WIDA state and was found not-eligible by that state's criteria, ACSS may rescreen using the appropriate WIDA eligibility assessment if there is evidence that the students' level of English Language Proficiency will be, or is, a barrier to meeting Georgia's Standards of Excellence.
- If there is no record available or records cannot be obtained within the time frames described above, it will be necessary for ACSS to ensure that it meets the appropriate deadlines for identification and screening of transfer students.

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- Based on the language of Title VI and the Lau holding, a foreign exchange student is a “person in the United States,” and the Lau provisions would, therefore, apply. If the HLS responses for a foreign exchange student indicate a primary language other than English, the student will be screened for eligibility for language assistance services.

Corrections to HLS:

In the event that a parent reports an incorrect HLS, changes to student’s EL=Y status must include the following elements:

- Parent’s notification that the HLS was answered incorrectly.
- ACSS will review the parent’s request and will ask parent to complete the HLS-Incorrect Addendum.
- ESOL Coordinator/Contact Person will approve the new HLS Addendum.
- The School will proceed to make the necessary changes based on the new HLS.
- ACSS will change the status change by giving the code of EL=I code for the remainder of that school year. After the June 30th Student Records Sign-off is completed the student will be coded as EL=N
- On that same day a file: Appling.YEAR.TitleIII.EL-I CodeReport will be emailed to GADOE with the following information:
 - student’s name,
 - grade level
 - parent’s reason to change the HLS
 - name of the person approving the HLS
 - former status code
 - new status code
 - the date status change was effective.

Screening for Eligibility:

Annually, all ESOL Teachers apply and receive an Annual WIDA Certification which is required for all certified personnel who will administer the WIDA Screeners in ACSS. Only certified personnel who have completed the required WIDA training for the WIDA Screeners are permitted to administer the screener. This annual certification period runs from July 1 to June 30 of every year. Certificates of completion are turned in annually to school’s testing coordinators.

Students enrolling for the first time in ACSS:

The grade-level appropriate ELP Screener will be administered (if a potential EL has an established IEP/504 Plan, this will be considered for appropriate accommodations by collaborating with the SPED Department to establish the proper protocols for each individual student)

- State ELP screener eligibility criteria will be used to determine whether the potential EL qualifies for the EL status by using the new WIDA Kindergarten Screener Flowchart or the Grades 1-12 WIDA Screener Flowchart.
- Student will be coded in Infinite Campus.

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Students enrolling from a GA school--In-state transfer:

Students will be identified as English Learner based on transferring LEA records and/or the original HLS, original screener, or the latest WIDA ACCESS for ELLs assessment.

Step 1. Claim the student in GUIDE to see if he has an EL status code in Georgia.

Step 2. Check the student's previous enrollment history in SLDS. Not followed check on this.

Step 3. Check the student's records in SLDS to see if there are any former ACCESS test results. Check prior ACCESS test results against state or the transferring school's entrance/exit criteria for that year.

Step 4. When applicable, open the SLDS EL Tab and check to see if student was previously screened. Even if the LEA is not using the SLDS EL Tab, it can be opened to see transferring LEA information.

Step 5. Make every effort possible to obtain prior EL records and identify EL status within 30 days of enrollment

Step 6. Student will be coded in Infinite Campus if applies

Students enrolling from a U.S. school in another state:

Identify if the student is an English Learner based on transferring LEA records.

Step 1. Contact the previous school or LEA and ask for:

- a. The original Home Language Survey,
- b. Screening documents, and/or
- c. English Language Proficiency (ELP) testing results.

Step 2. Contact the previous school or school system again.

Step 3. Make every effort possible to obtain prior EL records to determine EL status within 30 days of enrollment

Step 4. Student will be coded in Infinite Campus if applies.

Grade-Appropriate WIDA Screeners & Language Domain Subtests:

Kindergarten Screener		Grades 1-12 Screener	
Students enrolling during Kindergarten registration - 1 st semester Kindergarten.	Students enrolling in 2 nd semester Kindergarten – 1 st Semester Grade 1	Students enrolling in the 1 st semester of the lowest grade in a grade-level cluster.	Student enrolling in the 2 nd semester of the lowest grade in a grade-level cluster.
Administer only the Listening and Speaking tests of the Screener.	Administer all four language domain tests	Administer a lower grade cluster WIDA Screener. Example: A 4 th grader enrolling 1 st semester 4 th grade will be administered the Grades 2-3 WIDA Screener.	Administer the current grade cluster WIDA Screener. Example: A 4 th grader enrolling 2 nd semester 4 th grade will be administered the Grades 4-5 WIDA Screener.

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The ACSS division of departments and collaborative relationships facilitates the testing of Students with disabilities. Students with disabilities established in an IEP or 504 Plan whose home or primary language is not English, will be administered the appropriate WIDA ELP Screener with the appropriate accommodations as established in the IEP. Accommodations will be based and documented in the Go-IEP platform.

Students with Identified or Suspected Disabilities that Preclude Screening of One or More Language Domains

Even with accommodations, WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students whose IEP precludes the assessment of one or more language domains. Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains. Beyond these reasons, the Assessment Director will seek counsel from the GaDOE Assessment Division who would consult with Special Education and EL Learner Programs. Caution will be exercised with potential ELs in Kindergarten, whose ELP screener only assesses two language domains: Listening and Speaking.

To determine whether the student qualifies as an English Learner, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing. The IEP team's review of all information and data serves as the initial screening process for students whose disability precludes the assessment of one or more language domains. The IEP team should include an ESOL language specialist with experience identifying English learners. The IEP team's EL eligibility decision must be maintained in the student's cumulative record along with evidence supporting the team's decision. If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP Team to revisit the EL eligibility decision at least annually.

- If the IEP team determines that the administration of the WIDA ELP Screener with accommodations are not appropriate to identify this student as an EL, the IEP meeting minutes suffice as documentation of this decision.
- The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision.
- A flag or note could be placed with the Home Language Survey in the permanent record to alert any reviewer to see the IEP minutes dated XXXX for decision regarding screening.
- Student's EL status would be reported to the state in SIS as EL=Yes or EL=No. If this status were to change, an explanation must be included in the Data Collection submissions.

If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP

Team to revisit the EL eligibility decision at least annually.

Students with Identified Significant Cognitive Disabilities WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students who have been identified as having a significant cognitive disability. To determine whether the student

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qualifies as an English Learner, the IEP team should be convened to discuss how to determine EL eligibility when one or more language domains are missing. The IEP team's review of all information and data serves as the initial screening process for students whose disability precludes the assessment of one or more language domains. The IEP team should include an ESOL language specialist with experience identifying English learners.

- If the IEP team determines that the administration of the WIDA ELP Screener with accommodations are not appropriate to identify this student as an EL, the IEP meeting minutes suffice as documentation of this decision.
- The committee meeting minutes must be maintained in the student's cumulative record along with notes supporting the committee's decision.
- A flag or note could be placed with the Home Language Survey in the permanent record to alert any reviewer to see the IEP minutes dated XXXX for decision regarding screening.
- Student's EL status would be reported to the state in SIS as EL=Yes or EL=No. If this status were to change, an explanation must be included in the Data Collection submissions.

If the student cannot be assessed with any portion of the ELP Screener, it is the obligation of the IEP Team to revisit the EL eligibility decision at least annually

Core EL documentation includes the following:

1. HLS (original, signed, dated, in a language parents understand)
2. ELP Screener Score Report, dated (initial)
3. OCR Parent Notification for ESOL Language Program services (dated, one copy for each year student is in ESOL program) (Not a Federal Programs Title IA nor Title IIIA requirement)
4. EL/TPC (one for each year)
5. Parent Waiver (applicable number of copies – signed, dated, in a language parent understands)
6. Annual ELP assessments results (annual results for each year student was tested)
7. EL Reclassification Form, when applicable
8. Two years of post-exit monitoring records

EL Eligibility Criteria:

Students in Kindergarten -1st Semester Grade 1:

Beginning in the 2021-2022 school year, only the new WIDA Screener for Kindergarten will be used to screen potential ELs enrolling in Kindergarten and 1st Semester Grade 1.

Test administrators must enter the student's score results into the WIDA Score Calculator to generate a WIDA ELP Screener Score Report of the English language proficiency level indicated by the student's responses.

EL Eligibility Flowchart – Kindergarten-1st Semester Grade 1

For students enrolling in 1st Semester Kindergarten:

1. Administer only the Listening and Speaking sections of the new WIDA Screener for Kindergarten.
2. If the student's Oral Language Proficiency (Listening + Speaking) Proficiency Level is < 5.0, the student qualifies and is identified as an English learner and is coded EL=Yes in the Infinite Campus.
3. If the student's Oral Language Proficiency (Listening + Speaking) Proficiency Level is ≥ 5.0 , the student Does Not Qualify (DNQ) as an English learner and is coded EL=No.

For students enrolling in 2nd semester Kindergarten to 1st semester Grade 1:

1. Administer all four components of WIDA Screener for Kindergarten: Listening, Speaking, Reading, and Writing.
2. If the student's Overall Composite Proficiency Level score is < 5.0, the student qualifies and is identified as an English Learner and is coded as such in Infinite Campus.
3. If the student's Overall Composite Proficiency Level score is ≥ 5.0 , the student Does Not Qualify (DNQ) as an English Learner and is coded EL=No.

NOTE: Although WIDA recommends that Kindergarten Screener proficiency level scores be considered as one of multiple data sources to inform EL identification, Georgia state procedures only use WIDA Screener scores for EL identification purposes. Since 2018, local school systems may not use other evidence sources.

EL Eligibility Criteria: Students in 2nd Semester Grade 1- Grade 12

The WIDA Screener for Grades 1-12 (either online or paper) is the only screener administered to potential EL students enrolling in 2nd semester Grade 1 through 2nd semester Grade 12.

Use the following process and screener results to determine EL eligibility.

1. Administer all four language domains of WIDA Screener: Listening, Speaking, Reading, and Writing.
2. If the student's Grade Level Adjusted Overall Composite score is < 5.0 on the WIDA Screener, the student qualifies as an English Learner and is coded EL=Yes in Infinite Campus
3. If the student's Grade Level Adjusted Overall composite score is ≥ 5.0 on the WIDA Screener, the student does not qualify as an English learner and is coded EL=No in Infinite Campus.

Recording Date of ELP Screener & ELP Screener Results

Date of screening will be recorded by Data Clerks in Infinite Campus. The date of ELP Screener will be the testing date a student was screened for the EL program and is determined to be an English Learner (EL = 'Y') student. The date will be in the following format: yyyyymmdd.

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Transfer Students: For transfer EL students, the date that will be used, will be the date the ELP Screener was administered in the previous LEA. This is NOT the date the EL student enrolls in the LEA's ESOL Language Program.

Transfer EL Students, the LEA will construct this date as follows:

1. Determine the school year for which you have the earliest ELP assessment results.
2. Use the first day of school for that school year, as the Date of ELP Screener.

Out-of-State errors in Data Collections for missing Date of ELP Screeners will be relievable with explanation

Since an LEA must administer the ELP assessment annually to all ELs in schools served by the state in all grades in which there are EL students, Kindergarten through Grade 12, an LEA should only include students in Kindergarten through Grade 12 for all EL student and Immigrant student reporting requirements under Title III, Part A. [See 34 C.F.R. §200.5(a)(2).]

Providing Services to English Learners during the COVID-19 Outbreak

If the Appling County School System is providing remote learning for its students, the LEA must provide language instruction services to ELs. However, during the COVID-19 national emergency, the Department of Education recognizes that physical school closures may affect how services are provided to ELs. EL services may be provided virtually, online, or via telephone.

Notice to Parents of English Learners:

The Federal Programs Director combined the Notices to parents. The Notices to parents of ELs have been combined to use one letter, one form, that includes Title I or Title III-funded Supplemental Language Program/Activities and Notifications of Initial and Continuing Eligibility of students in the ESOL program. This Bilingual (Spanish and English) Notice is distributed to the ESOL Teachers annually. It is collected throughout the school year. Each ESOL Teachers signs off an attestation that every parent of ELs were provided with this notification. This information is kept at the BOE office.

ESOL teachers ensures that parents notifications are provided to parents within 30 calendar days after the beginning of the school year that their child was placed in a language instruction educational program (LIEP). In the event that this occurs during the school year, parents are notified within two weeks after placement in a LIEP. Therefore, for students that enroll after the beginning of the school year, there are 30 days for identification and placement into an EL language instruction program and two weeks after the placement to provide parent notice, consistent with the statute. Pre-K students screened prior to start kindergarten, the 30-day window starts the first day of Kindergarten. The same first day is used as the official start date for EL eligibility. during the first 30 days of school. As new students are enrolled in the school, notification of eligibility into the ESOL program is provided to parents within 10 days. Notifications are a year-round activity since new students are enrolled in the school system through the

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school year. Teacher's attestation that notices were provided to every single parent along with signed copies are kept for documentation. All ELs are provided with the opportunity to participate in all Title I and Title III-funded supplemental Language Program and Activities.

Parent Waiver

Every year, parents are informed of their right to waive ESOL services. The Notification of Initial and Continuing Eligibility of students in the ESOL program includes a statement advising parents of these rights and the process to follow to waive services. In ACSS, in order for ESOL services to be waived, the ESOL teacher MUST have a signed Parent Waiver Form in place which must be housed in the EL student's permanent record and ESOL file. Waiver of services must be done on an annual basis. Waived students will still be required to take the state-mandated English Language Proficiency test (ACCESS) annually.

ACSS PROCEDURES FOR EXITING EL STUDENTS

The GADOE has provided flexibility to local school districts to develop a procedure to exit EL students from the ESOL Program. This flexibility has been based on GADOE's completion of a statewide analysis of the 2019 ACCESS 2.0 scores in comparison to prior ACCESS scores and the Georgia Milestones ELA assessment. Composite Proficiency Level (CPL) scores across the state decreased as a result of revised ACCESS scoring. As a result, GADOE has determined that an ACCESS 2.0 CPL score of 4.3 is associated with performance within the Developing Learner Achievement Level.

In FY19, all ESOL teachers in Appling County, within GADOE's guidelines of flexibility for exiting ELs, decided that an ACCESS 2.0 CPL score of 4.5 better reflected performance within the Developing Learner Achievement Level for exiting ELs from the ESOL program. ACSS reviews and agrees on the exit criteria annually.

Based on the new 2019 GADOE exit criteria, the Appling County School System (ACSD) will use the following steps to ensure the success of each EL who exits the ESOL program:

1. If a Kindergarten EL scores ≥ 5.0 on Listening, Speaking, and Reading and 4.5 on Writing, the student must be exited from the ESOL program.
2. A Composite Proficiency Level (CPL) score of ≥ 5.0 for ELs grades 1-12 signifies a clear exit from the ESOL program.
3. In Appling County, if an EL scores 4.5-4.9 on the ACCESS 2.0, an EL Reclassification Team comprised of an ESOL teacher, the regular education teacher, and/or Resource Staff will review ACCESS score patterns, Georgia Milestone scores, Lexile Scores, RTI/SPED status, and classroom grades to determine whether or not to exit the EL student for the upcoming year.

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4. The GADOE Reclassification Form will be completed and finalized based on the committee's decision and will be recommended to the principal for approval. This document will be housed in the EL's permanent record and ESOL student file.
5. The status of EL students who exit ESOL will be changed on Infinite Campus from EL-Y and coded as EL-1 after July 1. Each year, after July 1, the students' post-EL Exit Code will be updated.
6. ESOL students are monitored for two calendar years after exiting the program. ESOL teachers maintain documentation of academic performance during this time. Documentation should include student grades, state and local test scores, attendance records, and teacher evaluations of student performance. This information is kept in student folders in the ESOL classroom. The state of Georgia will continue to monitor the progress of exited students for an additional two years.

If monitoring shows that the student is struggling in classroom performance in one or more content areas during the two years of local monitoring, the student will be referred to Response to Intervention (RTI). After instructional interventions have been implemented and progress has been measured over time, the RTI team will determine if the student is struggling because of a lack of content knowledge and/or a lack of language proficiency. Then, the RTI team will meet, review the documentation, and consult the GADOE Title III/ESOL Resource Guide to determine whether the student should be placed back into the ESOL program. If return placement is in question, parents, administrators, and the Title III Director will be consulted.

Reporting Date of EL EXIT

ELs who have met the standardized statewide EL Exit Procedures Criteria must be exited from EL status. The EL Exit Date must be an end-of-the-school-year date no later than June 30. However, this date cannot be recorded in Infinite Campus until after July 1. Each year, after July 1st, the student's post-EL Exit Status will change as depicted in the chart below.

- The first-year post-exit starts July 1st after the student has met a qualifying exit score and/or Reclassification decision at the end of a school year or June 30. (Reclassification decisions are dependent on the release date of ACCESS scores)
- During the 2-year monitoring period Exited ELs are coded EL-1 and EL-2 for Year 1 and Year 2.
- Once the two-year monitoring period has ended, the student's coding for Data Collections Student Record purposes will change from EL-2 to EL-3 (3rd Year Post-Exit), and then EL4 (4th year Post-Exit).
- Following the EL-4 designation, the student will be coded EL-F (Former EL).

Title III/ESOL Parent and Family Engagement and Community Involvement

Each school in the Appling County School System (ACSD) will provide parent and community outreach involvement activities that includes all parents to the extent possible face to face or virtual. These meetings will take place throughout the school year, during school, or after school hours. An Annual Title III/ESOL face to face and/or virtual meeting is held at the beginning of every school year to explain ACCESS scores, parent notifications, and to review academic strategies for the upcoming year. In this meeting and/or throughout the school year, parents of ELs have an opportunity to discuss their child's education. ACSS and individual schools will continue communicating with parents via social networks (Facebook, ACSS website, school websites, Class Dojo etc.) and media (newspaper, radio, online news, and zoom) over the course of the academic year.

For parent unable to attend face to face school meetings, virtual meetings are provided as an option. As a last measure for a meaningful communication with parents, parent notifications, scores, and parent and family engagement opportunities are mailed directly to the parents. In addition, Infinite Campus-Parent Portal houses the most important student information for easily access.

There are many opportunities at each school for parent engagement and/or community involvement where ESL Teachers have an opportunity to connect with parents during the Parent Lunch Day, Book Fairs, Parent Advisory Council Meetings, Curriculum Nights, etc. Parent and Family Engagement activities vary from school to school. Parents are notified of events in the students' home language through Class Dojo, Shout Point, Social Media, and/or school websites. Parents are also encouraged to check homework folders daily to assist with academics and behavior as needed. Based on safety recommendations/required/needed/mandated, Parent and Family Engagement meetings may be held virtually or via phone to facilitate safety.

Sessions provided to parents of ELs include information related to the ESOL program, ACCESS test scores, Georgia Milestones (GMAS), and Supplemental Services. Parent sessions will be held to provide parents with information on their child's academic success in school. Parent engagement opportunities related to the curriculum will be provided for parents throughout the year.

Title III Annual Needs Assessments

School and District Personnel, Parents, Students and Community Stakeholders are given the opportunity to complete surveys, participate in the completion and approval process of the LEA Comprehensive Needs Assessment Meetings. Annual Title III/ESOL Needs Assessment meeting are held in the Fall of each school year to provide parent the opportunity to give input on Title III, ESOL, educational resources, budgets, and student's whole child needs.

Professional Development and Technical Assistance

ACSS promotes ongoing, ESOL-focused staff development opportunities, as needed. Administrators, ESOL teachers, and general education teachers will be given opportunities to participate in ESOL-centered staff development sessions throughout the year and in all the schools. Specific trainings may include, but are not limited to, WIDA conferences, GATESOL, and GADOE-sponsored RESA trainings. Within the system, ESOL staff will implement on-going staff development within grade level collaborations; topics addressed in this professional development may include information related to academic language development, WIDA Standards, Can-Do Descriptors, ACCESS testing and scoring interpretation, ESOL teaching strategies, and EL-specific data disaggregation.

Twice a year, professional development (PD) is offered by ESOL certified staff at every school in the district. PD training to all teachers, paraprofessionals and administrators is generally presented during collaborative or faculty meetings. Presentations are available on the Q-Drive as a resource for administrators, teachers, paraprofessionals, to review and use for training any new staff.

PD training is directly related to the following topics:

Identification, screening, and exiting students

Interpretation of scores

Evaluation of services

Strategies for increasing student academic performance

Differentiation of activities and lesson planning based on Can Do Descriptors and language proficiency

ESOL staff also attend annual seminars such as WIDA Conferences, GATESOL, GADOE-sponsored trainings, and RESA to learn strategies that help increase student performance, academic vocabulary, and English language acquisition providing funds are available. These trainings generally last one-to-three days in duration. Any new learning gleaned from these sessions is often re-delivered to teachers and administrators at each school and is implemented in the classroom.

Teachers in the ACSS also have opportunities for professional development on instructional strategies for ELs such as Kagan, Thinking Maps, WIDA ELD Standards, Can-Do Descriptors, and programs selected for Reading and Math throughout the ACSS. ACSS may offer annual professional development by way of cohorts for *READ 180*, *I-Read*, and *System 44*, ensuring full implementation of evidence-based interventions that support all students, including ELs.

Program Evaluation

Appling County School System (ACSS) is held accountable for academic progress through the GADOE accountability system, CCRPI. The ACSS monitors the effectiveness of program and subgroup data at each school and provides extra support and interventions as needed for students to attain English proficiency and meet challenging State academic standards. The CCRPI measure is used for specific program evaluation, along with other Title I/Title III specific data. The CCRPI platform provides individual

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school scores that identify strengths and weaknesses for different subgroups from year to year. ACCESS data may be used to determine strategic placement into the next grade, for placement and/or retention, and for remediation/enrichment purposes. Supplemental Title III, Part A programs are implemented based on student's academic achievement, ACCESS scores, and school participation. Program activities are evaluated using a pre and posttest.

Children and Youth

All students in the ACSS will have equal access to the curriculum, social/emotional services, and extracurricular activities. Supplemental resources are provided in the ESOL classroom to help immigrant ELs acclimate to new instructional environments and routines. Immigrant students will receive intensive instruction and RTI support services, as needed, to help them acquire subject area content knowledge and English language proficiency.

Title III Budgeting

The Title III/ESOL Director/Federal Programs Director meets with administrators, ESOL staff, other program directors, to discuss School Improvement needs, CLIP (data, needs and root causes) and budgeting. The plan that drives the budget is based on the plans for extended, enhanced, or additional language learning opportunities, interventions, or other language-focused activities that will be provided to specific English learners to help ELs increase their English language proficiency and meet state academic standards. Schools may not requisition items until they have been notified that the budget(s) has/have been approved at the state level. Once approval of the application has been made, schools are notified to complete requisition requests for purchases. Requisitions are then processed following the purchasing procedures. All purchase orders due date has been changed this school year from first Friday in November to first Friday in October to ensure that all materials arrive this school year.

Equipment Inventory/Procedures

Equipment purchased with Title III funds will only be used for learning activities allowable under Title III. Physical inventories are the responsibility of the principal and will be conducted bi-annually at each school. Similarly, for any equipment located at the Central Office, physical inventories will be conducted and documentation will be signed by the Title III Director.

(Revised 8/27/2021)

SECTION 29: TITLE IV, PART A

Effective FY20, Title IV, Part A funds were transferred to Title I, Part A.

Authorized in December 2015, Every Student Succeeds Act (ESSA) introduced a new block formula grant under Title IV, Part A with a wide range of allowable uses. Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve student's academic achievement by increasing the capacity of States, LEAs, schools, and local communities to:

- Provide all students with access to a well-rounded education
- Improve school conditions for student learning, and
- Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101)

SECTION 30: TITLE V, PART B – RURAL EDUCATION INITIATIVE

The Rural Education Initiative is designed to assist rural school districts in using Federal resources more effectively to improve the quality of instruction and student academic achievement. It consists of two separate programs – the Small, Rural School Achievement (SRSA) program and the Rural and Low-Income Schools (RLIS) program. The SRSA program is a rural school initiative with two components –

- Rural Flexibility – the Alternative Use of Funds Authority
- Rural Flexibility provides eligible ACSS (LEAs) with greater flexibility in using the formula grant funds that they receive under certain State-administered Federal programs. This portion of the SRSA program is not a grant program and does not provide LEAs with funding.

The Title V, Part B director will meet with Program Directors, the Superintendent and CFO to discuss school improvement plan needs and budgeting. Based on program requirements and the system/school plans for identifying needs of the students, the Director prepares the Title VB budget according to the funding allocation. The principal meets with the School Leadership Team to examine needs which have been identified through data analysis and examination of the school improvement plan (Title I). The schools submit budgets, which are then reviewed for allowable costs, which are reasonable and necessary to carry out the Title VB program. Once necessary revisions have been made at the school level, the school budgets are compiled and placed in the consolidated application. Schools may not requisition items until they have been notified that the budget(s) has been approved at the state level. Once approval of the application has been made, schools are notified to spend Title VB funds as budgeted and to complete requisition request for purchases. Requisitions are then processed following the purchasing procedures described in Section I. Schools are encouraged to submit purchase orders within two weeks of being notified that the funds are available.

The Title VB director keeps an excel sheet logging all purchases based on the requisition forms signed by the Program Director. Monthly budget status sheets are provided to the Title VB Director and other Program Directors by the CFO. These are used to monitor expenditures and verify that the appropriate codes and purchases meet the approved Title budget.

The Title VB program provides technical assistance to all schools as described in Section I. Any purchases of equipment and/or real property are processed in according to the procedure in Section 17.

SECTION 31: CHARTER SCHOOLS/SPECIAL CHARTER/COMMISSIONED SCHOOLS

There are no charter schools in Appling County; however, should a charter school open in Appling County and qualify for services/resources, planning would occur via discussions with representatives from the charter school. The charter school would be required to submit a plan describing how the funds will be used to support instruction and ensure that all students meet high academic achievement and performance standards. The Federal Programs Director will approve the charter school's plan and maintain the plan and any documentation of the planning process, as well as, any documentation needed for audit purposes. Like private school consultations, the charter schools will be notified regarding the federal funds available and the other provisions of ESSA governing Title I schools such as professionally qualified teachers, choice and supplemental educational services, and unsafe schools impact charter schools as well.

SECTION 32: AUDITS

The Appling County School System is audited annually by the Georgia Department of State Audits. They audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information for the system. The audit includes consideration of internal controls over financial reporting that are appropriate for each fund. The Superintendent and CFO meet with the auditor-in-charge to discuss any finding or recommendations. Following the exit conference, the district receives a written copy of all findings and recommendation points. In the event a finding is related to a particular program rather than general financial matters, the CFO meets with the program director to discuss and establish a corrective action plan (CAP). The CFO submits required written responses to all findings which are included in the final audit report which is available to the public. (See Internal Controls, Section 15 and Appendix A)

SECTION 33: COMPLAINT PROCEDURES

Complaint Procedures under the ESSA Act

A. Grounds for a Complaint

Any individual, organization or agency (“complainant”) may file a complaint with the Appling County Board of Education if that individual, organization or agency believes and alleges that a violation of a Federal statute or regulation that applies to a program under the ESSA Act has occurred. The complaint must allege a violation that 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 systemic or ongoing.

B. Programs:

Title I Part A (CFDA 84.010) - State Program Code 1750, Title I Part A Academic Achievement Awards (CFDA 84.010) - State Program Code 1752, Title I, Part A Reward Districts Awards (CFDA 84.010) - State Program Code 1753, Title I School Improvement 1003(a) (CFDA 84.010) - State Program Code 1770, Title I, Part D Neglected & Delinquent (CFDA 84.010) - State Program Code 1755, Title I, Part C Migrant (CFDA 84.011) - State Program Code 1762, Title II, Part A Teacher Quality (CFDA 84.367) - State Program Code 1784, Title III, Part A Language Instruction for LEP and Immigrant Students (CFDA 84.365A) - State Program Codes 1811 & 1816, Title X, Part C McKinney-Vento Ed. for Homeless Children and Youth (CFDA 84.196) - State Program Code 1800, Title V, Part B Rural Education Achievement Program (REAP) (CFDA 84.358) - State Program Code 1847, Race To The Top (RT3) - (CFDA 84.395) - State Program Code 4230, School Improvement 1003(g) (SIG) (CFDA 84.377) - State Program Code 1775

C. Filing a Complaint

A formal complaint must be filed in writing to the Appling County School superintendent or his/her designee.

The complaint must include the following:

A statement that the APPLING has violated a requirement of a Federal statute or regulation that applies to an applicable program

The date on which the violation occurred

The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation)

A list of the names and telephone numbers of individuals who can provide additional information

Copies of all applicable documents supporting the complainant’s position

The address of the complainant

D. Investigation of Complaint

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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 Department received the complaint;
2. How the complainant may provide additional information;
3. A statement of the ways in which the Department may investigate or address the complaint; and any other pertinent information.

If additional information or an investigation is necessary, the Superintendent will have sixty (60) days from receipt of the information or completion of the investigation to issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, corrective action will be required and timelines for completion will be included. Either the 30-day or the 60-day timelines outlined above may be extended, if exceptional circumstances exist. The Letter of Findings will be sent directly to the complainant.

E. Right of Appeal

If the complaint cannot be resolved at the local level, the complainant has the right to request review of the decision by the Georgia Department of Education. The appeal must be accompanied by a copy of the Superintendent's decision and include a complete statement of the reasons supporting the appeal.

The complaint must be addressed to:

Georgia Department of Education
Office of Legal Services
205 Jesse Hill Jr. Drive SE
2052 Twin Tower East
Atlanta, GA 30334

Appling County Schools: Complaint Form

Please Print

Name of (Complainant):
Mailing Address:
Phone Number (home): Phone Number (work):
Person/department complaint is being filed against:
Date on which violation occurred:
Statement that the Appling County School System 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):

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The facts on which the statement is based and the specific requirement allegedly violated (attach additional sheets if necessary):

List the names and telephone numbers of individuals who can provide additional information.

Please attach/enclose copies of all applicable documents supporting your position.

Signature of Complainant:

Date:

Mail or deliver this form to:

Appling County School Superintendent
Appling County Schools
249 Blackshear Highway
Baxley, GA 31513

Date Received:

Date of Response to Claimant:

GENERAL GUIDELINES FOR THE DISPUTE RESOLUTION PROCESS

Georgia Department of Education

(Updated August 3, 2003)

McKinney-Vento Education for Homeless Children and Youth Act

(42 US §11432(g)(1)(C))

Dispute Resolution Guidelines and Procedures

1. All Disputes will be resolved at the APPLING level rather than the school level.
2. The dispute resolution process should be as informal and accessible as possible, allowing for impartial and complete review.
3. Parents, guardians and unaccompanied youth should be able to initiate the resolution process directly at the school in which enrollment is sought in accordance with PL 107-110, §722(g)(3)(A-B), as well as at the (LEA) homeless liaison's office. Parents, guardians and unaccompanied youth should be provided written notification of the dispute and of their right to appeal the decision of the LEA.
4. Parents, guardians and unaccompanied youth should be informed that they can provide written or oral documentation to support their position, and that they can seek the assistance of advocates or attorneys.
5. Written notice should be complete, as brief as possible, simply stated and provided in a language the parent, guardian, or unaccompanied youth can understand.

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6. Students are to be enrolled immediately in the school of origin or in any public school that non-homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend and are to be provided with all services for which they are eligible while the dispute is being resolved.

PROCEDURES:

- If a dispute arises over school selection or enrollment, the child or youth must be immediately enrolled in the school in which he or she is seeking enrollment, pending resolution of the dispute (PL 107-110, Section 722(g)(3)(E)). Enrollment is defined as “attending classes and participating fully in school activities.” It is critical that students not be kept out of school.
- The school must refer the student, parent, or guardian to the LEA’s homeless liaison to carry out the dispute resolution process as expeditiously as possible. The homeless liaison must ensure that the dispute resolution process is also followed for unaccompanied youth.
- The APPLING must provide the parent, guardian, or unaccompanied youth with a written explanation of the school’s decision regarding school selection or enrollment, and the parent or guardian’s right to appeal that decision 107-110, §722(g)(3)(E)(ii)]. The written explanation shall be complete, as brief as possible, simply stated, and provided in a language that the parent, guardian, or unaccompanied youth can understand.
- Each local school board must have a local rule for concerned parties to resolve any disputes in regards to providing public education to a homeless child. The local rule must provide for not less than two levels of appeal at the district level. If the dispute remains unresolved at the district level or is appealed, then the parent may request a review of the dispute by the Deputy Superintendent of Education Support and Improvement (“Deputy Superintendent”) at the Georgia Department of Education (GADOE). The Deputy Superintendent will review all materials and address the issues in the dispute within 10 days from the receipt of a written request for resolution. If the issue is not resolved after the Deputy Superintendent submits his or her written review, the Deputy Superintendent may assign members of GADOE to make an on-site visit to further clarify or resolve the issue. All disputes must be resolved within 60 days of initial presentment to the GADOE, unless a written extension is granted.
- If the dispute remains unresolved or is appealed after the Deputy Superintendent has issued his or her decision, the State Board of Education (SBOE) will review, hear, and rule on grievances from parents, students or local boards of education. The student, parent, guardian or local board must submit the request in writing within 30 days of the decision of the Deputy Superintendent to the Office of Legal Services at the GADOE at the following address:

Georgia Department of Education
Office of Legal Services
205 Jesse Hill Jr. Drive SE
2052 Twin Tower East
Atlanta, GA 30334

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Tel. (404) 656-4689

FAX (404) 657-8376

- The request for review must set forth the district level decision, the decision of the Deputy Superintendent, and a concise statement of the reasons why the decision is being appealed. The SBOE, through the Office of Legal Services, will give each party a minimum of 10 days' notice of the hearing by certified mail or personal delivery. Each party may appear at the hearing in person or by counsel, present evidence, cross-examine witnesses, and present in writing or orally summary statements of position. The SBOE may request further information from the parties and GADOE staff. The hearing may be held by the SBOE or by a hearing officer appointed by it. The SBOE will notify the parties of its decision within 20 days of the hearing.

SECTION 34: ETHICS, FRAUD, WASTE & ABUSE

Principals are required to discuss policies at a faculty meeting at the beginning of the year. The Superintendent speaks annually to principals regarding ethics and fraud during at least one administrative meeting. Principals are to discuss the same information with their personnel. The Appling County fraud regulation describes the definition, staff responsibilities and internal controls/investigations. (See attached policy)

Procedures on Reporting of Fraud

- To ensure that the reporting of suspicion of fraudulent activity occurs, the Appling County Board of Education School Board ensures employees, constituents, and providers shall have confidential channels to report suspicious activity.
- Fraud is a false representation of a matter of fact, whether by words or by conduct, or by concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds.
- The Board thoroughly and expeditiously supports the investigations of any and all reported cases of suspected fraud to determine if disciplinary, financial recovery, and/or criminal action should be taken.
- All reports of suspect fraud shall be handled in the strictest manner of confidentiality possible. Only those directly involved in the investigation should be given information. Informants may remain anonymous if and when possible but should be encouraged to cooperate with investigators and should provide as much detail and evidence of alleged fraudulent activity as possible.

Procedures

1. Anyone suspecting fraud concerning federal, state or local programs should report their concerns to the Superintendent or his/her designee. If the suspected fraud implicates the Superintendent, the informant shall report the information directly to the Board Chair.
2. Any employee of the school system who receives a report of suspected fraudulent activity shall report this information within the next business day to the Superintendent or his/her designee. Employees have the responsibility to report suspected fraud immediately. All reports can be made in confidence.
3. The Superintendent or his/her designee shall conduct or cause to be investigated of employees, providers, contractors, or vendors as necessary and appropriate. In a case where the Superintendent is suspected of involvement of fraud, the Board Chair or his/her designee shall conduct or cause to be conducted the investigation.
4. Periodic communication should emphasize the responsibilities and channels to report suspected fraud.

**SECTION 35: ASSESSMENT ADMINISTRATION,
PROCEDURES, AND SECURITY**

***Appling County Schools: Assessment Security and
Accountability***

Appling County School District acknowledges the importance of maintaining a system of student assessment that is of the highest quality. High quality assessments must be administered in a manner characterized by integrity that is ensured only when sound procedures of test security and accountability are implemented. These procedures are designed to establish an environment in which student assessment is conducted in a way that establishes confidence that the results are reliable and valid and can be used to accurately gauge student achievement and improve instructional practices. Appling County Schools are committed to the use of online assessments, whenever possible, which greatly enhances test security, provides a more positive user experience, and maximizes the accessibility of these assessments to students with disabilities and other learning differences. See Appendix B: FY22 ACSS Assessment Plan.

Plans and Procedures

The following test security plans and procedures are designed to be consistent with guidance provided by the Assessment Division of the Georgia Department of Education (GaDOE) that is contained within the *Student Assessment Handbook* and to adhere to the *Code of Ethics for Educators* established by the Georgia Professional Standards Commission (PSC).

Training of Personnel

Assessment Security and Accountability

Each school year, the Appling County School District requires all PSC certified personnel with a role in the administration of state-mandated student assessments to participate in assessment compliance training. The content of the training is based on information included in the *Student Assessment Handbook*, the *Assessment Administration Protocol Manual*, the *Accessibility and Accommodations Manual*, and the *Code of Ethics for Educators*. Content covered includes a review of the standards of professional ethics that specifically apply to student assessment (Standards 4, 7, 9, & 11), maintaining test security and integrity, guidelines for the selection and use of accessibility supports for instruction and assessment of all students, including students with disability and English Learners, the consequences of the failure to comply with the *Code of Ethics for Educators*, limiting the reporting of testing irregularities, and a review of the responsibilities for each role in the assessment program. This training includes explanation of the roles of School Superintendent, Principal, System Test Coordinator, School Test Coordinator, and Test Examiner/Test Proctor.

Test Coordination and Administration

Appling County School District implements a train-the-trainer model to disseminate information in regard to student assessment coordination and administration. The System Test Coordinator participates in training sessions conducted by the Assessment Division of GaDOE. The System Test Coordinator, in turn, conducts training sessions for the School Test Coordinators that are designated for each school.

School Test Coordinators, in turn, train school Principals, test examiners, test proctors, and others with a role in the assessment process. The content of these training activities includes, but is not limited to, the secure storage and handling of test materials, information on providing testing accommodations, instructions to complete necessary coding of student records, specific procedures related to the administration of each assessment as outlined in test administration manuals, and information regarding the training of examiners and proctors. In addition, guidelines to minimize the occurrence of and the reporting of testing irregularities are reviewed.

Distribution and Return of Secure Testing Materials

As the Appling County School District strives to maximize the use of online assessments, the transfer of paper copies of secure test materials is greatly reduced. However, there is a limited amount of transfer of secure material even for online assessments (i.e. test tickets and used scratch paper), and there are instances in which paper assessments are used which require more extensive security procedures. The system of distribution and return of secure testing materials is designed to maintain their security at each point of transfer, and any discrepancies are resolved at that time.

Vendor ↔ System Test Coordinator: All test materials are received from vendors by the System Test Coordinator in the manner prescribed by the State that is particular to the specific testing program. As soon as is possible, the System Test Coordinator, in turn, distributes test materials intended for schools directly to School Test Coordinators. In the event that test materials cannot be distributed to schools on the day that they are received and/or there are overage materials that will be maintained by the system, the materials are securely stored as described in a subsequent section of this document (See *Storage and Disposal of Testing Materials*). If there are scorable and/or non-scorable materials that must be shipped back to vendors at the completion of testing, these materials are also stored as described prior to being readied for shipment back to the vendor.

System Test Coordinator ↔ School Test Coordinator: At the time of delivery of assessment materials to schools, confirmation of receipt is completed with the School Test Coordinator signing and dating to indicate receipt from the System Test Coordinator of each piece of test material that has a security number. At the conclusion of testing, test materials are returned to the System Test Coordinator who confirms receipt by signing off and dating to indicate the return of each piece of test material with a security number that had been originally transferred to the School Test

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Coordinator. Online test tickets and used scratch paper are also transferred to the System Test Coordinator during this process.

School Test Coordinator ↔ Examiner: To limit the amount of time that secure test materials are in the possession of test examiners, transfer of secure test materials to test examiners occurs no sooner before the beginning of testing sessions than is required by the demands of the particular assessment program. In turn, examiners are instructed to return testing materials to the School Test Coordinator immediately after testing is terminated and testing materials have been collected from students. Security Logs are maintained to document the transfer of secure test materials between the School Test Coordinator and Examiner. The test security log lists the date of transfer, a description of the materials being transferred, the number of materials being transferred, and, if applicable, the security numbers of test materials being transferred. When materials are checked out by Examiners, they must, in the presence of the School Test Coordinator/designee, sign, and time stamp the form confirming the distribution. When the materials are returned, the School Test Coordinator/designee must, in the presence of the examiner, sign and time stamp the form confirming the return of the materials.

Storage and Disposal of Testing Materials

Storage: At all times when secure testing materials are not in use for testing, they are stored in a secured locked area. This applies whether the materials are in the possession of the System Test Coordinator or School Test Coordinator. The secure storage areas are only accessible to the System Test Coordinator, or at the school level, the Principal and School Test Coordinator.

Disposal of Testing Materials: In regard to some testing programs, the State DOE directs school systems to securely dispose of some testing materials. In these cases, all materials are collected from schools by the system test coordinator as previously described. These materials are securely stored.

Monitoring of Assessment Activities

At the school level, the monitoring of assessment activities is primarily the responsibility of school building administrators. The Principal and School Test Coordinator must confirm that assessment procedures have been adhered to in their school by submitting the *Principal's Certification* form at the completion of test administration windows. In addition, the System Test Coordinator monitors assessment activities at schools by performing random visits and observations during test administration. The Superintendent confirms that assessment procedures have been adhered to in the system by submitting to GaDOE the *Superintendent's Certification* form after January 31 and July 31 of each school year.

Response to Reports of Irregularities and/or Security Breaches

Appling County School District responds to testing irregularities and security breaches in a timely manner and in a way that establishes the validity of assessments and ensures accountability. Training of School Test Coordinators, Examiners, and test Proctors includes defining what constitutes an irregularity and/or security breach, citing examples of each, discussing the responsibility of certified personnel to report any such observations, and reviewing the procedure to follow in making reports. Examiners and test proctors are instructed to immediately report possible irregularities and security breaches to the School Test Coordinator or Principal who, in turn, must report it to the System Test Coordinator. When necessary, the System Test Coordinator will provide guidance in conducting an investigation of the incident which may include obtaining written narratives from all parties involved. Irregularities and security breaches are reported by the System Test Coordinator who reports to the appropriate GaDOE Assessment Administration Division Assessment Specialist. The System Test Coordinator will follow the instructions of the assessment specialist who may provide guidance in the investigation, suggest a course of action, give instructions for recording the incident on the GaDOE secure portal, provide the appropriate codes if the incident is deemed to be an irregularity and/or requires an invalidation, and if deemed appropriate, make a recommendation for a report to the PSC.

Consequences of Failure to Follow Procedures / Violations of Professional Ethics

All school system personnel are expected to follow prescribed procedures and to operate within ethical guidelines regarding student assessment. Failure to do so can result in a full variety of disciplinary actions up to and including termination of employment. Violation of the *Code of Ethics for Educators* will be reported to the Professional Standards Commission (PSC) who may impose a variety of sanctions that can include revocation of the professional credentials of offending educators.

Following is information included in the Georgia Department of Education Student Assessment Handbook including information regarding testing ethics, security, and procedures that serves as the guide for the district in test administration in these areas and that is used for annual training and updates.

TEST SECURITY

Security and Accountability

Security Breaches

Any action that compromises test security or leads to the invalidation of an individual student's or a group of students' test scores will be viewed by the Georgia Department of Education (GADOE) as inappropriate use or handling of tests and will be treated as such. Below are guidelines to assist system personnel in determining which activities might compromise test security or score validity. The guidelines apply, where applicable, to both

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paper and online test administrations and environments. Please note that this list is not exhaustive and includes acts that could be committed by staff and/or students. Any concern regarding test security must be reported to GADOE immediately. Assessment Administration Division staff members are available to help system personnel develop and implement appropriate test security procedures.

It is a breach of test security if anyone performs any of the following:

- coaches the examinees during testing, or alters or interferes with examinees' responses in any way;
- gives examinees access to test questions or prompts prior to testing;
- copies, reproduces, or uses in any manner inconsistent with test security regulations all or any portion of secure test booklets/online testing forms;
- makes answers available to examinees;
- reads, reviews, notates, photographs, shares, transmits test questions before, during (unless specified in the IEP, IAP, or EL/TPC), or after testing, this is applicable to both paper and online test forms;
- questions students about test content after the test administration;
- fails to follow security regulations for distribution and return of secure test materials as directed, or fails to account for all secure test materials before, during, and after testing (NOTE: lost test booklets constitute a breach of test security and will result in a referral to PSC);
- uses or handles secure test booklets, answer documents, online testing logins/passwords/test forms for any purpose other than examination;
- fails to follow administration directions for the test;
- fails to properly secure and safeguard pass codes/usernames necessary for online test administration;
- erases, marks answers, or alters responses on an answer document or within an online test form.
- participates in, directs, aids, counsels, assists, encourages, or fails to report any of these prohibited acts;

Failure to safeguard test materials or to comply with test administration procedures could adversely affect an individual's certification status. Such must be reported to the GADOE and may be referred to the Educators Ethics Division of the Professional Standards Commission as failure to adhere to established policies and procedures. Under no circumstances may any tests be reproduced or duplicated for individual or group use unless authorized by GADOE. Failure to comply with the U.S. Copyright Laws protecting these materials could result in legal action. Any instance of violation of copyright laws must be reported immediately to the GADOE.

Testing Irregularities

Deviation from standard test administration procedures or test security protocols is considered a testing irregularity. Security breaches and testing irregularities can have long-reaching impact on students, schools, and systems, as well as upon any personnel who might be responsible for causing or contributing to any circumstance leading to a testing irregularity. It is the responsibility of all personnel in the local system to follow protocol as they become aware of testing irregularities.

Examples of testing irregularities include, but are not limited to missing test booklets; copying of (by machine or handwriting) or verbal communication about test content; failure to create an appropriate test environment (e.g., relevant teaching aids visible by students during the test session); teachers assisting students with answers during the test session; actual or cloned test items presented to student before, during, or after the test session (except released test items or items in GOFAR); testing session disruption for any reason; student cheating which will result in invalidation (i.e., sharing answers, assisting peers during testing, using electronic devices to copy, send, share answers or test information, plagiarism).

Any signs of any testing irregularity must be dealt with immediately. The Examiner should contact the School Test Coordinator if any disruptions in testing sessions, cheating, or security violations are suspected. The School Test Coordinator, in turn, notifies the System Test Coordinator. The System Test Coordinator is expected to contact the GADOE Assessment Specialist as soon as possible and report the testing irregularity in the MyGADOE portal.

If the School or System Test Coordinator becomes aware of testing irregularities within the testing window, the GADOE Assessment Specialist should be contacted immediately to determine if the test session can/should continue. If the decision is made to discontinue the testing process, Assessment Division staff will assist system personnel with re-scheduling and/or re-testing, if appropriate.

If the irregularity is revealed following the scheduled testing window, Assessment Division staff should be contacted to determine if the scores on the affected tests are valid. All reports to the GADOE should be made by the System Test Coordinator. If the irregularity has a major impact on testing or there is a possible need to invalidate student scores, then the district's assigned Assessment Specialist at the GADOE should be called. Confirmed incidences of cheating will result in invalidation of student scores.

All events that may/do constitute irregularities must be coded and documentation completed and submitted to the Assessment Division. The System Test Coordinator is not required to call for guidance on irregularities concerning commonplace interruptions (e.g., alarms, sickness, cell phones/texts ringing, power outage, etc.). Once the irregularity code is received from the GADOE Assessment Specialist, it may be used on future commonplace irregularities without calling the GADOE, but the irregularities must be reported in the MyGADOE portal. Any and all incidents of secure content posted on public websites and/or social media sites must be reported immediately to the GADOE Assessment Specialist and reported in the MyGADOE portal.

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It is possible to handle minor irregularities locally. However, more serious irregularities require a report to the Assessment Division at the GADOE. Depending on the impact of the irregularity, the GADOE will instruct the school system to code the anomaly as either a testing irregularity or a test invalidation. The Assessment Division should be contacted as soon as possible if there is a major interruption in testing that impacts a substantial number of students over an extended amount of time.

If there is a suspicion of cheating during testing, the students involved should be moved or redirected, but testing should not be suspended. If after a system investigation it is determined that a student did cheat, GADOE will authorize invalidating scores. If it is suspected that an Examiner is assisting or coaching students during testing, the Examiner should be removed from testing, and investigation by the system and school administration should occur and the results of the investigation reported to the GADOE. All reports to the GADOE should be made by the System Test Coordinator to the Assessment Administration division and documentation posted to the MyGADOE portal.

Any signs of any testing irregularity must be dealt with immediately. The Examiner should contact the School Test Coordinator if any disruptions in test administration, cheating, or security violations are suspected. The School Test Coordinator, in turn, notifies the System Test Coordinator.

Occasionally, persons from the general public will contact the Assessment Division with allegations of classroom/school/system testing irregularities. In these cases, the Assessment Administration Division staff will generally contact the System Test Coordinator, asking that person to investigate, determine if possible unethical conduct is involved, make the appropriate report to Georgia Professional Standards Commission with a copy to the Assessment Administration Division, and report the incident in the MyGADOE portal.

The Assessment Administration Division of the GADOE will review all reports of irregularities and may advise the local system as to whether a report of possible unethical conduct should be made to the GaPSC.

Irregularities in Security Procedures include, but are not limited to, the following:

- Examinee was given access to test questions or prompts prior to testing.
- Test Examiner or other personnel copied or reproduced (by any means) secure test materials for personal or distributed use.
- Test Examiner or other personnel coached examinee(s) during testing.
- Test Examiner or other personnel altered or interfered with examinee's responses in some way.
- Test Examiner or other personnel made responses available to the examinee.
- Test Examiner or other personnel failed to follow regulations and/or procedures for test security.

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- Test Examiner or other personnel used or handled the test materials for a purpose other than test administration (i.e. teacher takes a test home to review; teacher/administrator reads a test booklet after school, etc.)
- School or System missing assigned or unassigned test booklets or answer documents.
- Test Examiner or other personnel presenting actual or cloned test items to students before, during, or after the test session (except released test items or items in the GOFAR.
- Test Examiner failed to create an appropriate testing environment.

Irregularities in Test Administration include, but are not limited to, the following:

- Test Examiner or other personnel failed to follow administration directions for the test.
- Examinee's test booklet, answer sheets, or portfolio entries (for GAA) became lost.
- Teaching aids are displayed in the testing environment (i.e. a bulletin board containing relevant instructional materials) during testing.
- Test Examiner fails to provide an examinee with a documented accommodation or provides examinee with an accommodation that is not documented and therefore is not appropriate.
- Student disruptions for any reason.
- Personnel or student verbal or written communication regarding specific test content.

Invalidations related to Student Behavior including, but are not limited to, the following:

- Student attempting to view or copy another student's responses to questions during testing.
- Student assisting peers with answers to questions during testing.
- Student using cell phones, electronic devices, and/or monitors to view, copy, share answers or post secure test information.
- Student involvement in incidents involving cheating and/or plagiarism of content and responses.

Steps for Reporting a Testing Irregularity

School Test Coordinator:

- Communicate with the System Test Coordinator about a possible testing irregularity.
- System Test Coordinator will provide guidance to investigate the possible testing irregularity.

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- When requested, written narrative statements must be provided by all parties, including students when appropriate, involved in the irregularity.
- Return all documentation to the System Test Coordinator.

System Test Coordinator:

- Collect documentation from School Test Coordinators
- Compile documentation for each incident reported.
- Call the Assessment Specialist in the Assessment Administration Division to determine appropriate coding for student answer documents. (Additional information about using the My GADOE portal to report irregularities will be shared during each pre-administration webinar.)
- Include appropriate information, coding, and documentation in the MyGADOE portal.
- The Assessment Division will inform the local district if it is required to report the irregularity to the Professional Standards Commission.

Only the GADOE may invalidate assessments. Additional clarification on the coding of irregularities for the specific testing programs and the use of the surveys on the MyGADOE Portal will be provided during pre-administration trainings.

Cell Phone/Electronic Device Use on Georgia Standardized Assessments

Students are not permitted to use, or to bring into the testing environment, any electronic device that could allow them to view, access, retain, or transmit information (e.g., cell phone, smartphone/watch camera, PDA, or playback device, etc.). Announcements must be made prior to testing that prohibited devices are not allowed in the testing environment and that possession or improper use of such devices during testing may result in disciplinary action in accordance with the system's student code of conduct and/or test invalidation. Devices such as those mentioned above that are brought into the testing environment must not remain in the student's possession during testing. Districts and schools must have a plan to collect and secure such devices so that they are not accessible during testing. In the event a student brings such a device into the testing environment but does not have the device out during testing, the examiner and/or proctor must collect the device if they become aware of its presence and should allow the student to continue testing.

In the event an examiner confirms during testing that a student is using a cell phone or electronic device of any kind to access, retain, or share information, the examiner must with minimal disruption:

- collect the device,
- stop testing that student,
- remove the student from the testing session, and
- notify the School Test Coordinator immediately.

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In the event such actions are suspected, but not yet confirmed, the examiner must with minimal disruption:

- collect the device and/or move the student, if appropriate,
- allow the student to complete testing,
- notify the School Test Coordinator immediately, and
- as soon as it is appropriate attempt to confirm whether the device has been used in violation of the guidelines above.

Simple possession of a device (including the ringing of a phone during test administration) may be addressed in keeping with the system's code of conduct and does not require an irregularity report to the GADOE. However, use of a device for any purpose during a test administration may result in an invalidation.

Specifically, if it is confirmed that the student did use, or intended to use, the device to access information and/or to photograph, post, retain, share, or transmit information/images from any portion of a secure test booklet, an online test form (including log-in/message screens), and/or answer document the test for that student will be invalidated. The School Test Coordinator must notify the System Test Coordinator. The System Test Coordinator must contact the Assessment Specialist at the GADOE and report the incident as an irregularity. The Testing Irregularity Form, with statements, must also be submitted to the GADOE as soon as possible on the MyGADOE Portal. Students who view or receive, from another party, messages/posts/texts that contain secure test information may also have their test invalidated if the information received is used by them to gain an advantage. Students and staff are expected to report all instances where they receive electronic information from another person containing secure test content/materials published by the GADOE.

Local systems should be aware, and may make students aware, that the GADOE monitors various websites/social media sites in search of instances where individuals may have posted secure test information. GADOE works with websites/social media sites to identify the source of any such posting that becomes known. Such actions may result in invalidation and disciplinary action in accordance with the system's code of conduct. Importantly, examiners and proctors must be vigilant regarding test materials, test security, and the risks associated with electronic devices in the testing environment. While this has always been important, it has become increasingly important given the existence of social media and various applications.

Each electronic device incident will vary and will be handled on an individual basis. Once the information has been evaluated, the GADOE will determine if the assessment should be invalidated. If necessary, the Assessment Specialist will provide instructions for coding the invalidation. Please make certain that you provide the GADOE with as much information as possible to allow the Department to determine if the assessment should be invalidated. Many districts have a policy addressing the use of electronic devices.

The district should continue to apply and enforce their local discipline or other policies regarding the use of electronic devices. Only the GADOE will determine if the assessment should be invalidated.

Examiners and proctors must refrain from having phone conversations, sending emails, sending texts, taking photos, posting to social media, etc. during their administration of a test to students and during the time they possess secure materials. Taking photos of and/or notating/sharing/transmitting secure test content is a breach of test security that may result in referral to the Georgia Professional Standards Commission.

Important: In the event of an emergency/urgent situation, the use of a device to gain assistance/communicate with others is, of course, allowable.

If questions arise, or if any situation occurs that could cause any part of the test administration to be compromised, System Test Coordinators should contact the Assessment Administration Division at **404-656-2668 or 800-634-4106**.

Calculator Allowances and Restrictions Georgia Milestones Assessment System

Systems, schools, and students must adhere to the guidelines provided below. It is incumbent upon System and School Test Coordinators, and Test Examiners, to ensure that all calculator policies are implemented and followed. Given that technology changes rapidly, these guidelines may change at any time. A list of state approved calculators will not be issued. Calculators may not be shared by students. By design, calculators are not required for any Georgia Milestones test item. Instead, calculators are an allowable tool for student use as noted below.

Allowable Calculators for Georgia Milestones:

- Grades 3 – 5 EOG: No calculators allowed
- Grade 6 EOG: Basic four-function calculator with square root and percentage functions
- Grade 7 – 8 EOG: Scientific calculator or basic Calculator
- Coordinate Algebra EOC: Graphing calculator or Scientific Calculator
- Analytic Geometry EOC: Graphing calculator or Scientific Calculator
- Algebra I EOC: Graphing calculator or Scientific Calculator
- Geometry EOC: Graphing calculator or Scientific Calculator
- Physical Science EOC: Scientific or basic calculator
- Economics EOC: Scientific or basic calculator

The following devices/features are **NOT** allowed:

- For basic and scientific calculators, devices that store text and/or that have QWERTY keyboards or typewriter-like keyboards.
- Calculators that have programs stored in the memory other than those that are factory installed.
- No cell phones, personal laptops, minicomputers, pocket organizers, iPods, and personal tablets.

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- Calculators with beaming capabilities
- Calculators with wireless communication technologies and/or Internet access.
- Calculators with built in Computer Algebra System (CAS) – including those that allow CAS to be disabled
- Calculators that make noise, have paper tape, or that have voice (*)

(*) Does not apply to talking calculators for students who may require that functionality per an IEP/IAP

In grades 6 – high school, calculators are allowed for all students on certain sections of the mathematics test. All students may use a calculator on these sections. For the no-calculator subsection of the mathematics tests at these grades, it is not permissible to assign a calculator as an accommodation. No student may use a calculator on the designated no-calculator subsection in grades 6 – high school. It is not permissible to prescribe use of a calculator as an accommodation for the no-calculator subsection in grades 6 – high school. Use of a calculator in the no-calculator subsection may result in invalidation.

Additionally, the School Test Coordinator and Test Examiner must ensure that all calculators being used for the assessment have no programs stored in memory other than those that are factory installed. Any non-factory programs or applications must be removed or disabled prior to testing. For specific assistance in effectively preparing calculators for use during testing, please contact the calculator manufacturer.

All questions regarding calculator usage should be directed to the System Test Coordinator who can then contact the GADOE Assessment Division if necessary.

One (1) allowable hand-held calculator is permitted in online testing environments during the 2017-2018 school year. This allowance will be revisited for future years. Districts may elect to allow use of only the online calculator; however, districts must ensure that all schools (and examiners) are consistent across the district. To allow, or not allow, hand-held devices in an online test setting is a **district** decision that should be consistent district-wide.

Specific Directions – Graphing Calculators:

Graphing calculators are allowed for student use on the mathematics EOCs only. Given that many models of graphing calculators possess the ability to store text, it is required that System Test Coordinators, School Test Coordinators, and Test Examiners confirm prior to testing and immediately after testing (before dismissing students), and that all graphing calculators are cleared of any stored text. Should it be confirmed that a student either brought information into the test setting, or left the test setting with secure test information, the student's test will be invalidated. Further, a failure to confirm that text is cleared prior to, and after, testing may raise security concerns with all test administrations within a school, and possibly across the entirety of the local system. Please note that Georgia Milestones will provide an online graphing calculator, where appropriate, for

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student use. Any concerns a system may have regarding the requirement to ensure that each device is cleared of text and other non-factory installed programs can be eliminated by testing students online. Please note that the above provisions and requirements also apply to any other type of calculator, either basic or scientific, where applicable.

Professional Ethics

Standardized testing has become a basic component of accountability for students, teachers, administrators, schools and school systems in Georgia and other states. Communities rely on their schools' standardized test scores to determine the success of their schools and to compare them to other communities. Test scores also have a major impact on the economic future of communities. New industries use test scores as a major factor in selecting locations for new facilities. As a result of federal and state accountability ratings, standardized testing has become important to all states. When tests are properly administered, scored, and interpreted with a high degree of professionalism, all the stakeholders can be guided to make reliable and appropriate decisions. A good testing program provides the following benefits:

- Students, based on their individual test scores, will know which skills and knowledge they have mastered and how they compare to other students.
- Parents can evaluate whether their children are obtaining the skills and knowledge they need to be successful during and after their school experiences.
- Teachers can determine if students have mastered the skills and knowledge needed to advance to the next level and if not which skills and knowledge need improvement.
- Community members can compare local student performance with performances of students in other locations. The community has a measuring stick to determine if schools are making improvements from year to year.

Georgia relies on state-mandated assessments as a key component of the state accountability program as well as using the test results to fulfill federal requirements for educational accountability. For reliable and valid reporting, tests must be administered fairly and ethically. In the pursuit of fair and ethical testing for all stakeholders of Georgia, the following areas shall be addressed before, during, and after testing:

- Test Security – Test materials shall be secured before, during, and after testing and scoring to ensure fair assessment of all students.
- Test Preparation – The test should reflect the state-adopted content standards being taught, and should be developmentally appropriate for the age and level of the test-taker. Students should be familiar with test-preparation skills. Educators should be trained on proper administration procedures and testing practices. Tests should be administered in the appropriate environment.

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- Test Administration – Policies and procedures should be developed to implement fair and ethical testing procedures and practices. All eligible students should be assessed. Tests are used for their intended purposes.
- Test Data – Test scoring should be reliable and valid. Test data interpretation shall be appropriately given to stakeholders. Curriculum improvement should be guided by adequate data analyses.

Georgia Student Assessment Program Responsibilities

Superintendent - The Superintendent has ultimate responsibility and accountability for all testing activities within the local school system:

- Develops local policies and procedures based on GADOE guidelines and test publisher's directions to maintain test security.
- Supervises and monitors System Test Coordinators and Principals to ensure that they fulfill their specific roles and responsibilities for the administration of tests.
- Ensures that all personnel involved with testing receive training on appropriate test administration, policies, and procedures including accommodations for each assessment given.
- Informs the local Board of Education, GADOE, and GaPSC of any breach of security by employees of the system.
- Completes the Superintendent's Certification Form no later than January 31 and July 31 of each year.

Principal - The Principal has ultimate responsibility and accountability for all testing activities within the local school.

- Ensures test security within the school building.
- Supervises and monitors the School Test Coordinator to ensure that they fulfill their specific roles and responsibilities for the administration of tests within the school.
- Ensures distribution of test materials occurs immediately prior to test administration.
- Supervises all testing activities.
- Ensures that all school personnel have been appropriately trained on test administration, procedures, and policies, including accommodations for each assessment given.
- Ensures that accommodations have been given to only those students who appropriately need accommodations and have documentation of such need.
- Implements system's testing policies and procedures and establishes needed local school policies and procedures to ensure all students are tested fairly and appropriately.

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- Reports immediately any breach of security to the Superintendent.
- Completes the Principal's Certification Form following each test administration.

GaPSC Code of Ethics for Educators (505-6-.01)

The Georgia Professional Standards Commission adopted an updated **CODE OF ETHICS FOR EDUCATORS (505-6-.01)** effective 2015. The Code of Ethics for Educators defines the professional behavior of educators in Georgia and serves as the guide to ethical conduct. While the entire Code of Ethics for Educators is critical, the following standard addresses testing specifically:

Standard 11: Testing - An educator shall administer state-mandated assessments fairly and ethically.

Unethical conduct includes but is not limited to: committing any act that breaches Test Security; and compromising the integrity of the assessment.

The following portion of the Code of Ethics for Educators addresses reporting requirements and disciplinary actions that may apply to the assessment and accountability process for the testing program:

Reporting: 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. Educators should be aware of legal requirements and local policies and procedures for reporting unethical conduct. 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.)

Disciplinary Action: 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 holder of a certificate:

1. unethical conduct as outlined in The Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);
2. disciplinary action against a certificate in another state on grounds consistent with those specified in the Code of Ethics for Educators, Standards 1-11 (GaPSC Rule 505-6-.01);
3. order from a court or a request from 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

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

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.

The Code of Ethics for Educators can be found at this link:

<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

Test Distribution and Storage

All test tickets, test booklets, answer documents, Examiner's Manuals, School Test Coordinator's Manuals, and System Test Coordinator's Manuals are considered secure and must be stored in a locked central location. Materials for online and paper/pencil administrations are distributed to each school system two to three weeks prior to the test dates depending upon the assessment. Test tickets for online testing are also available in advance of a local districts' testing window. Manuals are posted on the GADOE web site prior to testing. Each school system must implement an accounting system for each test administration. The Superintendent and System Test Coordinator are responsible for test security.

The School Test Coordinator and School Principal, in cooperation with the System Test Coordinator, are responsible for test storage and security once online test tickets are printed and once the test booklets and answer documents (where applicable) are distributed to schools. If test booklets and answer documents are needed, these materials should be distributed to schools by grade and for the exact number of students (with a small surplus for emergencies). The System Test Coordinator should then distribute test materials to the School Test Coordinator allowing an appropriate amount of time before testing is to begin.

During this period, teacher orientations or workshops must be conducted. All online or paper/pencil test materials must be stored in a secure locked location with restricted access when not in use. No student, teacher, or other school personnel may have access

to test tickets, test booklets, or questions prior to testing. Test materials must be returned to the central location (System Test Coordinator) as soon as possible, but no later than three days after all test administration has been completed. The System Test Coordinator must implement an accounting system between the central location and the school, and then back to the central location.

The System Test Coordinator will ensure that only appropriate personnel will have access to testing materials. Procedures for disposing of and securing materials are specific to each program. Consult the System Test Coordinator's Manual for each test for specific instructions regarding these procedures. Online test tickets may be maintained securely until scores are received for students. Districts should securely destroy tickets once it is confirmed that all students have received scores and that there are no outstanding irregularities surrounding the students' test administrations. Districts/Schools should retain student sign-in sheets, security checklists/test booklet distribution logs, and documentation of testing anomalies for a minimum of four years.

TEST SECURITY INFORMATION FOR SCHOOL TEST COORDINATORS/TEACHERS/EXAMINERS

This section on security includes information that applies to both test coordinators and teachers. This information is intended to help teachers understand the procedures that test coordinators use to inform them of their responsibilities.

The need to be very careful regarding test security is critical. Test coordinators should be certain that they are aware of their responsibilities and have made everyone who assists them with test administration aware of his/her responsibilities. Staff members who are not involved in testing should also be aware of the school's responsibility for test security. Paraprofessionals, custodial staff, and others in the school who may be in classes during testing or may be in the area where tests are stored, even though they do not have direct access to tests, should be aware of security rules.

(Revised 12/9/2021)

SECTION 36: IDEA

The IDEA department of the Appling County School System (ACSS) follows the guidelines set forth in this manual in reference to all internal controls, inventory, and fiscal responsibility etc. IDEA specific procedures in relation to services, IEP development, eligibility determination, for students with disabilities can be found in the ACSS SPED Manual.

APPENDIX

Appendix A: Uniform Administrative Requirements – Internal Controls

Appendix B: General Guidelines for Federal Equipment & Inventory

Appendix C: Title I Paraprofessional Non-Regulatory Guidance