



*FY 2026 - 2027 Federal Programs Handbook For
System and School Administrators*

Dr. Kristina Brooks, Superintendent

Table of Contents

Purpose of This Handbook	8
Federal Programs Staff	8
Monitoring of Schools and Programs	9
LEA Communication with and Monitoring of Participating Schools	10
Cycle of Monitoring Schools	10
Timeline for Monitoring of Federal Programs	10
On-site Monitoring Procedures	11
Verification of Implementation of Required Corrective Action	11
Identification of High Risk Schools	11
Technical Assistance	11
Comprehensive LEA Improvement Plan (CLIP)	11
Comprehensive Needs Assessment	12
Resolution for Unapproved Plans	12
School Improvement	12
School Needs Assessment	12
School Improvement Plan	13
Evidence Based Practices and Interventions	13
Stakeholder Engagement	13
Private Schools	13
Maintenance of Effort for ESSA and IDEA	14
Comparability	14
Assessment Security	14
Translation and Interpretation	15
Translation	15
Interpretation	16
Internal Controls	16

Cash Management (CFR §200.302(b)(6), §200.305)	17
Allowability (CFR §200.302(b)(7))	17
Procurement (CFR §200.319(c))	18
Technical Evaluations of Proposals and Selecting Recipients (CFR 200.320(d)(3))	19
Suspension & Debarment (2 CFR 180.220 & CFR 200.213)	20
Conflict of Interest (2 CFR 200.318(c))	21
Mandatory Disclosures (2 CFR 200.113)	21
Time and Effort (2 CFR §200.430)	21
Periodic Certifications	21
Personnel Activity Report (PAR)	22
Travel (2 CFR §200.474(a))	23
Transportation	23
Lodging	23
Subsistence	24
Segregation of Duties (GAO-14-704G 10.03, 10.12-10.14)	24
Chief Financial Officer	24
Accountant	25
Benefits Specialist	25
Payroll Clerk	25
Director of Federal Programs	26
Federal Programs Administrative Assistant	26
Grants Administrative Coordinator	27
Director of Special Education	27
Special Education Administrative Assistant	27
Period of Performance (CFR §200.77, 200.309, 200.403(g); 34 CFR §76.707)	28
Budgets	28

Expenditures	28
Contracted Services	30
Inventory	31
Equipment & Real Property	32
Drawdowns	35
Completion Reports	36
Cost Principles	36
Compensation	36
Leave	36
Stipends (GaDOE Rule 160-3-3-.04)	39
Allowability: Reasonable, Necessary, and Allocable	39
Ethics and Fraud, Waste, Abuse, and Corruption	39
Elementary and Secondary Schools Emergency Relief (ESSER Funds) Title	40
I-A	41
Uses of Funds	41
Allocation Procedures	41
Notices to Parents	42
Family and Community Engagement	43
Building School Staff Capacity	45
Technical Assistance/Monitoring	45
Documenting Compliance	46
Use of 1% Set Aside	47
School Improvement Plans	47
Schoolwide Programs	47
Consolidation of Funds	50
Reservation of Funds/Set-Asides	50

Private Schools	51
Supplement not Supplant	52
Budget	52
Carryover	52
Indirect Cost	52
Rank Order	52
Academic Achievement Awards Program	53
School Improvement 1003(a)	54
Homeless	54
Identification	54
School Selection	55
Enrollment	56
Enrollment Disputes	57
Transportation	57
Services	57
Awarding Credits	58
Written Notices	58
Free Meals	58
Title I, Part A	58
Training	58
Coordination	58
Preschool	59
Students with Disabilities	59
Foster Care	59
Transportation Plan	60
Neglected and Delinquent	60
Title I-C	61

Identification and Recruitment	61
Services for MEP Students	61
Parental Involvement	61
Funding	61
Evaluation	61
Title II-A	61
Assessment of Needs	62
Effectiveness Plan	63
Professional Learning	63
Professional Qualifications of Teachers and Paraprofessionals	63
Parents' Right to Know	64
20 Day Notification	64
Equity	65
Equity Belief Statement	65
Equity Plan	65
Title III-A	65
Records and Maintenance	66
Parent Notification	66
Refusal of ESOL Service	66
Identification of Immigrant students	66
Data Training	67
Instructional Programs and Resources	67
Annual Assessment of English Language Proficiency	67
Exit Guidelines	67
Funding	68
Professional Learning	68
Parent, Family, and Community Engagement	68

Program Evaluation and Accountability	69
Title III-A Written Procedures	69
Title IV-A	91
Title IV-B	92
Monitoring and Technical Assistance	92
Title V-B	93
IDEA	93

Purpose of This Handbook

The purpose of Federal education program funding under the Every Student Succeeds Act (ESSA) is to provide LEAs and their schools with supplemental financial resources and assistance in order to ensure equitable access to a high quality education, regardless of student economic status or other equity factors.

The purpose of this handbook is to provide a systematic approach to managing the rules and guidelines of all federal programs to ensure consistent compliance. Staff should use the provided information to ensure that all federal programs are being implemented accurately and effectively.

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Monitoring of Schools and Programs

Monitoring is an essential component of ensuring that all facets of all federal programs are being implemented as prescribed by the Every Student Succeeds Act (ESSA). It is a process of systematically providing technical assistance and collecting data in order to provide information that can guide program implementation.

Each federal program in the Baldwin County School District makes use of monitoring as a means of regular observation and recording of activities taking place in participating schools. Critical to this process is the feedback provided to schools that can assist in improving student academic achievement. District monitoring addresses the following:

- Ensuring that all activities are carried out in accordance with federal compliance guidelines
- Monitoring inventory and equipment usage
- Attainment of academic achievement school improvement goals
- Compliance with budgetary guidelines

The Georgia Department of Education requires that the district monitors the implementation of federal programs and the expenditure of all funds associated with each program. The specific requirements are as follows:

- Each federal program coordinator will conduct self-monitoring of its schools and programs sufficient to ensure compliance with requirements including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners & Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title X, Part C (McKinney-Vento Education for Homeless), the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act.
- Federal program coordinators will undergo training from GaDOE and other sources to maintain proficiency in program compliance requirements.
- Federal program coordinators will provide technical assistance to local schools.
- Federal program coordinators' self-monitoring will include monitoring all program expenditures to verify that all expenditures comply with program requirements.
- Federal program coordinators will maintain all documentation the LEA may need for future auditing/monitoring.
- In years when LEA does not receive an on-site visit, federal program coordinators will complete and submit any Self-Assessment Checklist(s) as required by GaDOE.
- LEA will undergo monitoring by GaDOE on a published cycle. LEA federal program coordinators will participate in training and technical assistance updates as provided by GaDOE prior to monitoring visits.
- After the on-site monitoring visit, the LEA will receive a comprehensive monitoring report, which will contain recommendations, findings, and required actions that together provide an analysis of the implementation of the LEA's federal programs. If a Corrective Action Plan is required, the LEA federal program coordinator will respond in a timely manner with a Corrective Action Plan, which must be approved by GaDOE. The

appropriate GaDOE Program Specialist will monitor implementation of the Corrective Action Plan.

Monitoring by the Georgia Department of Education (GaDOE) consists of four major components:

1. Monitoring of Expenditures – Local educational agencies (LEAs) must submit for approval an annual budget through the Consolidated Application process. GaDOE Program Specialists review each application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. Once budgets are approved, GaDOE Education Program Specialists track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for each federal program.
2. Single Audit – LEAs with single audit findings are flagged for technical assistance.
3. On-site Monitoring – A GaDOE on-site Cross-Functional Monitoring Team visits the school system to apply the criteria included in a GaDOE monitoring document.
4. Self-Monitoring Checklist – LEAs not receiving an on-site visit complete the Self-Assessment Checklist and submit it to the Georgia Department of Education (GaDOE) as requested.

LEAs with audit or monitoring findings requiring a return of monies or receiving a high number of stakeholder complaints are monitored within the year of the LEA audit or monitoring report and the written complaint. In addition, on-site monitoring outside of the scheduled cycle may be arranged as needed if an LEA evidences serious or chronic compliance problems.

LEA Communication with and Monitoring of Participating Schools

Monitoring of participating schools is a critical component of ensuring compliance at each school and within each program. During preplanning, district federal program coordinators will meet with principals of all participating schools to provide training on policies and procedures and guidance for operating federal programs. Throughout the school year, information is provided to principals related to timelines, budgeting, inventory, parent involvement requirements, and all other areas of federal programs as appropriate. Monthly leadership meetings are also held by the Superintendent, and federal program coordinators provide information specific to their programs at these meetings. Phone calls and emails are a weekly, if not daily, occurrence between federal program coordinators and school leaders. This process is monitored through ongoing technical assistance, site visits, and through the budgeting process.

Cycle of Monitoring Schools

All schools benefiting from federal funds are monitored continuously throughout 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. In addition, each school is monitored to ensure that accurate records are maintained for all equipment purchased with federal funds.

Timeline for Monitoring of Federal Programs

- July - Provide a technical assistance session for all participating schools following the GaDOE Federal Programs Conference/Professional Learning to update principals on any new guidelines and to provide guidance for new principals. Sessions will include the following

topics: budgets, ordering, compliance, parental involvement, professional learning, meeting the needs of students, schoolwide programs, monitoring, academic achievement, inventory, scheduling, ethics, fraud and waste, and complaint procedures.

- July/August – Support and/or assist principals with annual revision of School Improvement Plans, Parent & Family Engagement Plans, and compacts.
- July/August – If applicable, notify any schools that are required to provide intervention services as a result of needs improvement status, assist schools with creating and mailing any required notifications to parents.
- August to June – All federal programs are monitored by the appropriate program coordinator, including ongoing review of school improvement data and plans
- January/February – Federal program coordinators conduct monitoring/technical assistance visits at participating schools
- Ongoing - Budgets are reviewed at least monthly and each purchase order is examined by federal program staff to ensure purchases are allocable, reasonable, and necessary and that items purchased are supporting strategies contained in the system and/or school improvement plans.

On-site Monitoring Procedures

All schools benefiting from the use of federal funds are subjected to ongoing monitoring by the coordinator of each program throughout the school year. Federal program coordinators will conduct on-site monitoring of all schools at least once per school year to ensure compliance with federal program guidelines. In addition, emails, staff meetings, and phone conversations take place throughout the year as a means of providing ongoing monitoring and communication with each school.

Verification of Implementation of Required Corrective Action

Corrective actions, findings, areas of concern, and recommendations received through monitoring feedback are discussed with principals in order to assist them in understanding the critical need for compliance with federal guidelines. Professional learning is provided based on needs. In addition, professional learning is used as a preventive measure to ensure that all personnel have a clear understanding of all expectations for every facet of the various federal programs. Federal program coordinators, along with other district level staff and outside consultants, provide ongoing training as a means of ensuring that the system and schools are in compliance at all times.

Identification of High-Risk Schools

Any school that has had required corrective action(s) as a result of any recent district-conducted monitoring will be considered High Risk and will be monitored more closely. Schools that are new to Title I or Title I schools with new leadership will be considered High Risk for the first year of such status.

Technical Assistance

Technical Assistance is offered at all times through email and phone communication, as well as school visits, to assist schools in analyzing data to identify priorities in instruction, professional learning, and effective budgeting. Prior to the start of, or shortly after the beginning of, the school year, a principals' meeting is held that reviews the purpose of all federal programs, as well as expectations and procedures related to allowable use of funds.

Comprehensive LEA Improvement Plan/Streamlined (S-CLIP)

Section 8305 of the Elementary and Secondary Education Act of 1965 (ESEA) as reauthorized by the Every Student Succeeds Act of 2015 (ESSA) states that a local educational agency receiving funds under more than one covered program may submit plans or applications to the State educational agency under those programs on a consolidated basis. The GaDOE has integrated the requirements

for planning across all ESSA programs. The Consolidated LEA Improvement Plan (CLIP) eliminates the need for LEAs to submit separate plans for individual programs.

The CLIP, reviewed annually, consists of the following components:

- 1) District CNA Report;
- 2) District Improvement Plan;
- 3) Parent and Family Engagement Plan;
- 4) Foster Care Transportation Plan; and
- 5) Title I, Part C (Migrant) Identification and Recruitment Plan (All components of the CLIP must be approved by GaDOE prior to the district receiving any federal funding.)

Department directors, school and system leaders, as well as community and parent stakeholders are involved in the process of revising the CLIP. All parents of BCSD students are provided multiple opportunities to be involved in the development and revision of the system's CLIP.

Parents are sent information inviting them to participate via email, newspaper, social media, website, and newsletters. Documentation of stakeholder involvement in revision of the CLIP includes sign-in sheets, agendas, meeting minutes, emails, survey responses and returned plans with comments. District and school leaders provide input into the revision of the CLIP at monthly leadership meetings. Federal program coordinators gather all input and update the various components of the CLIP. The plan is submitted to the Superintendent for final approval.

Comprehensive Needs Assessment

The Baldwin County School District utilizes a variety of data sources to make decisions that will affect student learning and teacher effectiveness. Our needs assessment process includes examining student achievement data, perception data from stakeholder surveys, professional learning needs, teacher recruitment and retention data, class size data, TKES data, and verbal input from stakeholders. A survey is administered to stakeholders in the Spring. A series of meetings are held at the school and district levels each Spring to consider stakeholder input and other data and make decisions regarding prioritized needs and equity concerns. The culminating activity from the various meetings involves completion of the GaDOE-provided template for the Comprehensive Needs Assessment. The results of the Comprehensive Needs Assessment Process inform the District Improvement Plan, School Improvement Plans, District and School Parent and Family Engagement Plans, and the Equity Plan.

Resolution for Unapproved Plans

A review team from GaDOE will evaluate each district's plan for approval. If the review team requests revisions to the CLIP, Equity, or any School Improvement Plans, the Director of Federal Programs retrieves the requested changes from the Audit Trail in the GaDOE portal. The Director of Federal Programs then communicates with the appropriate school or district based personnel to ensure that requested changes are completed in the consolidated application. The Director of Federal Programs provides technical assistance as appropriate, makes corrections and/or approves corrections to CLIP, Equity, and/or School Improvement Plans and then resubmits the plans. This process is continued until each plan has been approved by GaDOE. Once the district's plan has been approved, the district may submit its budgets.

School Improvement

In the Spring and Summer of each year (April-July), all schools will engage in a school-level needs assessment. This will be followed in early Fall (August-September) by development of a school improvement plan based upon the identified needs. Templates for the development of these documents will be provided to schools by the district.

School Needs Assessment

The school needs assessment will be led by the principal and will include a review of multiple data sets. After a review of the data, school stakeholders will identify a minimum of three and maximum of eight priority needs. For each of the prioritized needs, stakeholders will seek to determine the causes or contributing factors.

School Improvement Plan

For each of the 3-8 prioritized needs, school stakeholders will develop a SMART goal. For each goal, the stakeholders will record the actions and strategies that the school will implement in the coming year to meet the goal.

Evidence Based Practices and Interventions

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 correlation 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

School leadership teams will identify and record the extent to which the activities, strategies, and/or interventions contained in their school improvement plans meet the various levels of qualifying as being evidence based: strong, moderate, promising, or otherwise provide a rationale for improving student outcomes.

Stakeholder Engagement

Schools are required to engage a wide variety of stakeholders (both internal, such as staff, and external, such as parents and community members) in their school improvement process.

Private Schools

Under the Elementary and Secondary Education Act (ESEA), as reauthorized by the Every Student Succeeds Act (ESSA), there are a number of federal programs that require the equitable participation of private school students, teachers, principals and other school leaders. Participating programs include: Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, and Title IV-B.

For Title I, Part A purposes, eligible private school children are those who:

- 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.

For IDEA, Title I, Part C, Title I, Part D, Title II, Part A, Title III, Title IV, Part A, Title IV, Part B, and Title X, Part C purposes, eligible private school students are those who:

- Attend a private school within the district's geographic boundaries.

Section 1120 of ESEA requires that local educational agencies (LEA) provide to eligible private school students, their teachers, and their families, services that are equitable to the services being provided to similar students, their teachers, and their families, attending public schools. Federal support services for these children must be developed in meaningful consultation with private school officials. Services provided to private school students by an LEA must be secular, neutral, and non-ideological.

To ensure that meaningful consultation occurs, invitations for private schools to consult in the participation of federal programs the following calendar year are sent in the fall, usually October, via the ES4PS platform by the Federal Program Assistant. Follow up letters are sent to Private schools who did not respond to the initial invitation within 30 days from initial consultation meeting date. These are sent via USPS by the Federal Program Assistant. The Federal Program Assistant then follows up with a phone call if no response. The invitation includes a specific date and time for the initial consultation. The initial consultation is held to present information about the programs available to students in private schools. All Federal Program Coordinators participate in the meeting, which is complete with an agenda and sign in sheet. Private school officials who plan to participate in any federal program the following school year shall submit a completed "Intent to Participate" form through ES4PS. Further meetings are held with participating private schools to discuss plans and the required components of each federal program: IDEA, Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title IV, Part B (21st Century Community Learning Programs), and Title X, Part C (McKinney-Vento Education for Homeless), and Elementary and Secondary School Emergency Relief (ESSER) Fund. After each consultation, public and private school officials sign a form indicating whether or not meaningful consultation occurred. Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

Ongoing timely consultation check-in schedule will be created during the initial planning session for all Private Schools participating. Check-ins will be attended by a representative of both the LEA and the Private School. The check-ins will be used to develop and implement the greatest needs to the Private School's students, families and staff. All documentation is filed with the Federal Program Assistant. (*SEE EQUITABLE SERVICES Handbook*)

Maintenance of Effort for ESSA and IDEA

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 calculation in the GaDOE portal determines which funds should be excluded from the calculation. Documentation for MOE is only required for districts that do not meet the required maintenance of effort. Program Coordinators will pull the MOE information from the Consolidated Application each school year for documentation purposes.

Comparability

The Title I Director annually completes the Comparability of Services utility in the GaDOE portal. To date, all schools have always provided comparable services. If comparability is not met, the Title I Director will work with the school system and school leaders to re-assign personnel to ensure comparability of services to students in all Title I Schools.

One way that the district ensures comparability is through the completion of a **Resource Allocation Methodology/Plan (RAM/P)**. The RAM/P is a document that describes the methods used by the district to equitably allocate state- and locally-funded staff to all schools in the district.

Assessment Security

The Baldwin County School System takes the ethical responsibility to provide secure and appropriate testing environments for its students very seriously. In any state or federally mandated test the Baldwin

County School system expects its employees to act in accordance with specific guidelines mandated by the test and the general guidelines of the Georgia Department of Education. For every administration of a high stakes assessment the following guidelines will be followed.

- The district test coordinator will stay current on appropriate testing rules and practice by viewing required DOE webinars and reading all manuals and memorandums associated with the test.
- All school test coordinators will be appropriately trained by the system coordinator within a two-week period prior to the assessment window opening.
- School test coordinators will in turn provide mirrored training to all test examiners and proctors who will be taking part in the test.
- Records of participation and sign-in sheets of each of these meetings will be maintained in a centralized location for a minimum of five years.
- Training at every level will include a segment covering testing ethics and ethical behavior in testing environments.
- Test materials, when on site, will be continuously maintained in a secured and locked room with access limited to only those who are functioning as school test coordinators or assistant test coordinators.
- School campuses will be quiet and organized on the day(s) of testing.
- Any irregularity or anomalous event taking place in a school during testing will be promptly and fully reported to the district test coordinator.
- Irregularities involving possibly illegal or unethical actions on the part of an employee will be reported to the Georgia Professional Standards Commission.
- If the anomaly rises to the level of an irregularity, it will be promptly reported to the Georgia Department of Education.
- When test results are returned, they will be disseminated to students and parents in a reasonable time frame.
- Assessment results will be communicated to the public via press releases, sections of the website, and other means as necessary.
- Assessment practices and security measures will be communicated to the public via school newsletters in the month prior to the testing window.

Consequences for Violations Related to Assessment Security

Any employee who suspects a breach in assessment security must immediately report the breach to their immediate supervisor. Failure to report suspected breaches in assessment security can have negative implications upon an employee. In addition, any investigation that results in a determination of guilt related to violations of assessment security can result in loss of employment and a report filed with the Georgia Professional Standards Commission, which may result in loss of a teacher's certificate.

Translation and Interpretation

There are more than ten languages in addition to English spoken, written, read, and/or understood by parents and family members of the Baldwin County School District. The three languages most commonly used by families of the BCSD in addition to English are Spanish, Vietnamese, and Chinese.

Translation

Translation is what is done to written text to convert it from one language to another. In compliance with federal law, the Baldwin County School District provides translations of as many documents in as many languages as practicable. All documents that require a parent signature will be translated into Spanish, and will be translated into Vietnamese and Chinese as practicable, and made available for families. Additionally, the Title I District Parent and Family Engagement Plan, Title I Schools' Parent and Family Engagement Plans, and Title I Schools' Compacts will also be translated into Spanish.

The Director of Federal Programs will provide information to schools regarding the procedures for getting documents translated. This information will be shared with school and district leaders annually and will be repeatedly shared with school staff as needed.

Procedures for getting documents translated will be as follows:

- 1) The principal or designee of the school in need of a translation will contact the Director of Federal Programs and indicate the document that needs to be shared with families.
- 2) If the document already exists, the Director of Federal Programs will forward it to the principal for his/her use.
- 3) If the document does not currently exist, the Director of Federal Programs will send the document to a professional translation service.
- 4) The Director of Federal Programs will maintain a listing of all available translated documents.
- 5) If a document is not available in a family's home or preferred language, school staff should use an interpreter to verbally guide the parent through the text of the document.

Interpretation

Interpretation is defined as spoken information provided in another language. In compliance with federal law, the Baldwin County School District provides access to interpreter services to LEP families. The district has an ongoing contract with *LanguageLine Solutions*, a leading phone interpreter services provider. Parents and guardians of LEP families are encouraged to make use of the phone interpreting service in the context of parent-teacher conferences and IEP Conferences. The service is also made available to parents and guardians at their request for other school related purposes, including explaining school documents that are not translated into less frequently used languages in the district.

School administrative staff and ESOL staff have access to the Language Line resources in the district's Google Drive. Teachers are made aware of this service, and contact the ESOL teacher for access and assistance as necessary. The ESOL teachers monitor the use of the service and send monthly usage reports to the Director of Federal Programs.

The use of family members, children (including students), and friends for the provision of language assistance is not acceptable. The use of such individuals raises issues of confidentiality, privacy, or conflict of interest. Furthermore, in many circumstances, such persons are not competent to provide quality, accurate interpretations or translations. BCSD will not rely on such individuals to provide families with meaningful access to important information. Even when families choose to provide their own interpreter or translator, a district- approved source for translation/interpretation must be provided in order to meet the district's obligation to ensure that interpretation and translations are accurate.

All invoices for translation and interpreting services will come through the Director of Federal Programs office. The Director of Federal Programs will determine the appropriate funding source for payment of translation fees (e.g., school Title I funds for school-specific Title I documents, local funds for non-federal program related documents, etc) and will ensure that invoices are paid.

Internal Controls Code of Federal Regulations

The Baldwin County School District operates their federal grants in accordance with the [Code of Federal Regulations](#)

Cash Management (2 CFR §200.302(b)(6), §200.305)

All School District bank accounts are opened under the District's Federal Tax Identification Number. Each bank account has a corresponding cash account in the accounting system, set up by the CFO, to record all transactions. These transactions flow directly to the general ledger. Bank statements are reconciled monthly to the cash accounts on the general ledger. Bank reconciliations should be signed and dated by the preparer. The preparer's supervisor or supervisor's designee must also sign and date the bank reconciliation, indicating their review of the reconciliation. All bank reconciliations are reviewed and approved by the CFO.

Most federal and state grants are administered on a cash reimbursement or draw down basis. The District does not receive the actual cash in advance. Reimbursements or drawdowns are made based on actual expenditures incurred for a reporting period.

Federal and state grants with the Georgia Department of Education are reimbursed through the Grants Accounting Online Reporting System (GAORS). The Accountant will submit drawdown requests each month for all state and federal grants. A Year-to-Date Budget Report is run after the final monthly payroll is posted to confirm expenditure draw amounts and used to submit the monthly draw request through GAORS. The draw request forms are approved by the grant manager or designee and the CFO.

Allowability (2 CFR §200.302(b)(7))

Any purchases made with federal funds must follow the guidelines for allowable costs. The Baldwin County School District will follow guidelines as detailed in EDGAR and applicable memos, letters, handbooks, and/or communication regarding allowable/unallowable purchases provided by the Georgia Department of Education. The appropriate program coordinator will direct any questionable expense to the GaDOE Area Program Specialist for that program for further clarification.

All costs must be necessary, reasonable, and allocable and must be adequately documented. To determine whether a cost is reasonable, the following questions should be considered: 1) Do we really need this? 2) Is this directly related to a program need? 3) Do we have the capacity to use it? 4) Is the price fair?

Each federal program coordinator has the responsibility of determining allowability of purchases. Considerations when making allowability determinations include:

- Does the purchase align with prioritized needs (i.e., those in the School or District Improvement Plan)?
- Does the purchase align with a specific program purpose?
- Does the purchase meet "Supplement not supplant" requirements?
- Is the purchase necessary and reasonable?
- Can the purchase be adequately documented?

Federal funds can never be used to purchase incentives for students, teachers, or to entice participation in professional learning activities. Food for parent involvement activities must be considered “light refreshments.” Light refreshments has been defined as donuts, fruit, muffins, juice, coffee, chips, pretzels, popcorn, raw vegetables and dip, nuts, cookies, brownies, punch, soda, and water. Light refreshments does not include pizza, sandwiches, or anything that could be considered any part of a meal. Federal funds can only be expended for those events that “build capacity.” This means you can fund a snack for a workshop teaching parents a specific skill, but could not give snacks to parents volunteering.

The Federal Program Director ensures expenditures adheres to period of performance (27 months) and avoids conflict of interest.

Procurement (CFR §200.319(c))

The Baldwin County School District shall ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured. The description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.

Avoid providing detailed product specifications.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description will be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers will be clearly stated.

Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.

Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

The Baldwin County School District uses the following methods of procurement:

Micro purchase: Acquisition of supplies or services, the aggregate dollar amount of which does not exceed \$15,000, may be completed without soliciting competitive quotations if the price is reasonable, and are distributed equitably among qualified suppliers

Small purchase: Acquisition of supplies or services, the aggregate dollar amount of which is at least \$15,001 but less than \$350,000, may be solicited by telephone or

Internet search. At least two vendors known to be able to supply the needed goods or services must be contacted and a written log of the request and the quotations must be made and retained.

Formal Solicitations: Purchases of \$350,001 or more are solicited using formal solicitations requiring sealed responses and public openings. This will include Invitations to Bid, Requests for Proposal, and related solicitation methods. A formal solicitation shall appear continuously on the Baldwin County School District website at least four weeks prior to the bid opening. Additionally, newspaper advertising must appear on at least two separate dates within ten days of posting the formal solicitation. If a mandatory pre-bid conference is being used, the second newspaper ad shall appear prior to the date of that conference.

Noncompetitive proposals (sole source): Acquisition of services, supplies, or other property through solicitation of a proposal from only one source because the service, supply, or other property is only available only from a single source.

The federal government mandates a strict threshold for non-competitive purchasing (\$15,000). This procedure is activated the purchasing volume **or** the aggregate annual spend with a single vendor reaches or exceeds **\$15,000**. Once the \$15,000 threshold is reached, standard non-competitive purchasing is no longer permitted. Purchasers must secure competitive quotes from an adequate number of qualified sources (see Small Purchase or Formal Solicitation requirements) before finalizing a procurement. All quotes, rationale for vendor selection, and cost/price analyses must be documented and retained for auditing purposes. Disbursing purchases into small transactions to deliberately evade the \$15,000 threshold is strictly prohibited.

Each program director will maintain oversight to ensure contractors perform in accordance to terms, conditions, and specifications of the contracts and purchase orders to include payment only after deliverables are received.

Each program will maintain records to include:

- Purchase order
- Copy of the check
- Bids
- Cost comparison
- And all other purchasing packet documents

Technical Evaluations of Proposals and Selecting Recipients (CFR 200.320(d)(3))

When spending federal funds, employees of the school district shall engage in comparative buying and obtain bids and quotes whenever appropriate. Large purchases are to be solicited using written quotations or formal solicitations. The detailed specification is to be provided in writing to at least three vendors known to be able to supply the needed goods or services, with the written responses and any notations made regarding those responses retained and evaluated. Large purchases require a cost or price analysis, sealed bids, and/or competitive proposals. Cost analysis means evaluating the separate cost elements that make up the total price, including profit. Price analysis generally means evaluating the total price.

The Board of Education may reject any or all bids. The Board may in its judgment consider such factors as service, location, and timeliness of delivery; therefore, they may accept the bid that appears to be in the best interest of the school system even if it is not the lowest bid. The Board reserves the right to waive any formalities in or reject any or all bids or any part of any bid.

Purchases Requiring Bids

The procurement of goods and services must be in accordance with BCSD BOE Policy DJED – Bids and Quotations. Employees who have been delegated the responsibility for the

purchase of goods and services shall utilize the highest standards for proper and ethical purchasing procedures. Competitive purchasing shall be used whenever possible, and prospective vendors shall be given equal consideration to compete for the provision of goods and services to the School District. The right of any vendor to compete shall not be unreasonably withheld.

Purchases of \$350,000 or more are to be solicited using formal solicitations requiring sealed responses and public openings. This will include Invitations to Bid, Requests for Proposal, and related solicitation methods. A formal solicitation shall appear continuously on the Baldwin County School District website at least four weeks prior to the bid opening. Additionally, newspaper advertising must appear on at least two separate dates within ten days of posting the formal solicitation. If a mandatory pre-bid conference is being used, the second newspaper ad shall appear prior to the date of that conference.

Goods and services offered through Statewide Contract are considered to be the result of proper competition and may therefore be purchased without the need for any additional quote.

Sole source bids may be used only when one or more of the following circumstances apply:

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

No purchase or contract shall be divided into parts for the purpose of avoiding the competitive bid process.

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

Suspension & Debarment (2 CFR 180.220)

Public school districts are subject to the non-procurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 CFR part 180. These regulations restrict awards, sub awards, and contracts with certain parties that are debarred, suspended, or otherwise excluded from or ineligible for participation in Federal assistance programs or activities, including school funding.

Each federal program coordinator is responsible for checking the System for Award Management (SAM) database, found at <https://www.sam.gov> to ensure that vendors are not on the list of suspension and/or debarment.

The Baldwin County School District does not purchase any goods or services in any amount from any vendor or contracted person/company identified on this website as being suspended or debarred.

Conflict of Interest (CFR 200.318(c))

Employees of the Baldwin County School District who are engaged in the selection, awarding, and/or administration of contracts shall abide by the following:

- No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.
- Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.
- Officers, employees, and agents of the Baldwin County School District may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.
- Violation of these standards will result in reporting of said personnel to the Superintendent of Schools and if appropriate, local authorities. Any misconduct could result in suspension, loss of employment, and any other consequences that are applicable by law.
- Any violation of these procedures must be disclosed in writing, in a timely manner. All violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award must be reported as failure to make disclosures can result in (remedies for noncompliance, including suspension and debarment).

Mandatory Disclosures (2 CFR 200.113)

If any employee becomes aware of any violation of federal criminal law involving fraud, bribery, or gratuity violations, he/she must disclose such in writing in a timely manner.

Time and Effort

Charges to a federal fund for employee compensation, including salaries, wages, and benefits, must be based on records that accurately reflect the work performed. Employees who provide supplemental instruction outside of school hours must clock in and also complete a paper log of their specific activity. The appropriate federal program coordinator will ensure that a semi-annual periodic certification or personnel activity reports are completed and maintained for all employees paid with federal funds.

Periodic Certification

A semi-annual periodic certification will be maintained for any employee who worked on one federal grant or one cost objective (job). These certifications will be completed after-the-fact. The first certification will be completed on the last work day in December and the second periodic certification will be completed at the end of the school year on the last day of school in May. The forms are signed by a supervisor having first-hand knowledge of the work performed by the employee, and are kept on file in the office of the appropriate federal program coordinator.

Personnel Activity Report (PAR)

A PAR will be maintained for any employee who works on more than one federal grant and/or more than one cost objective (job). These “split-funded” personnel paid in any part with federal funds are required to maintain monthly time logs. The logs are signed by the employee, the employee’s supervisor, and the appropriate federal program coordinator. PARs are due to supervisors on the last working day of the month. Supervisors submit PARs to program directors by the 10th day of each month. Each program director reconciles the PARs quarterly to ensure the program percents adequately reflects the work performed. Adjustments are made accordingly.

Federal program coordinators are responsible for ensuring that actual costs of compensation align to amounts budgeted for compensation. Adjustments must be made to the federal program budget if there is a discrepancy between the time/effort documentation and the budget.

Travel (CFR §200.474(b))

Employees of the Baldwin County School District will be reimbursed for actual and necessary travel expenses incurred in the performance of their official duties. Employees will also be reimbursed for travel expenses incurred while participating in staff development activities approved by the school district. Reimbursements for travel expenses will be made in accordance with the Statewide Travel Policy published by the State Accounting Office of Georgia.

All travel reimbursement requests are sent to Accounts Payable for processing. The appropriate reimbursement form should be typed, signed by the employee, and signed/approved by their supervisor. Itemized detailed original receipts should be attached to the form when appropriate. Once the paperwork is received in the federal programs office, the federal programs administrative assistant will verify appropriate documentation is attached. The federal program director will then sign off on the request within 5 business days and return to the federal programs administrative assistant for processing.

Employees should submit all expenses and reconciliation within 10 days of the completion of the event or trip but **"no later than 45 calendar days."** All reimbursements will be paid within 30 days of Accounts Payable receiving a complete, non-problematic form.

Information required when requesting travel reimbursement includes:

- Itinerary or agenda (if available) of the event attended
- Registration receipt
- Lodging confirmation or receipt
- Mileage, airfare receipt, rental car receipt, or a description of transportation used (i.e. bus with students)

- An explanation of any unusual expenses or expenses which exceed the established limits
- Explanation of the purpose of the trip
- Employee signature and date
- Approval signature and date (From each department being charged)

Only when employees travel more than 50 miles from their home or headquarters may they be reimbursed for lodging expenses. Employees who must travel shall be responsible for obtaining the lowest rate possible by avoiding the “deluxe” hotels and motels.

Eligible meals may be reimbursed on a per diem basis designed to cover the cost of the meals (including the taxes and tips), based on the number of meals per day for which the employee is eligible. While reimbursement at the per diem rate is allowable, federal programs prefer that all receipts be attached to the travel expense report for verification and for future audit needs. Meal costs in excess of the state-determined per diem amount will not be reimbursed. Meal costs will also not be reimbursed if meals are provided as part of the workshop/conference. Travel expense reports may be selected for audit at any time and all required receipts must be retained by the employee for three years after the travel date if not attached to the expense report.

Any travel costs that are charged directly to a federally funded source must have documentation justifying that participation of the individual is necessary to the federal program.

Transportation

Mileage must be documented on a “Travel Expense Statement”. According to State Travel Regulations, “Reimbursement for business use of a personally-owned vehicle is calculated per mile, from point of departure after deduction for normal commuting mileage, based on the current reimbursement rate.”

Employees may be reimbursed for the mileage incurred from the point of departure to the travel destination but NOT for their normal commuting mileage. During the normal workweek, the point of departure will be either the employee's residence or headquarters; whichever is nearer to the destination point. If leaving from the residence you must deduct the normal commuting mileage to and from the worksite.

Employees traveling by personal vehicles and requesting reimbursement must record the actual odometer readings on the expense statement. Parking fees and tolls paid may be reimbursed and employees are expected to obtain receipts for these expenses. If it is not possible to obtain a receipt, a written explanation should be included on the expense statement.

Lodging

To receive reimbursement for lodging expenses, the following guidelines must be followed:

- Lodging must be documented on a “Travel Expense Statement”
- Employees are responsible for making their own reservations and guaranteeing them.

- Employees are responsible for submitting a copy of the tax exemption form for state and local hotel/motel excise taxes if staying at a hotel in Georgia. Any tax paid, must have an explanation of why it was not waived. For example, “paid with personal credit card”, “state does not allow” or “\$5 State Hotel Motel Fee.”
- Employees must travel more than 50 miles.
- Employees should use the least expensive rates for lodging. Any rate above this requires written authorization prior to the trip.
- Expenses must be broken down by date. Receipts are required.

Subsistence

The following guidelines must be followed for the reimbursement of meals:

- Meal reimbursement cannot exceed the following when traveling within the state of Georgia: Breakfast - \$13; Lunch - \$14.00; Dinner - \$23.00. First and last day of travel is limited to 75%.
- Meal reimbursement for out of state overnight travel are generally eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status.
- Expenses must be broken down on the expense report per meal.
- Taxes and tips are allowed and should be included in the total. However, this total should not exceed the per meal rate.

Segregation of Duties

The Baldwin County School District requires the following segregation of duties associated with cash management to prevent errors and fraud:

Chief Financial Officer

Under the supervision of the Superintendent, the Chief Financial Officer will carry out the following duties:

- Prepare monthly and annual financial statements for inspection by the Board of Education.
- Establish accounting procedures to ensure that proper internal controls are maintained for the district business office.
- Manage cash flow and investment of available funds.
- Monitor and approve the collection and expenditure of funds in compliance with local, state and federal requirements.
- Assist the Superintendent in preparation of financial data for the tax digest, state allotments and other financial areas.
- Oversee the reconciliation of all accounts.
- Supervise operation of the business office to include payables, purchasing, payroll, general ledger and school accounting.
- Compile annual budget for board approval and submit to the Georgia Department of Education.
- Coordinate accounting procedures to ensure that central office and local school administrators follow proper procedures in the budgeting, record keeping and expending of program funds for which they are responsible.
- Oversee, approve and post monthly and year-end adjustments, run and balance reports.
- Oversee the preparation and submission of year-end and interim financial reports to the Georgia Department of Audits and Accounts and the Georgia Department of Education.
- Manage funds for SPLOST, Capital Projects and Debt Service.
- Ensure that a yearly audit is completed and submitted to the Georgia Department of Audits and Accounts and the Georgia Department of Education.

- Compile data for audit, work with auditors during audit and prepare MD&A for audit report.
- Perform other duties as assigned by the Superintendent.

Accountant

Under the supervision of the Chief Financial Officer, the Accountant will carry out the following duties:

- Request federal, state and local grant reimbursements.
- Ensure drawdowns are based on actual expenditures and minimize the time between the transfer of funds.
- Submit annual completion reports on all federal and state grants.
- Monitor and verify grant fund cash receipts and enter accounts receivable.
- Complete bank reconciliations for central office accounts.
- Assist in the budget process and enter the budget into the financial software.
- Review and enter approved budget increases, decreases and transfers in the financial accounting software.
- Prepare, enter and post journal entries into the financial software.
- Compile data for audit and work with auditors during audit.
- Complete internal school audits.
- Prepare and submit year end and interim financial reports to the Georgia Department of Audits and Accounts and the Georgia Department of Education.
- Record payroll accruals and reversals at year-end.
- Perform other related duties as assigned by the Chief Financial Officer.

Benefits Specialist

Under the supervision of the Human Resource Director, the Benefits Specialist will carry out the following duties:

- Meet with newly hired employees for employee benefit enrollment.
- Process and enter employee benefit premium deductions and payroll adjustments.
- Invoice employees and record cash payments for employee benefit premiums while on leave without pay.
- Report work related injuries and coordinate medical treatment with workers' compensation administrators.
- Review and submit workers' compensation bills to third party administrators for payment.
- Complete employer portion of employee disability claim forms and submit to insurance carrier.
- Assist employees with benefit questions and life qualifying events.
- Establish and maintain employee benefit and medical files.
- Complete verification of employment, income and leave
- Perform other duties as assigned by the Human Resource Director.

Payroll Clerk

Under the supervision of the Chief Financial Officer, the Payroll Clerk will carry out the following duties:

- Maintain and process monthly payroll and reporting for all system employees.
- Transmit direct deposit, tax payments and other payroll vendor payments by deadlines.
- Prepare quarterly and year-end reporting, including W-2's.
- Calculate sick leave for retirement.
- Calculate salary adjustments.
- Establish and maintain employee payroll files.

- Oversee all aspects of payroll management and maintenance.
- Maintain salary schedules for all employees.
- Assist with budget preparation.
- Compile data for audit and work with auditors during audit.
- Perform other duties as assigned by the Chief Financial Officer.

Director of Federal Programs

Under the direction of the Superintendent, the Director of Federal Programs (or designee) will carry out the following duties related to all federal programs except IDEA:

- Coordinate, monitor, and provide technical assistance to schools.
- Monitor all purchases to ensure that expenditures are allocable, reasonable, and necessary. Ensuring all system policies for purchasing, expending funds, and inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and all items purchased must be a part of the approved budget.
- Approve each purchase requisition/order, travel expense statement and professional learning leave that are funded through federal funds. Meet with the Finance Department personnel as needed and request financial reports to ensure alignment and balance on at least a monthly basis. Meet with and/or email principals or designees to ensure accuracy of school budgets.
- Reviews and approves expenditures for draw down reimbursement prior to fund being drawn down
- Ensure system and school inventories are maintained and kept up to date.
- Complete, or coordinate completion of, a physical inventory check at each facility each year.
- Ensure each employee is trained on his/her responsibility regarding fraud and the channels to report it if suspected annually.
- Assist auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, and equipment inventory).

Federal Programs Administrative Assistant

Under the direction of the Federal Programs Director, the Federal Programs Administrative Assistant will carry out the following duties:

- Monitor each object code by encumbering the money from the PR, balancing each object code, and matching invoices to the posted encumbered monies.
- Maintain accurate records and internal controls (e.g. ledgers) ensuring compliance with all applicable regulatory requirements and accuracy of fund balances (object codes).
- Assists the Finance Department with processing purchase requisitions, verifying available funds for accounts charged to system accounts, and payment of invoices.
- Reviews financial information for potential budget variances and ensures fund balances are accurate.
- Maintains a wide variety of financial records to ensure compliance and the availability of documentation.
- Reviews purchase requisitions, travel expense statements, and registration payments for compliance and accuracy.
- Assists with the Consolidated Application budgets.
- Assists with database activities related to the financial system (MUNIS).

- Assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and all Title IA cross functional monitoring documents)

Grants Administrative Coordinator

Under the direction of the Director of the 21st CCLC Program, the Grants Administrative Coordinator will carry out the following duties related to all 21st CCLC grants:

- Maintain accurate records and internal controls ensuring compliance with all applicable regulatory requirements and accuracy of fund balances.
- Assist the Finance Department with processing purchase requisitions, verifying funds for accounts charged to system accounts and payment of invoices. Manages supply order process - requisitions, purchase orders, receipt of orders and distribution to 21st CCLC sites.
- Review financial information for potential budget variances. Assists with MUNIS and Consolidated Application budgets
- Manage database activities related to the financial system (MUNIS)
- Work with Site Coordinators and Human Resources Department to on-board all new internal and external hires.
- Run national background checks on all hires annually.
- Monitor time and attendance for 21st Century staff through KRONOS.
- Manage 21st Century equipment inventory through in-track and on-site visits.
- Assist Site Coordinators with technical assistance in various areas
- Assist Data Specialist with attendance reports.

Director of Special Education

Under the supervision of the Superintendent, the Director of Special Education will carry out the following duties related to IDEA and Preschool:

- Maintains accurate records and internal controls (e.g. ledgers) ensuring compliance with all applicable regulatory requirements and accuracy of fund balances (object codes).
- Reviews detail and summary reports for potential budget variances and ensures fund balances are accurate.
- Maintains a wide variety of financial records to ensure compliance and the availability of documentation.
- Approves purchase requisitions, travel expense statements, and registration payments for compliance and accuracy.
- Manages Consolidated Application budgets.
- Assists with database activities related to the financial system.
- Ensures the special education inventory is accurate.
- Assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and all IDEA monitoring documents).

Special Education Administrative Assistant

Under the supervision of the Director of Special Education, the Special Education Administrative Assistant will carry out the following duties:

- Assists in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.

- Assists Finance Department personnel with processing purchase requisitions verifying available funds for accounts charged to system accounts, and payment of invoices.
- Reviews financial information for potential budget variances and ensures fund balances are accurate.
- Maintains a wide variety of financial records to ensure compliance and the availability of documentation.
- Reviews purchase requisitions, employee expense statements, and registration payments for compliance and accuracy.
- Performs the needed administrative tasks for effective implementation of federal and state sponsored programs and other grant management tasks as assigned.
- Assists with database activities related to the financial system.
- Assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, and all IDEA cross functional monitoring documents)

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

The intent of federal funds is to benefit students in that fiscal year through the grant period as indicated on the Grant Award Notice (GAN). GaDOE provides flexibility regarding purchases of software, computers, and equipment that cross grant periods as follows:

- Purchases may extend beyond one year to take advantage of cost reductions, if the students in the current fiscal year receive benefit from the purchase.
- If instructional software licenses are purchased after January, the district must provide explanation within the budget description indicating how students in the current fiscal year will benefit from the purchase.

Budgets

When planning for budgeting for all federal programs, the district must:

- adhere to the district's approved Consolidated LEA Improvement Plan (CLIP)
- coordinate funds to meet the goals and needs of the district
- include all supporting program documents (job descriptions, class size reduction worksheets, class size reduction documentation, private school documents, etc.
- account for the expense of all funds in the year in which they are allocated

Federal program coordinators must adhere to the Chart of Accounts and corresponding guidance which are found on GaDOE website. Not all Chart of Accounts function and object codes are available when budgeting for all programs. As a rule, parameters for use of function and object code combinations are determined by the objectives and allowable activities of a program.

Expenditures

Each budget, after prepared at the system or school level, is reviewed by the appropriate program coordinator, revised as necessary, and approved by the program coordinator. Once the system or school makes the necessary changes and the budget is submitted and approved by the GaDOE, each department or school may begin making purchases.

All expenditures require prior approval. Prior approval is obtained by completing a requisition in the school system financial software, Munis. Requisitions must include:

- Complete vendor information including phone number (and fax number if applicable)
- Ship to information including the address for the school
- Appropriate account number assigned by the system coordinator, principal or designee based on the budget sheets
- Sufficient detail to determine whether each item is allocable, reasonable, and necessary.
- If a requisition is over \$10,000, at least three written quotes must be obtained (may be solicited by telephone or Internet) and attached to the requisition in Munis. The only exception is when only one source (vendor) offers the needed service, supply, or other property; in this case the purchase should be indicated as a “Sole Source” acquisition.
- No purchase or contract shall be divided into parts for the purpose of avoiding the above requirements.

Upon completion, requisitions are sent electronically to the appropriate federal program coordinator. 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. Additionally, the federal program coordinator will ensure that the appropriate quotations and/or bids were obtained if the amount of the requisition is greater than \$10,000 (see “Procurement”, pp 18-21 of this Handbook). If approved, the program coordinator then signs off on the requisition which forwards the requisition to the Finance Department for approval and conversion to a purchase order. If rejected by the federal program coordinator or by Finance Department personnel, a reason for rejection is entered into Munis and is then visible at the system and school level. The Chief Financial Officer issues final approval and Munis then automatically sends the approved purchase order to the originator of the requisition/purchase order (usually the school bookkeeper) to place the order. When the ordered item arrives, the school or department compares what is received with what was ordered and “receives” the item or items in Munis. Any disputes are reconciled between the school bookkeeper and the vendor.

The following procedures will be used for Invoices:

Receipt of Invoice: Invoice is received by district receptionist and forwarded to Account Payable Specialist.

As stated above the school bookkeeper will match the order as he or she receives it with the purchase order and will “receive” it in the financial software. The purchase order cannot be paid unless the item is received in the system.

The Accounts Payable Specialist compares vendor invoices to purchase orders. If these items match, the invoice is entered as an accounts payable. If not, the Accounts Payable Specialist alerts the appropriate program/school bookkeeper or the appropriate program coordinator who work together to determine a solution.

The Accounts Payable Specialist charges the expenditures to the proper fund/program designated on the purchase order by the program/school bookkeeper or coordinator in the system financial software.

If invoices received that are charged to a federal program exceed the amount of purchase orders, the Accounts Payable Specialist alerts the appropriate program/school bookkeeper who work together with the coordinator and determine a solution.

Disbursement is not made until the invoice is validated as owned by the district and received on the system by the location/bookkeeper.

Open purchase order reports are provided by Accounts Payable or Purchasing Specialist to the federal programs bookkeeper/coordinator monthly and upon request to determine whether goods or services have in fact been received but not invoiced by the vendor. Contact is made with the vendor to secure an invoice if such instances are noted.

Contracted Services

At various times, the district requires services that cannot be performed by regular staff personnel. The district must obtain these services by contracting with an individual for the performance of these services.

There are three (3) documents required for payment for contracted (non-employee) services to occur. First, an Internal Revenue Service W-9 Form (Request for Taxpayer Identification Number and Certification) must be completed and on file in the Accounts Payable Department. Second, an E-Verify affidavit, driver's license/state issued I.D., or a Georgia Professional License Number Certificate, as appropriate, is required by state law to verify work eligibility of public contracts. Third, there shall be a written contract between the district and the independent contractor. A copy of the contract must be attached to the purchase requisition(s).

The contract should provide the following information:

- ▽ The contractor's exact legal name (this should match the IRS Form W-9).
- ▽ The contractor's address.
- ▽ The contractor's social security number or Federal Tax Identification number (this should match the IRS Form W-9).
- ▽ The date(s) of service to be performed. This should always be a future date.
- ▽ The type of services to be performed.
- ▽ The amount to be paid. If business expenses are to be included, they should also be specified.
- ▽ The program director will verify deliverables are received prior to payment.
- ▽ The contractor must sign and date the contract.

The superintendent or designee must sign and date the contract.

Payments to contractors are made through the Accounts Payable Department on the weekly disbursement schedule just as any other vendor. Payments made to an independent contractor in the amount of \$600 or more in any calendar year will be reported to the Internal Revenue Service on an Internal Revenue Service Form 1099-Misc.

Inventory

The Elementary and Secondary Education Assistance Act of 1965 (ESEA) reauthorized by the Every Student Succeeds Act of 2015 (ESSA) requires that Local Educational Agencies (LEAs) implement and maintain financial management systems that substantially comply with federal systems management requirements. These requirements state that districts shall provide “effective control over and accountability for all funds, property, and other assets. Recipients shall adequately safeguard all assets and assure they are used solely for authorized purposes”.

The purchase of any equipment using federal funds must be pre-approved by the appropriate federal program coordinator. The coordinator will ensure that the equipment is necessary for identified areas of need and that it meets all requirements of the federal program for which it is being purchased.

An inventory of tangible personal property having a useful life of more than one year will be maintained at the system and/or school level. This includes all items purchased under state object codes 615 (expendable equipment) and 616 (expendable computer equipment) as well as other items generally considered to be inventory and pilferable items. Inventories will be maintained in the Destiny database and will include the following: description of property, serial number or other identification number, funding source, FAIN number, acquisition date, purchase price, location of asset, disposal date, sale price of property, vendor, purchase date, title holder, use and condition.

As equipment is purchased using federal funds, designated school personnel (usually the Media Specialist) add an inventory tag/label which indicates funding source, school name, and the fiscal year purchased, and will add the item(s) to Destiny. Materials purchased for use in federal programs will be labeled as such and will be utilized in the capacity for which they were purchased. Any equipment, materials and/or supplies purchased with federal funds are considered solely for the use of that program. Equipment shall be retained and continue to be listed in Destiny for as long as there is need for such equipment to accomplish the purpose of the program for which it was purchased.

Inventory of all equipment and property belonging to any federal program will be identified and physically checked at least once yearly. This physical check will verify the existence, current utilization, continued need, and condition of each item listed. The principal of each school is ultimately responsible for the management of equipment and inventory but may assign a designee such as the school Media Specialist to assist. Documentation of completed inventory checks, including signature and date by the person completing the check, will be kept on file in the appropriate federal program office. The appropriate federal program

coordinator will also randomly check equipment and may request an additional full physical inventory check at any time.

Any discrepancies noted during physical inventory check must be addressed. This may mean moving a piece of equipment to another location, updating the inventory list, or further investigating to determine the status of a piece of equipment.

EQUIPMENT & REAL PROPERTY

Equipment is defined as tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the recipient or sub-recipient for financial statement purposes, or \$10,000. The Baldwin County School System (BCSS) shall provide effective control over and accountability for all funds, property and other assets. BCSS shall adequately safeguard all assets and assure they are used solely for authorized purposes.

Acquisition of Equipment

Equipment may be purchased with Title I, Part A funds. However, the Federal Programs Director must determine if:

- The equipment is reasonable and necessary to effectively operate its programs;
- Existing equipment will not be sufficient; and
- The costs are reasonable and necessary.

All equipment purchases must be signed off by the Federal Programs Director to ensure that purchases are allowable, supplemental and consistent with academic needs. The Federal Programs Director will also ensure that federal funds are not to be used for general expenses required to carry out other responsibilities of a state or its sub recipients.

All technology purchases must go through the Technology Director for approval. For equipment, technology has specific requirements that must be met. For software purchases, technology will verify that the software is compatible with our systems. Technology will not support items that are not approved through their office. The Technology Director will secure any necessary quotes/bids as outlined in the Board Financial policies.

Procedures

Entry of Information into Inventory:

All equipment and real property purchased with federal funds must be kept on an inventory list (Excel Spreadsheet) regardless of cost if the shelf life of the item is of more than one year. There is NO minimum amount. Consumables such as books and software do not need to be kept on this list but should be kept through normal media center procedures. The inventory list MUST include the following information:

- Decal Number
- PO Number
- Description of Item
- Serial Number (if applicable)
- Vendor
- Fund Source
- Fain Number
- Purpose
- Location

- Use
- Condition
- Purchase Date
- Purchase Cost
- Disposition

The Title I Equipment Contact/Media Specialist at each school is responsible for maintaining the inventory list. Items on the inventory list are verified by the principal or designee and signed off by the Title I Equipment Contact/Media Specialist.

One copy of the inventory will be kept in the school and another copy in the Title I District Office.

Requisition of Equipment:

Equipment requisitions (object codes: 615, 616, 730 and 734) are forwarded to the Federal Programs Director for review and approval and then forwarded to the Federal Programs Assistant to enter into the accounting purchasing program. Requisitions with these object codes are also sent to the Technology Director for review/approval. When the requisition is entered the funding source is listed at the end of each line item. Once the requisition has gone through the entire approval process, a purchase order (PO) is generated and a copy of that PO is sent to the school and/or site Title I Equipment Contact/Media Specialist.

Equipment Labels:

All equipment and real property must be labeled with an identification sticker. This label must have the decal number that is listed on the inventory list and the fiscal year of purchase. Each label must state: "Property of Baldwin County School" and list the fund source that was used to purchase the equipment. Labels must be placed on the equipment in a visible location.

The Title I Equipment Contact/Media Specialist at each school is responsible for labeling the equipment. Labels should be added after receipt of the item and before the item is distributed for use. Labels are verified by the Title I Equipment Contact/Media Specialist or designee during physical inventories.

Safeguards:

The district and schools have safeguards in place to prevent loss, damage, and theft of equipment. These safeguards include having equipment signed out via the Media Center at each school as well as locked cabinets and carts when appropriate.

Off-site Use of Equipment

Equipment purchased with federal funds may in some cases be used off-site. Examples include in student's homes and at private schools. Appropriate safeguards to protect equipment being used off-site will be in place, including signing out to the user. Schools may check out the use of equipment to employees through the media center system.

Physical Inventories:

Physical inventories should be completed by the Title I Equipment Contact/Media Specialist or his/her designee once each school year prior to December 31st. A copy of the completed inventory is forwarded to the Federal Programs Director. If any changes and/or additions are made to the inventory sheet after submission, the Title I Equipment Contact/Media Specialist will send the Federal Programs Director and the Federal Programs Assistant an email noting the change.

Inventory Records:

Inventory records are maintained until equipment is disposed of or transferred to another federal program. Records for real property and equipment acquired with federal funds are retained for at least three (3) years after transfer of final disposition. Disposition/ transfer can occur at the close of the federal program/school if equipment is no longer needed for the original intent. It may be transferred to another federal program in the event the equipment is no longer usable with approval of the Federal Programs Director.

Disposition of Equipment:

Equipment will be disposed of according to the Baldwin County School's System's Board Policy.

Equipment should not be removed from any school or site without approval from the Federal Programs Director. Any piece of equipment deemed non-repairable has to go through at least three people before it can be declared surplus. The teacher reports the items as non-working, the Title I Equipment Contract/Media Specialist then gives the Technology Department their assessment, the Technology Department takes the unit back to the workroom where a full diagnostic is performed. Only after thorough troubleshooting of all programs and parts would an item be declared as surplus and therefore be disposed of and removed from inventory.

Damaged or Missing Equipment:

It is the school's or site's responsibility to ensure that the equipment is accounted for and kept in good-working condition. Equipment that is damaged, lost or stolen must be reported to the Federal Programs Director within 10 days.

Adequate safeguards to prevent loss, damage or theft of the equipment should be put in place by each school or site. These may include the following: locks, security cameras, use of sign-in sheets, or equipment use agreement.

For normal equipment issues, school's need to submit the items for repair if possible.

If the item is no longer working, the Title I Equipment Contact/Media Specialist at the school must note the date of disposition and the reason on the Title I Inventory worksheet. The Title I Equipment Contact/Media Specialist at the Schools and sites must follow the disposition procedures listed above. Records for items identified for disposition are maintained on the inventory for at least three years before removal.

If equipment or real property is missing or stolen, then a school must replace the item with non-federal funds. Schools must investigate why the equipment is missing and the principal must send an email to the Federal Programs Director indicating the reason and how it will be replaced.

Replacement of Equipment:

All equipment purchased with Title I funds must be refreshed with Title I funds. Replacement schedules must be kept in mind during budget planning.

Use of Equipment in Targeted Assistance Schools:

Currently, the Baldwin County School System does not have any Targeted Assistance Schools (TA).

However, if a TA School should be served in the BCSS, equipment purchased with federal Title I funding will be exclusively utilized by eligible Title I students in the Title I TA Schools. The

general purpose for the equipment is to promote mastery of core content knowledge and to facilitate remediation and support interventions.

All equipment purchased by participating TA schools are to be used only by the Title I teachers, eligible Title I students and eligible parents. A list of the Title I students and their parents must be available to ensure that the equipment is only used by these students and parents.

Private Schools:

All private school(s) served follow the same inventory procedures as public schools in the district. Although the equipment may be used by the private school, the Baldwin County School System retains the title and will account for the equipment in its inventory management system.

Private schools will label Title I equipment in the same manner as the Title I schools. Private school staff will be trained on the proper means of ensuring that only Title I eligible students are allowed to use equipment purchased by Title I. The private school will receive a copy of the equipment procedures.

If a private school is no longer participating in a federal program or if there is no longer a need for the equipment at the private school, the Federal Programs Director will remove the equipment and place it in a Title I school that has a need for the equipment. Equipment will be removed immediately upon notification that the equipment is no longer needed or the private school is closing.

Capital Outlay Purchases:

The Baldwin County School System has not made capital outlay purchases using Title I funds. If capital outlay purchases are made in the future, they will be consistent with approved Title I, Part A budget/budget amendment (object code 700). They will be pre-approved by the Georgia Department of Education prior to being included in the budget. The system will receive approval for the disposition of capital outlay equipment.

Drawdowns

Funds are drawn down from the state's Grants Accounting Online Reporting System (GAORS) based on actual program expenditures. No excess cash balances are maintained at the district level. If the district must draw down greater than 10% of the total amount of any grant at one time, a written explanation will be provided to GaDOE.

It is the responsibility of the appropriate federal program coordinators and Finance Department personnel to work cooperatively to review all expenditures on a monthly basis after budget approval before funds are drawn down from GAORS. Moreover, the following practices are observed:

- Coordinators for each federal program must reconcile their respective budgets monthly to ensure that all expenditures charged to their program are allowable.
- Finance Department personnel will perform periodic reviews of the general ledger, including federal accounts and fund sources.
- The Accountant will draw down funds monthly based on actual expenditures and on an after-the-fact, reimbursement basis only.

- The Finance Department personnel who process the drawdown from GAORS provides a copy of the drawdown report to the appropriate federal program coordinator
- Once the drawdown funds are received into the district's bank account, Finance Department personnel create a journal entry in Munis.
- Finance Department personnel reconcile all bank statements and perform periodic review of the general ledger.
- Federal program coordinators ensure that equipment/supplies are purchased and received during the period of performance of each grant award.

Completion Reports

At the end of each fiscal year, Finance Department personnel generate a report from Munis that compares the total amount of the original grant award to the total amount of funds that were expended. The coordinator for each federal program reviews and signs off that the expenditure report and approved budget match and that a completion report can be entered and submitted to GaDOE. Completion reports are due to GaDOE no later than 30 days after the initial 15-month period of availability ends (i.e., October 30). Original completion reports and supporting documentation are kept on file in the Finance Department and copies are provided to appropriate federal program coordinators.

Cost Principles

Compensation

The Baldwin County Board of Education shall annually adopt a salary schedule for services rendered by the various classifications of professional personnel required to be certificated by the Professional Standards Commission. The Board may supplement the salary of any teacher or other certificated personnel. In fixing the amount of supplement consideration may be given to the nature of duties to be performed and the responsibilities of the position held.

Conditions of employment shall meet all requirements of the Baldwin County and State Boards of Education. Contracts shall be in writing and shall be signed in duplicate by such personnel on their own behalf and by the Superintendent of Schools on behalf of the Baldwin County Board of Education.

By the date specified by State law, O.C.G.A. 20-2-211, each school year the Baldwin County Board of Education shall tender new contracts for the ensuing school year to all certificated, professional personnel who were on the payroll of the school system at the beginning of that school year, except personnel who have resigned or who have been terminated, or notify such personnel that they will not be rehired for the ensuing school year. Such notification shall be in writing.

Leave

All employees are required to follow the work calendar established by the Board of Education and are expected to work as required unless leave is authorized and approved as specified in this and related policies and regulations. An employee whose absence does not qualify for

leave under one of the subsections below will be deemed to be absent without leave and will be subject to disciplinary action, including termination.

In accordance with Georgia law, employees who work will be entitled to annual sick leave with pay to be accrued at the rate of one and one quarter days for each work month (10 (ten) hours). Employees will be entitled to annual sick leave with pay to be accrued at the rate of one and one quarter days (10 (ten) hours) for each work month. All unused leave shall be accumulated from one fiscal year to the next up to a maximum of 180 days. Sick leave used but not earned will be deducted from the employee's future checks. This leave is available only for personal illness, injury or exposure to contagious diseases, or for absences necessitated by illness in the employee's immediate family.

At their discretion, the Superintendent or his or her designee shall have the right to require a physician's certificate stating that the employee is ill and is unable to perform his or her duties. In the event that sick leave is used to care for a member of the immediate family, the Superintendent shall have the right to require a physician's certificate stating that the employee is needed to care for the sick family member. An employee is expected to comply with all requests for medical documentation by providing such documentation within 15 calendar days of the request. An employee who fails to provide the requested documentation may be subject to disciplinary action, up to and including termination. Documentation will be considered incomplete and insufficient if information provided is vague, ambiguous, or non-responsive. Employees will be given seven calendar days to satisfy any such deficiencies in the medical documentation. If the specified deficiencies are not satisfied in the resubmitted certification, the School District may determine that the leave was unauthorized. Unauthorized leave may be retroactively designated as leave without pay.

For the purposes of sick leave absences for medical and related absences, members of the immediate family are defined as spouse, children, father, mother, sisters, brothers, grandparents, grandchildren, aunts, uncles, nieces, nephews, father-in-law, mother-law, sister-in-law, brother-in-law, daughter-in-law, son-in-law or other relatives living in the household.

Employees who accrue sick leave may take up to three days of personal/professional leave each year that is deducted from sick leave accrual. Except for emergency situations (car problems, broken pipes, no electricity, etc.), prior approval of the absence must be given by the employee's immediate supervisor and if the presence of the employee requesting the absence is not essential for effective school operation. Unless otherwise approved by the Superintendent or his or her designee, personal/professional leave will not be granted during pre-planning, post-planning, in-service days or on the day before or the day after holidays. In addition, personal/professional leave will not be granted during the first week of the student year or during the last week of the student school year unless the Superintendent or his or her designee in his or her discretion determines that such leave should be granted due to an emergency or extenuating circumstance beyond the employee's control. Employees are not required to disclose the purpose for which such absence is sought but may be required to state whether the absence is for "personal" or "professional" reasons.

Employees may use personal leave in connection with the exercise of their religious beliefs, consistent with the rules for use of personal leave. Any leave in excess of the personal days

available to the employee will be charged to leave without pay and will result in a reduction of the employee's pay. The District shall responsibly accommodate the religious practices of employees unless such accommodation would impose an undue hardship on the operation and mission of the School District. A signed leave form requesting personal leave in connection with the exercise of their religious beliefs must be submitted to and approved by the Principal at least one week prior to the beginning of the requested leave.

Each person employed by the Baldwin County School District shall be allowed leave with pay for the purposes of serving as a juror in any court or when subpoenaed to testify in a case arising out of the individual's duties as a school system employee. Jury/witness leave shall not be deducted from an employee's accrued personal/professional or sick leave. No employee utilizing jury and witness leave shall be required to pay the cost of employing a substitute to serve during his or her absence for such leave. Employees who serve on juries or who are subpoenaed for reasons arising out of their employment with the school system may keep their jury/witness pay. A leave form requesting jury/witness leave must be completed and sent to the Chief Human Resources Officer for approval prior to the leave. A copy of the jury summons or witness subpoena must be attached to the leave form.

All employees are entitled to paid leave not to exceed eighteen days in any calendar year for the purpose of complying with ordered military leave duty with the armed forces of the United States or the State of Georgia, including duty as a voluntary member of the militia or reserve component of the United States or State of Georgia. Employees also are entitled to leave not exceeding thirty days in one calendar year if ordered to duty because of the declaration of any emergency by the governor or the appropriate officials of the United States armed forces. Employees who have military commitments shall inform the Chief Human Resources Officer annually and shall cooperate to the extent possible in scheduling such leave to minimize the disruption in those employees' duties and the mission of the Board of Education.

A leave form requesting military leave must be completed and sent to the Human Resources Director for approval before scheduled leave. A copy of the official military orders must be attached to the leave form.

In the event of a death in the immediate family of an employee, employees may take three days of bereavement leave each year that is deducted from sick leave accrual. A leave form must be completed and sent to the Human Resources Director for approval. The family member's name and relationship must be written in on the leave form.

Bereavement leave used when there is no sick leave available will be deducted from the employee's future checks.

The district may, at its own expense, require the employee to obtain a second opinion from a physician or other medical provider selected by the School District.

At the end of approved extended leave without pay, an employee must submit a fitness for duty certification acceptable to the School District from a physician or other medical provider before being permitted to return to work. If the employee is unable to resume his or her job responsibilities at the end of the approved extended leave without pay, the employee will be terminated. Appeals for an exception must be made in writing and approved by the Superintendent and the Board of Education.

An employee may only take Extended Leave of Absence without Pay one (1) time during the employee's period(s) of employment with the School District.

Stipends (GaDOE Rule 160-3-3-.04)

Per GaDOE rule, a stipend is funds awarded by an LEA to certified personnel or paraprofessionals for having successfully completed learning opportunities that have occurred at any time during the fiscal year outside of the employee's normal contract/work hours.

Baldwin County School District employees may be paid stipends when the following criteria are met:

- Must be reasonable and necessary to the federal program.
- The professional learning is part of the school or district improvement plan and was approved by the school principal and the director of any federal program from which funds are being used
- The professional learning occurred **outside of the contract day** (after hours, weekends, summer, other holidays)
- Appropriate documentation (agenda, sign-in sheet) are submitted

All wage payments to employees, including stipends must be paid through payroll and coded with the appropriate expenditure account number. No stipends may be paid from any local site/school source.

Allowability: Reasonable, Necessary, and Allocable

A cost to a federal program is considered *reasonable* if, in its nature and amount, does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. As stewards of federal funds, we must be prudent in our decision-making about use of those funds. Before making or allowing any purchase from federal funds, the federal program coordinator should consider whether the cost would be able to withstand public scrutiny.

A cost to a federal program is considered *necessary* if it meets an existing, documented need. A cost to a federal program is considered *allocable* if the goods or services being purchased are chargeable or assignable to the federal program in accordance with relative benefits received. Before making or allowing any purchase from federal funds, the federal program coordinator should consider whether the cost is being incurred specifically for that federal program and is necessary for the operation of that federal program.

Ethics and Fraud, Waste, Abuse, and Corruption

The Federal Programs Director reviews ethics and fraud, waste, abuse, and corruption policies

as it relates to Title programs, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students)), Title IV, Part A (Student Support and Academic Enrichment), Title X, Part C (McKinney-Vento Education for Homeless), and the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act with all administrators annually.

Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to: 1. Misusing public or school-related funds; 2. Failing to account for funds collected from students or parents; 3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework); 4. Co-mingling public or school-related funds with personal funds or checking accounts; and 5. Using school property without the approval of the local board of education/governing board or authorized designee.

Elementary and Secondary Schools Emergency Relief (ESSER Funds)

The Elementary and Secondary Schools Emergency Relief (ESSER) Act authorized the establishment of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act to offset the challenges experienced by schools because of the COVID-19 pandemic. While ESSER complies with the EDGAR and UGG regulations, it is a separate act from the Elementary and Secondary Education Act (ESEA) which governs the rules for Title I, Part A, Title I, Part C, Title II, Part A, Title IV, Part A, Title IV, Part B, and Title IX, Part A that are all described below. ESSER is inclusive of the Baldwin County School System's internal controls, expenditures, inventory, drawdown, and cost principles as previously described.

Coronavirus Aid, Relief, and Economic Security (CARES Act)

Description and Purpose

The Coronavirus Aid, Relief, and Economic Security (CARES) Act was passed by Congress and signed into law on March 27, 2020. These funds are no longer available.

Title I-A

Uses of Funds

All Title I expenditures and services must:

- Be addressed in the district's CLIP
- Be based on core academic content area needs
- Address the academic needs of the students who are most at risk of failing to meet state academic standards
- Be reasonable and necessary

Allocation Procedures

Enrollment data from the previous October's FTE count is pre-populated into the embedded Eligible Attendance Area worksheet within the Consolidated Application. The Title I program coordinator will enter pre-kindergarten enrollment as well as poverty data, also from the previous October's FTE count.

Source documentation must be attached to the Consolidated Application. Once all data is entered, poverty percentages for each school will be calculated by the worksheet.

Within the School Allocation tab in the Consolidated Application, the Title I program coordinator must select "Grade Span Grouping" and "School Lunch" as the poverty determination. For each school, the coordinator must indicate school type, grade span, enrollment, and number of poverty children.

Funds must be allocated to schools in rank order. Schools above 75% poverty must be ranked and served first, regardless of grade span. The coordinator must select an appropriate per-pupil amount (PPA) for each grade span. This PPA is then multiplied by the number of poverty pupils to determine each school's allocation. Each school must then be marked as either Targeted Assistance, Schoolwide, or None for type of Title I program.

Number of staff that each school will pay with Title I funds must be indicated on the School Allocation page in the Consolidated Application. Estimated number of students to be served at school must be indicated as well. For Schoolwide schools, the estimated number of students should match the total enrollment minus Pre-K.

Any participating school should have an allocation large enough to support a viable Title program.

Notices to Parents

When parents indicate while enrolling their child that they prefer to receive school communication in a language other than English, to the extent practical, efforts are made to provide either written support or support through an interpreter using the preferred language.

If a school is identified as needing Comprehensive or Targeted Support Interventions, parents will be notified of the school's designation status using multiple means of communication.

Parents of students participating in supplemental language support programs funded through either Title I or Title III must be notified within 30 calendar days from the beginning of the school year and for newly identified ELs, during the first two weeks. This notification must be presented in a format and language that parents can understand and must be distributed within the first two weeks of the student being placed into a supplemental language support program. The following information must be included in the notification:

The reason for identification of the child as an EL and in need of the federally-funded supplemental support

The child's level of English language proficiency, how the level was assessed, and the status of the child's academic achievement

Methods of instruction that will be used in the federally-funded supplemental program in which the child will be participating

How the federally-funded supplemental program will meet the needs of the child

Exit requirements for the federally-funded supplemental program

Information regarding parents' right to withdraw the child from the supplemental federally-funded program upon their request, and to decline enrollment or choose another program or method of instruction, if available.

The ESOL Director will maintain a copy of each notice in the cumulative record.

Parents have the right to know the qualifications of their child's teacher(s) and paraprofessional(s).

Parents must be notified of this right within 30 days of the start of school or upon enrollment. Student handbooks, district and school websites, and parent meetings will be used to inform parents of their right to know the professional qualifications of their child's teachers and paraprofessionals. Records of notification will be maintained at the system and school levels.

Parents must be informed if/when their child is being taught for more than 20 days by a teacher who does not meet the Baldwin County School District's Professional Qualifications (PQ) requirements. Parents of special education students who have been taught for 20 days by a teacher who does not meet the Georgia Professional Standards Commission (GaPSC) certification requirements will also be sent a notification. Notifications must occur within 10 business days following the four consecutive weeks.

Family and Community Engagement

The Baldwin County School District has an on-going commitment to parents, particularly those parents whose children attend the district's Title I schools. Parental involvement is defined as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities. Our goal is to ensure that Title I parents and their children receive extraordinary services and assistance that will lead to improved academic achievement. The district recognizes that parents are an integral part of a child's success in school, starting with the concept of being the child's first teacher. As a conduit for their children's success, the district will assist parents of all socioeconomic levels in solidifying their ongoing commitment to their child's success.

Because the Baldwin County School District's Title I allocation is greater than \$500,000, 1% of said allocation is set aside for family and community engagement activities. Principals have the option of expending their portion of the required 1% in Parent Involvement funds or submitting them back to the district level. Historically, Baldwin County School District principals, with input from parents, have chosen to direct those funds to a district level parent involvement activity/project by signing a District-wide Parent Activity Assurance form. These funds are then used at the district level to fund a portion of the salary and benefits of the Family Engagement Specialist who serves all schools. Title I parents are informed about the 1% set aside during the Fall Annual Meeting and during Title I planning meetings held at each school in the Spring.

Family – Parent Engagement Input

All Title I schools in Baldwin County School District will provide multiple opportunities, for example (face to face meetings, online meetings and family surveys) for parent and stakeholders to provide input for the following the components:

- The School Family Engagement Policy
- The School Parent Compact
- Building School Staff Capacity which will include the following information, (how can we communicate better with parents or work with parents)
- 1% set aside for family engagement activities, (meeting, parent nights, online meetings, etc.) The following Information for evidence that will be collected will consist of sign in sheets, handwritten notes, meeting minutes, and survey results. The timeline for these opportunities will consist of a Fall Family Input Meeting and a Spring Family Survey. Input data from each school will be collected by the Family Engagement Coordinator.

The District Family Engagement Specialist will provide guidance to all Title I schools as they develop or revise their required Title I documents, including their Parent and Family Engagement Plan and their School-Parent Compact. This guidance will come in the form of face-to-face meetings, the provision of written procedures (via the district's Federal Programs Handbook), the provision of a template, and the use of GaDOE's checklists. The Family Engagement Specialist will use GaDOE-developed checklists for reviewing each Title I school's required documents, including their Improvement/Schoolwide Plan, their School Parent & Family Engagement Plan, and their School-Parent Compact. (See checklists at [Family-School Partnership Program](#))

The District Family Engagement Specialist will provide training for Title I school staff (principals and others) who will develop the Compact. This training will involve demonstrating how to select at least 2 goals from the School Improvement Plan SMART

goals for inclusion in the Compact. Training will also include helping the school describe in family-friendly language the concrete activities and/or strategies the school will share with parents and families. Information to assist with this training of schools is available from GaDOE and can be found at <http://www.gadoe.org/School-Improvement/Federal-Programs/Partnerships/Pages/Compacts.aspx>.

The District Family Engagement Specialist will meet with the principal or designee of each Title I school during early spring to discuss the process for developing the Parent & Family Engagement Plan and the School-Parent Compact.

Each school will follow this process:

- View the [School-Parent Compacts: Our Shared Responsibilities](#) video,
- Review the checklists for school-parent compact and parent and family engagement policies.
- Schedule 2 in-person meetings for meaningful consultation with parents and family members
- Post the parent survey online through the school/district website and social media
- Utilize parent feedback to educate all school staff 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.
- Create school-parent compacts and parent and family engagement policies and submit to the Family Engagement Specialist for review and approval by August 31

Drafts of Parent & Family Engagement Plans and School-Parent Compacts will be submitted to the District Family Engagement Specialist by the set deadline. The District Family Engagement Specialist will review each draft Parent & Family Engagement Plan and School-Parent Compact using a checklist provided by GaDOE. Parent & Family Engagement Plans and School-Parent Compacts will be finalized by the set deadline.

Parent & Family Engagement Plans in English and Spanish will be distributed beginning September 15. Plans can be distributed at the Annual Title I Parent Meeting, at Parent-Teacher Conferences, at Title I Family Engagement events, and by having copies available in the front office of the school.

Additionally, the District will develop an LEA Parent & Family Engagement Plan, also with input from parents and other stakeholders, that summarizes the district's expectations and objectives for meaningful family engagement and guides the strategies and resources that will strengthen school and parent partnerships in the district's Title I schools.

District's commitment to engage families in the education of their children and to build the capacity in its Title I schools to implement family engagement strategies and activities designed to achieve the district and student academic achievement goals.

The LEA Parent & Family Engagement Plan will be finalized by September 14. Once final, the LEA Parent & Family Engagement Plan will be translated as needed. The LEA Parent &

Family Engagement Plan, in English and Spanish, can be distributed at each schools' Annual Title I Parent Meeting and will be posted on the district website.

Drafts of Compacts will be submitted to the Director of Federal Programs by August 31. The Director, along with the Title I Family Engagement Specialist, will review each draft Compact using a checklist provided by GaDOE. Compacts will be finalized by -mid-September. Once final, the Parent-School Compact should be submitted to have it translated into Spanish. See the Baldwin County School District Translation & Interpretation Services Plan for information on having documents translated.

Compacts, in English and Spanish, will be distributed prior to November 1st. Signed Compacts will remain on file at the school level.

Building School Staff Capacity

The District Family Engagement Specialist will work with principals of Title I schools to annually develop a plan for building staff capacity for working with parents. The District FES and Principal will work together to involve parents in the planning for building staff capacity. Once developed, this plan will be embedded into the school's Parent & Family Engagement Plan.

Technical Assistance/Monitoring

Technical Assistance to Schools on Parent Involvement Requirements and Best Practices is provided in the following ways:

Two in-person staff development sessions per semester (primary method) for all staff of Title I schools, educating them on the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement parent programs, and how to build ties between the school and parents:

Semester 1

- **Session 1:** In-person training will be held during pre-planning at each school. Topic: Building Meaningful Relationships with Parents
Target audience: School administrators and staff
- **Session 2:** In-person training will be held during November to celebrate Family Engagement Month at each school
Topic: How to Utilize Infinite Campus to Communicate with Parents
Target audience: School administrators and staff

Semester 2

- **Session 1:** In-person training will be held during January at each school Topic: School Climate
Target audience: School administrators and staff
- **Session 2:** In-person training will be held in April at each school Topic: What Parents Would Like Teachers to Know
Target audience: School administrators and staff
- Online professional learning (secondary method) for all staff of Title I schools, educating them on the value and utility of contributions of parents, how to reach out to, communicate with, and work with parents as equal partners, how to implement parent programs, and how to build ties between the school and parents
- One on one meetings held at each school site between the Family Engagement Specialist and school leaders.

- Technical assistance with planning, organizing, and conducting parent meetings.
- Ongoing emails and phone calls.

The District monitors itself and ensures compliance with Title I law, rules, and guidance by:

- Collaborating with the GaDOE Federal Programs staff
- Completing checklists provided by GaDOE
- Maintaining all required documentation
- Attending trainings offered by GaDOE

Documenting Compliance

The Family Engagement Specialist will assist schools in documenting their compliance with state and federal rules and guidelines regarding Parent and Family Engagement. Google folders will be created for each Title I school at the beginning of each school year. School staff will compile all evidence and artifacts related to the school's Title I program and place it in the Google folder. Folders will be reviewed at least quarterly by the Title I Family Engagement Specialist. The District FES will review the following compliance documentation for each school:

- Copies of invitations for multiple opportunities to all parents of Title I students
- Meeting agendas, sign-in sheets and meeting materials
- Survey feedback
- GaDOE checklists (compact, policies/plan)

Use of 1% Set Aside

In addition to the employment of a District Family Engagement Specialist, Title I funds may be used in the following ways to support parent and family engagement, if such needs are identified in the district and/or school plan(s):

- Transportation for parents of Title I students to participate in Title I meetings and trainings
- Childcare to allow parents of Title I students to participate in Title I meetings and trainings
- Family literacy services to help parents of Title I students improve their own reading skills so that they may be better equipped to support their children's learning.
- GED preparation courses for parents of Title I students
- Technology training for parents of Title I students to help them learn to use the Internet for communicating with their child's school and to use online academic achievement resources.
- Such training may also include education about the harms of copyright piracy.
- Interpretation and translation of Title I-specific communications
- Technology resources that help schools better communicate with Title I parents

All parent and family engagement expenditures are budgeted in Function Code 2100. Most are expended at the District level (8010). Some schools may choose to use a portion of their Title I allocation for school-specific parent involvement activities; these are budgeted in Function 2100 but at the school's facility code.

School Improvement Plans

School Improvement Plans are created by all schools (not just Title I schools) each spring and summer following completion of a school needs assessment. The principals of all Title I schools submit their draft plans to the Title I Director no later than August 31 of each year. The Title I Director and other district leaders review and offer suggestions for improvement of the plan. The revised, finalized plan is approved by the Title I Director and other district leaders. Finalized plans are made available to parents and community stakeholders on each school's web site. Hard copies are also available in the main office at each school.

School-wide Programs

A school-wide Title I program is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school. The purpose of schoolwide Title I programs is to improve the entire educational program in a school which should result in improving the academic achievement of all students, particularly the lowest achieving students. The goal of such a program is to assist those students with demonstrating proficiency on academic standards. A school is eligible to be a schoolwide program:

- If the local educational agency (LEA) determines that the school serves an eligible attendance area.
- For the first year of the schoolwide program, the school serves a school attendance area in which not less than 40 percent of the students enrolled in the school are from low income families.

If the school consults with stakeholders and makes a decision to become school-wide. School-wide Title I programs must:

- Conduct a comprehensive needs assessment
- Identify and commit to specific goals and strategies that address those needs
- Create a comprehensive plan; and
- Conduct an annual review of the effectiveness of the school-wide program and revise the plan annually or as necessary.

Adopting this strategy should result in an ongoing, comprehensive plan for school improvement that is owned by the entire school community and tailored to its unique needs. Schoolwide programs are not required to identify specific students as eligible. They must supplement (enhance) rather than supplant (take the place of) the services participating students would receive if they were not participating in the schoolwide program.

Each school-wide program must create a plan to address the components of a school-wide program listed below:

- Use such program's resources to help participating children meet the state's challenging student academic achievement standards expected for all children.
- Use effective methods and instructional strategies that are based on scientifically based research directly tied to the comprehensive needs assessment and academic standards that strengthens the core academic program of that school.

- Provide opportunities for all children in the school to meet or exceed Georgia's proficient and advanced levels of student performance.
- Are based upon effective means of raising student achievement.
- Use effective instructional methods that increase the quality and amount of learning time.
- 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.
- Provide instruction by teachers who meet the district's professional qualifications.
- Professional development for the staff to enable all children in the school to meet performance standards.
- Strategies to increase parental involvement.
- Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
- Measures to include teachers in the decisions regarding the use of assessments to provide information on, and to improve, the performance of individual students and the overall instructional program.
- Coordination and integration of federal, state, and local services and programs.
- Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
 - List state and local educational agency programs and other federal programs that will be included.
 - Description of how resources from Title I and other sources will be used.
- Plan developed in coordination with other programs, including those under the School-to-Work Opportunities Act of 1994, the Carl D. Perkins Vocational and Applied Technology Act, and National and Community Service Act of 1990.
- Activities to ensure that students who experience difficulty mastering standards shall be provided with effective, timely assistance, which shall include:
 - Measures to ensure that a student's difficulties are identified on a timely basis.
 - 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.

- Description of how individual student assessment results and interpretation will be provided to parents.
- Provisions for the collection and disaggregation of data on the achievement and assessment results of students.
- Provisions to ensure that disaggregated assessment results for each category are valid and reliable.
- Provisions for public reporting of disaggregated data.
- Plan developed during a one-year period, unless the LEA, after considering the recommendation of its technical assistance providers, determines that less time is needed to develop and implement the school-wide program.
- 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, pupil service personnel, parents and students (if secondary).

Plan available to the LEA, parents, and public.

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. Plan is subject to the school improvement provisions of Section 1116.

In addition, the school providing a schoolwide program must also evaluate its plan by reviewing, on an ongoing basis, the progress of all children. If necessary, the school must adjust its plan to provide additional assistance such as an extended school year, before and after school programs, summer programs, and training for teachers on how to identify students requiring additional assistance and how to implement student achievement standards in the classroom.

The Baldwin County School District has six (6) schools operating as Schoolwide Title I Programs. This allows all children and all parents in those (6) schools the opportunity to have equal access to all related Title I assistance.

The Title I Director uses the GaDOE checklist to review drafts of schoolwide plans. Any missing or incomplete items or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted.

Title I schools must also submit their School Parent and Family Engagement Plan and their School-Parent Compact to the Director of Federal Programs and/or Family Engagement Specialist no later than September 14 of each year so that the Director may send the documents to have translated into the three other most predominant languages other than English. These documents will be distributed at each Title I school's Annual Title I Parent Meeting, which will be scheduled and held by the school's principal or designee prior to November 1 of each year. Meeting agenda and notes will clearly indicate which documents were distributed and the languages in which the documents were available.

The District Parent and Family Engagement Plan, School Parent and Family Engagement Plans, and school's Compacts, in English as well as the three other most predominant languages, will be posted on district and school websites by the Director of Federal Programs or their designee prior to November 1 of each year. Screenshots of school and district websites will be taken as record of distribution of translated documents.

Consolidation of Funds

Districts are allowed, with GaDOE approval, to consolidate federal ESSA grant funds from several programs in order to pay for the costs associated with the administration of those programs. Currently, the Baldwin County School District will consolidate federal funds using Fund 400.

Reservation Funds for Set Asides

Parent and Family Engagement

Districts with a Title I, Part A allocation greater than \$500,000 must reserve at least one percent of its allocation for parent and family engagement activities. Ninety percent of the required one percent set-aside must be distributed among the district's Title I schools unless a school or all schools in the district decide to use their share or a portion of the reservation to support a district-level activity for parents.

When budgeting the current year's federal grant award, the Federal Programs Director multiplies the district's Title I allocation by 1%. If that amount is greater than \$5,000, the Federal Programs Director sets aside that amount for Parent and Family Engagement. In addition to the Title I grant award amount, when the district chooses to exercise transferability from other federal programs into Title I, the 1% is recalculated to include the additional Title I funds.

Parent and Family Engagement Carryover

If the district does not spend 100% of the required 1% Parent and Family Engagement set aside, any remaining funds must be carried over to the next fiscal year for Parent and Family Engagement activities.

At the end of each fiscal year, the Federal Programs Director reviews the detailed expenditure report for the 1% Parent and Family Engagement set aside. The Federal Programs Director subtracts the expenditures from the 1% required set aside. Any remaining funds are carried over to the next fiscal year and allocated through a customized Parent and Family Engagement Carryover set aside and budgeted when carryover funds are received by the district.

Homeless Children and Youth Set-Aside

For homeless children and youth, districts must use one of four methods to set-aside funds. It is no longer true that districts with ALL Title I Schools are exempt from a Homeless Set- Aside. Each district must have a Homeless Set-Aside using one of four possible calculation methods.

FOUR POSSIBLE METHODS TO CALCULATE HOMELESS SET-ASIDE:

- Method 1: Identify homeless student needs and fund accordingly
- Method 2: Obtain a count of homeless students and multiply by the district's Title I, Part A per-pupil allocation (PPA)

- Method 3: Reserve an amount greater than or equal to the district's McKinney-Vento sub grant request
- Method 4: Reserve a specific percentage of the district's poverty level or its Title I, Part A allocation

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

Neglected and Delinquent

When a district has a Neglected or Delinquent facility within its boundaries, the district will use the reservation amount provided by GaDOE in the Title I, Part A allocation letter and worksheet to set aside funds for the neglected or delinquent children. This amount is determined each year by the completion of the Annual Survey for Neglected and Delinquent Institutes which is completed in the fall of each year.

Currently, Baldwin County does not have any facilities for Neglected or Delinquent children. Should a facility be located in Baldwin County, the Baldwin County School District will work with the facility to provide appropriate services and set aside funds as indicated by GaDOE.

Private School Proportionate Share

If a district has participating private school schools, the district will use the Title I Private School Proportionate Share Calculation Spreadsheet provided by GaDOE to set aside funds for participating private schools. The set aside description will include the name of each participating private school along with the private school's proportionate share with a breakdown for the amounts allocated for Parent and Family Engagement, any Administrative Cost and Professional Learning.

Currently, Baldwin County does not have any private school participation. Should a private school choose to participate, the Baldwin County School District will consult with the private school to develop a service plan and provide appropriate services. The district will set aside funds as indicated by Title I Private School Proportionate Share Calculation Spreadsheet provided by GaDOE.

Supplement not Supplant

Districts must ensure that state and local funds are distributed to all schools in an equitable manner before the addition of federal funding to some schools' allocations. In order to meet this requirement for Title I school allocations, the district has a Resource Allocation Methodology/ Plan (RAM/P). The Baldwin County School District RAM/P explains how the district equitably allots instructional staff to all schools.

Budget

All budgeted items must be based on a Comprehensive Needs Assessment and addressed in the district's CLIP and school plans. The correct amount for each Set-Aside must be indicated, and each line item in the budget that is part of a Set-Aside must be clearly labeled as such. All descriptions must be clear and specific, and should not use the words such as, including but not limited to, or may include. Acronyms or abbreviations that may be unfamiliar to the reviewer should be spelled out.

Carryover funds are those funds not expended in the previous fiscal year that are returned to the district to be spent in the current year. The district is allowed to carryover up to 15% of any year's unspent Title I funds. School expenditures are monitored regularly throughout the year to ensure that at least 85% of allocated funds are spent and no more than 15% will be carried into the following year.

The Baldwin County School District chooses to allocate carryover funds to schools by increasing their per pupil amounts. Schools submit a written description of their plans for spending carryover funds. Set-asides, including equitable services for private schools, are recalculated as necessary prior to distribution of carryover to schools.

Indirect Cost

Local school districts are allowed to set aside a portion of their federal funds to cover Indirect Costs, which are the costs incurred by district staff (i.e., finance, payroll, etc.) due to the management of federal programs. The Georgia Department of Education (Department) calculates indirect-cost percentages for each district each fiscal year based on requirements established by the U.S. Department of Education. Indirect-cost rates are posted on the GaDOE website and are sent to LEAs.

Rank Order

The Baldwin County School District will allocate Title I funds only to schools in eligible attendance areas. An "eligible school attendance area" is a school attendance area or zone in which the percentage of children from low-income families is at least as high as the percentage of children from low-income families served by the LEA as a whole.

The district must rank all of its school attendance areas according to their percentages (not numbers) of students in poverty. The same measure of poverty for must be used for a) identifying eligible school attendance areas, b) determining the ranking of each area, and c) determining the allocation for each area. BCSD uses eligibility for free or reduced meals under the Richard B. Russell National School Lunch Act as its determination of poverty.

After the district has ranked all of its school attendance areas by poverty, we must first serve, in rank order of poverty, any areas (schools) above 75% poverty, including any middle schools or high schools. Only after all of its areas with a poverty rate above 75% have been served may we choose to serve lower-ranked areas. Annually, the decision is made to either continue on with the districtwide ranking or rank remaining areas by grade-span groupings.

The district may designate as eligible any school attendance area or school in which at least 35% of the children are from low-income families and/or may elect not to serve an eligible school attendance area or school that has a higher percentage of children from low-income families (than a school that is served) if the school meets certain criteria.

Academic Achievement Awards Program

Title I schools are selected for the Academic Achievement Awards program based on the reward status as defined by the US Department of Education. Two categories of Reward Schools are eligible to be included receive awards:

- **Highest-Performing Reward School:** A Title I school that, among all Title I schools in the State, has the highest absolute performance over a number of years for the All Students group and for all subgroups based on statewide assessments, and, at the high school level, is also among the Title I schools with the highest graduation rates. A school may not be classified as a Highest-Performing School if there are significant achievement gaps across subgroups that are not closing in the school; or
- **High-Progress Reward School:** A Title I school among the ten percent of Title I schools in the State that are making the most progress in improving the performance of the ALL Students group over a number of years on the statewide assessments, and at the high school level, is also among the Title I schools in the State that are making the most progress in increasing graduation rates. A school may not be classified as a High Progress school if there are significant achievement gaps across subgroups that are not closing in the school.

Reward Schools are required to complete a narrative and attach it narrative to the consolidated application when submitting budgets. Schools must provide a narrative description that summarizes the activities and materials to be funded using the Title I, Part A Reward Schools Award of the Title I, Part A Reward District Award for each school in the LEA or LEA receiving an award. The summary must delineate the decision making process utilized at each Reward School in the LEA or Reward District for determining the expenditure of the Title I, Part A Reward Schools and Reward Districts Award funds as well as a list of staff (with job titles) involved in the decision-making process.

Expenditure of Academic Achievement Awards funds must be allowable and reasonable in accordance with EDGAR.

School Improvement 1003(a) - One school is eligible for these grant funds.

Homeless

The Baldwin County School District receives grant funding for Education of Homeless Children and Youth. Funds are also set aside in the district's Title I budget to meet the needs of homeless students. The amount to set aside is determined by identifying and analyzing known and predicted needs of homeless students in the coming year.

The McKinney-Vento Education for Homeless Children and Youth program is designed to address problems that homeless children and youth have faced in enrolling, attending and succeeding in school. Baldwin County School District (BCSD) will provide enrollment support and coordinate services within the school district and through community agencies in order to ensure that each homeless child or youth has equal access to an education in the district.

Identification

In collaboration with school personnel and community organizations, Baldwin County School District's homeless liaison will identify children and youth experiencing homelessness in the district, both in and out of school. The BCSD liaison will train school registrars, counselors,

and assist to identify personnel as necessary to ensure academic success for homeless children.

1. Student residency questionnaires shall be included in all enrollment packets.
2. Registrar or enrolling staff shall review all questionnaires and immediately refer homeless students and families to school counselors.
3. School Counselor shall complete Homeless Worksheet with potential homeless families/ guardians or unaccompanied youth to assess needs including school selection, transportation, academic needs, and other essential needs such as food, clothing, and shelter.
4. The School Counselor shall determine whether the student meets the guidelines for McKinney-Vento. If so, the student shall be immediately enrolled. However, if the parents are not providing transportation and school system transportation is requested, immediately contact your School Social worker to determine feasibility of the transportation request.
5. Once approved, the School Counselor shall ensure academic needs of homeless students or unaccompanied youth are met, including expediting screenings/testing, arranging for tutoring, etc.
6. The School Counselor shall request in writing that the registrar code the student as homeless/unaccompanied youth in the environment code and provide them with proper coding for the primary night time shelter. (Codes are listed below)
7. The School Counselor shall transmit a copy of the homeless worksheet to the assigned school social worker.
8. The School Social Worker will notify the Department of Food and Nutrition of homeless status and if needed, shall submit a transportation request to the Transportation Department.
9. The Transportation Department shall complete the homeless transportation request form and return to School Social Worker.

Environment Codes:

1. Institution for neglected
2. Institution for delinquent
3. Homeless
4. Unaccompanied youth

Homeless Primary Night Shelter

1. Shelter
2. Doubled-Up
3. Unsheltered
4. Hotels/Motels

Identified school personnel's responsibilities:

1. The homeless contact person will ensure that the parent/guardian or caregiver completes the appropriate documents
 - a. The homeless Student Worksheet Form

- b. Notification of Rights document (the parent/guardian or caregiver will receive a copy of this document)
 - c. Caregiver form (If a child or youth is not in the physical custody of a parent or guardian)
2. The School will forward documents to the Student Services Department.
- a. Student Services will forward necessary documents to the appropriate departments (Food and Nutrition and Transportation).
 - b. Annual verification will be conducted for students experiencing homelessness at the beginning of each school year (parent/guardian or caregiver will complete a verification residency statement document).
 - c. The liaison and program assistant will maintain data on the number of children and youth experiencing homelessness in the district. The data will include residency placement, student name, school, grade, and date of birth.

School Selection

Each child or youth experiencing homelessness has the right to remain at his or her school of origin or to attend any school that services students who live in the attendance area in which the child or youth is actually living or eligible to attend. School of origin is defined as the school the student attended when permanently housed, or the school in which the student was last enrolled, including a preschool and a designated receiving school at the next grade level for a feeder school. (The U.S. Department of Education offered the following example of a feeder school: "For example, a student was last enrolled in School A in grade 5, which is the final grade level served by School A. Students at School A are designated to attend School B beginning in the next grade level, grade 6. The school of origin for this student would therefore include School A and the designated receiving school at the next grade level, School B.")

BCSD will allow the child and/or youth experiencing homelessness to remain at his/her school 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 school 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.

Enrollment

In BCSD, any child or youth experiencing homelessness will immediately be enrolled in school. BCSD will not deny or delay enrollment of a student or youth experiencing homelessness due to the lack of any document normally required for enrollment such as:

Proof of residency

- Transcripts/school records
- Contact the student's previous school
- Placement based on the student's age
- Gather information from student/parent
- Immunizations or health/medical/physical records
- Refer student to the liaison for assistance with obtaining records Proof of guardianship
- Birth certificate
- Lack of uniforms or clothing that conforms to dress code

If a child or youth is not in the physical custody of a parent or guardian, the child or youth may be enrolled in BCSD by the caregiver. The caregiver will complete the Homeless Education Program (HEP) Caregiver form.

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

Enrollment Disputes

If a dispute arises over school selection or enrollment, the student shall be immediately admitted to or allowed to continue at the school requested pending resolution of the dispute.

If the District determines that it would be in the homeless student's best interest to attend a school other than the school of origin or the school requested by the parent or guardian, school personnel must provide a written explanation of the decision to the parent or guardian, together with a statement regarding the right to appeal the decision.

The student and parent or guardian shall be referred to the District's liaison who shall ensure the resolution process is carried out as expeditiously as possible. In the case of an unaccompanied youth, the District's liaison shall ensure the student is immediately enrolled in school pending the resolution of the dispute.

Transportation

When the homeless worksheet is completed and special transportation arrangements are requested, the school social worker or program assistant will complete a homeless transportation request form. The form will then be submitted to the Transportation Department to be completed and returned to the Student Services Department. Based on the information obtained from the requests form, the Student Services Department will decide which option of

transportation will be used based on the best interest of the student/s. The Transportation Department and parents will be reimbursed until the funds allocated for transportation under the grant are depleted. When a student obtains permanent housing, transportation to the school of origin will be provided until the end of the academic school year, if it is in the student's best interest to remain in that school.

Services

Children and youth experiencing homelessness will be provided services comparable to services offered to other students in the school selected, including:

- Transportation
- Title I, Part A support
- Education services for which the student meets eligibility criteria, including special education and related services and programs for English Language Learners
- Vocational and technical education programs
- Gifted and talented programs
- School nutrition programs
- Before-school and after-school programs
- Homeless children and youth who meet the relevant eligibility criteria are able to participate in BCSD before and after-school care programs.

Awarding Credits

Students experiencing homelessness will be provided credit recovery options so as not to cause the loss of partial or incomplete credits. The following methods will be used:

- After school credit recovery
- School day credit recovery
- Awarding of half units of credit where appropriate
- Use of the character "I" for incomplete when more time is needed to complete a credit

Written Notices

All parent information required by any provision of this policy will be provided in a form, manner and language understandable to each parent. BCSD school counselors and school personnel will inform parents of all educational and other related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education.

Free Meals

BCSD will ensure that children and youth experiencing homelessness are automatically eligible for free meals. On the day a child or youth experiencing homelessness enroll in BCSD, the enrolling school must submit a homeless student worksheet. The district liaison or program assistant will forward the information to the food nutrition program for immediate processing.

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 Federal Programs Director will 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.

Training

The BCSD will conduct training emphasizing sensitivity/awareness activities for BCSD school staff at least once each year. The training and activities will be designed to increase staff awareness of homelessness, facilitate immediate enrollment, increase sensitivity to children and youth experiencing homelessness, and ensure compliance of this policy.

The homeless contact person will coordinate the school's compliance with this policy and will receive training from the BCSD homeless liaison or program assistant annually.

Coordination

The BCSD homeless liaison will coordinate with and seek support from the State Coordinator for the Education of Homeless Children and Youth, public and private service providers in the community housing and placement agencies, liaisons in neighboring districts, and other organizations and agencies.

Preschool

BCSD will ensure that homeless children have equal access to the same public preschool programs administered by the system. The homeless liaison will collaborate with the PRE-K department to ensure that flyers are placed in schools and in the community for Pre-k notification.

Students with Disabilities

BCSD recognizes that children and youth experiencing homelessness may be students eligible for Special Education Services. To address this issue we will work closely with BCSD Department of

Special Education to ensure these students' academic success.

Foster Care

Real time coordination will occur between Case Managers, Education Support Monitor, Homeless Liaison, Foster Parents, and Court Appointed Special Advocates, regarding foster children entering and exiting care; changing placements; enrollment and withdrawal; and making best interest determinations. When transportation is an issue, those 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:

- Foster parent transports child to school of origin (within 25 miles round trip);
- Foster parent transports child to nearest school transportation pick up location; or
- LEA will follow the existing plan for transporting children with disabilities when the foster child is disabled.

These steps will be followed if difficulty reaching an agreement on how to pay for transportation costs occurs:

- As outlined previously, the LEA will assume financial responsibility for costs incurred as the result of the re-routing of school buses in Baldwin County while DFCS will assume financial responsibility for costs associated with reimbursing foster parents for travel or the cost of contracting with local transportation companies.
- Initial transportation planning will occur at the lowest level between parties named in Section A. Disputes will be forwarded to the LEA Federal Program Director and DFCS custody County Director for resolution.
- Daily attendance will not be impacted by transportation disputes. LEA will provide or arrange for adequate and appropriate transportation to and from the child’s school or origin during the resolution process.

The LEA Homeless Liaison will serve as the point of contact that coordinates with local DFCS. This individual will assume responsibility for streamlined communication and collaboration with DFCS Case Managers and Education Support Monitor (DFCS POC). Such collaboration will ensure the smooth implementation of provisions outlined in ESSA to include: thoughtful Best Interest Determinations; appropriate and timely transportation plans for those children placed out of the zone of their school of origin; and, immediate enrollment and records transfer. In addition, the LEA POC will facilitate training for LEA staff with regards to the unique challenges of children in foster care; ensure monitoring of attendance and progress of foster children enrolled in LEA; and, ensure effective and confidential data collection and sharing.

Transportation Plan

If transportation costs are unavoidable, LEA and DFCS will share costs. The DFCS will assume responsibility for costs such as contracting with transportation companies or paying foster parents to transport farther than 25 miles. The LEA will assume responsibility for costs associated with re-routing LEA transportation within the boundaries of Baldwin County. Options:

- LEA will reroute transportation to pick child up at nearest bus stop or at foster home (as determined by Transportation Department) within Baldwin County and transport directly to school of origin or to “Transportation Hub”;

- LEA will reroute transportation to pick child up at agreed-upon point at county line in the event that child is placed in a neighboring county;
- DFCS will arrange for payment to foster parent for transportation farther than 25 miles round trip; or
- DFCS will utilize existing contracts with companies to provide transportation to school of origin or to an agreed point at the county line.

Neglected and Delinquent

The purpose of Title I, Part D is to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet. The purpose is also to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment and to prevent at-risk youth from dropping out of school, and 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.

A Survey of Local Institutions for Neglected and Delinquent is completed by the Director of Federal Programs annually. The purpose of this survey is to report the number of children residing in a qualifying institution for 30 consecutive days with at least one day being in October.

The Baldwin County School District currently has no centers or agencies in its geographical boundaries that serve neglected or delinquent students. Therefore, no Title I funds are reserved for these purposes. If centers for neglected and/or delinquent children locate in Baldwin County in the future, funds will be reserved as directed by the GaDOE in the Title I, Part A allocation letter and worksheet.

Title I-C

Identification and Recruitment

As students are enrolled in the Baldwin County School District, their parents/guardians complete an Occupational Survey. All completed Occupational Surveys are forwarded to the Director of Federal Programs, who serves as the Migrant contact for the district. If a parent or guardian indicates a positive response to questions related to moves into the District for occupational reasons and the nature of such employment, the Director of Federal Programs will forward a copy of the Occupational Survey to the GaDOE Migrant Recruiter via secure email (GaDOE portal). The GaDOE Migrant Recruiter will notify the Director of Federal Programs as students are found eligible for Migrant services. **Baldwin County School District currently has no migrant students enrolled.**

Services for MEP Students

Once a student is identified as Migrant, the Director of Federal Programs will mark him/her as such in Infinite Campus. Services for Migrant students in Baldwin County School District are coordinated by the GaDOE Migrant Education Consortium.

Parental Involvement

Services for Migrant students in the Baldwin County School District will be coordinated by the GaDOE Migrant Education Consortium.

Funding

The Baldwin County School District does not receive any Migrant funding directly, instead the district participates in the GaDOE Migrant Education Consortium.

Evaluation

Evaluation of services provided to Migrant students in the Baldwin County School District will be coordinated by the GaDOE Migrant Education Consortium.

Title II-A

The purpose of the Title II, Part A grant is:

- to increase student achievement consistent with challenging state academic standards,
- to improve the quality and effectiveness of teachers, principals and other school leaders, and
- to provide low-income and minority students greater access to effective teachers, principals and other school leaders.

In the Baldwin County School District, Title II, Part A funds are used to support student learning through high quality initiatives including:

- Professional learning coaches and instructional coaches,
- designated teacher leaders in each school,
- Multi-year induction programs for new teachers and leaders that include:
 - New Teacher Orientation
 - Ongoing mentoring and coaching
 - Regular induction training
 - Informal observations of induction teachers and subsequent feedback
 - Professional learning tailored to the needs of each school
 - Utilizing substitutes to provide teacher release time for professional learning
 - Supporting teacher recruitment and retention.

Assessment of Needs

The district wide Comprehensive Needs Assessment serves as an assessment of needs for the Title II-A program. The comprehensive needs assessment team consists of people who possess knowledge of programs, have the capacity to plan and implement the needs assessment, and have the ability to ensure stakeholder involvement.

Stakeholders are those individuals with valuable experiences and perspective who provide the CNA team with important input, feedback, and guidance. Stakeholders included teachers, paraprofessionals, and leaders from all levels and grade spans, all administrative representatives of all departments within the district, community leaders from non-faith based, non-profit, private school, Migrant, the general public, elected governmental official(s), and faith-based community leaders. Minority representation from EL, Immigrant, and ethnicities were included. Documentation of team member and stakeholder involvement is on file in the office of the Director of Federal Programs.

A draft of the CNA document was posted on the district website for the general public to view and offer feedback on, as well as emailed to identified stakeholders for them to review. Stakeholders were encouraged to email their feedback. Additionally, all stakeholders were invited (newspaper advertisement, posting on all school websites and the district website) to attend planning sessions throughout the community.

Along with the data collected to inform the Comprehensive Needs Assessment, the Title II, Part A program director gathers additional information from participants in Title II, Part A funded activities. These participants include professional learning coaches, teacher leaders, induction teachers and leaders, teacher and leader mentors, school principals, and professional learning participants. Data is collected as source documentation and used to prepare the CLIP, Equity Action Plan, Effectiveness Plan, and Title II, Part A budget. All source documentation is maintained in files, either hard copy or electronically, by the Title II, Part A Director. The results of this needs assessment determine any areas of inequity and guide the development of plans and the expenditure of funds.

Effectiveness Plan

Annually, the Baldwin County School District uses the district CNA, data specific to Title II, Part A initiatives, and the district Equity Plan to guide the development of an annual Effectiveness Plan. Title II-A funded activities are analyzed and a plan is developed to assess the effectiveness of each activity. The plan is submitted in the Consolidated Application during the budget submission process. For each activity, the following are addressed: The Title II-A component the activity addresses; a description of the activity; the data to be collected to determine effectiveness; the position of the person responsible for collecting the data and coordination the review and analysis of the data; and the timeline for collecting data and completing the review and analysis of the data.

Careful attention is given to distinguishing between data/documentation that shows implementation versus data/documentation that shows effectiveness. The Effectiveness Plan is used throughout the year in monitoring program implementation and effectiveness and guides the needs assessment process for the following year. The Effectiveness Plan will be revised and re-uploaded if a budget amendment is submitted due to a change in needs and/or a significant change in budgeted strategies. All source documentation is maintained in files, both hard copy and electronically, by the Title II-A coordinator.

Professional Learning

Professional learning funded by Title II, Part A in the Baldwin County School District is standards based, determined through data analysis, results-driven, and job-embedded. It is designed to improve student achievement by enhancing teacher content expertise, developing appropriate pedagogical skills, and addressing students' diverse needs. Professional learning needs are assessed during the

Comprehensive Needs Assessment process. Student achievement data, graduation data, and performance data are analyzed, and desired outcomes are stated. The Title II, Part A Director reviews the combined data and collaborates with school and district leaders to develop professional learning goals. Evaluations of professional learning activities and the analysis of the evaluations are ongoing. Adjustments in content and skills to be addressed are continuous. Assessing, applying, and sustaining content knowledge and skills that educators need to improve student learning are priorities. High quality professional learning is available to all teachers and paraprofessionals.

Professional Qualifications of Teachers and Paraprofessionals

The Baldwin County School District seeks to hire exceptional teachers, paraprofessionals and leaders. The BCSD has waived certification requirements, but does ensure that all teachers meet locally-determined professional qualification requirements. *The district's Professional Qualification guidelines are that all teachers and leaders must hold a Georgia Clearance certification.* In the annual CLIP, the district states what, if any, fields may allow a teacher to meet local professional qualifications by holding certification in another field (ex. In FY18, math, science, or business certification is considered in-field for teaching computer science.)

Upon recommendation for hire, the district's Human Resource Director verifies that every recommended teacher holds Georgia clear renewable certification or meets the requirements to obtain certification for the position for which he/she is being recommended. During the school year, principals who change any teacher's teaching assignment are responsible for updating and resubmitting their school staffing plan to the Human Resource Director. When staffing plan changes are made, the Human Resource Coordinators once again verify that the teachers hold Georgia clear renewable certification or meet the requirements to obtain certification for the new assignment.

The Title IIA Director works with the Human Resource Director and appropriate Human Resources staff throughout the year to ensure that all teachers are assigned to teach classes for which they hold in-field certification according to GaPSC in-field rules.

Paraprofessionals must hold a clearance certificate and must meet one of the following requirements: an associate's (or higher) degree, 60 semester hours of college coursework, or have passed the GACE Paraprofessional Assessment.

An HR Specialist will review and work with all current paraprofessionals who provide supportive services within the general education setting under the supervision of a certified teacher to ensure that they have a valid state license issued by the Georgia Professional Standards Commission (GaPSC).

New Paraprofessional must sign an agreement stating that when hired by BCSD or ESS, as a 3rd party contractor, they must be certified by (GaPSC) September 30th of each school year or within 60 days of hire to continue employment.

Parents' Right to Know

Student handbooks, system and school websites, and postings in classrooms will be used to inform parents of their right to know the professional qualifications of their child's teachers and paraprofessionals at the beginning of each school year and throughout the year upon enrollment. Records of notification will be maintained at the system and school levels. In compliance with the requirements of the Every Student Succeeds Act(ESSA), 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 a paraprofessional, and if so, their qualifications.

20 Day Notification

If a student has been assigned to or has been taught for more than four consecutive weeks by a teacher who does not meet the district's professional qualifications requirements, parents will be provided a timely notice within 10 business days. All notices and information required will be in a uniform and understandable format, including alternative formats upon request and, to the extent practicable, in a language that parents understand. Parents may request and receive information regarding:

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches,
- Whether the teacher is teaching under emergency or other provisional status,
- The baccalaureate degree of the teacher and any other graduate certification or degrees held by the teacher and the field or discipline of the certification or degree, and
- Whether the student is provided services by paraprofessionals.

20 Day Notification Process

Within the first 15 days of school, the HR Director and HR Specialist will review all Special Ed teachers who have not met certification requirements. The HR Director will then contact the principal to notify them of the educator who has not met certification requirements by the 15th day of school. Principals will then send out a 20 Day letter to the parents of the educator by the 20th day of school. The HR Director will verify the content of the letter and verify the dissemination. A copy of the completed 20 Day letters will be forwarded to the HR Director by the principal. School principals are the point of contact for 20-day notifications using information disseminated by the Chief Human Resources Officer. 20-day notifications are not required for paraprofessionals and substitute teachers.

Equity

Equity Belief Statement

The Baldwin County School District believes that all students should have access to effective, experienced educators. The district seeks to meet this goal through:

high quality, relevant, and job-embedded professional learning that is focused on student learning and meeting students' diverse needs,

recruitment and retention of outstanding teachers and leaders,

effective induction programs to support and nurture induction level teachers and leaders, and

assigning effective teachers to every classroom and effective leaders to every school.

Equity Plan

Annually, the Baldwin County School District uses the Comprehensive Needs Assessment and the District Improvement Plan to guide the development of the district Equity Plan. Typically, two equity indicators are selected for focus and an Equity Action Plan is developed to address these areas. The Title II-A Director monitors the implementation of the activities planned to support the Equity Plan. Source documentation is collected and maintained to provide evidence of effective implementation.

Title III-A

The purpose of the state-funded ESOL program is to assist students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The purpose of the federally-funded Title III supplemental program is to ensure that limited English proficient students develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. Title III funds are used to supplement both state-funded ESOL and other Title (federal) programs.

Records and Maintenance

Identification of ELs: The parent(s)/guardian(s) of all students enrolling in the Baldwin County School District are surveyed via a Home Language Survey (HLS) to determine the language the student best understands and speaks, the language the student most frequently uses at home, and the language used most frequently by adults in the student's home. For students with a language reported on the HLS other than or in addition to English, eligibility for Title III and ESOL programs must be determined. Records from previous schools, if available, are reviewed. If no evidence of prior screening is found, then a screener will be administered: 1) WIDA ACCESS Placement Test (W-APT) for

Kindergartners and first semester First Graders, or 2) WIDA Screener for second semester First Graders through Twelfth Graders.

Once a student is identified as an English Learner, the program coordinator will take the following steps to ensure accurate record-keeping:

- Mark the student as EL in Infinite Campus. Include a start date.
- Notify the ESOL teacher at the student's school and direct him/her to send home a Notice of
- Initial Eligibility or Notice of Continuing Eligibility, as appropriate.
- Mark in Infinite Campus the services that the student will be receiving (number of segments, Itinerant or Non-itinerant) as well as a start date.
- Enter the student's screener scores into Ellevation.

Parent Notification

Title I law requires the district to notify parents annually of their child's eligibility for language assistance services. Such notification must be made within the first thirty days of school for students continuing in the ESOL program and within two weeks of the date of eligibility determination for newly identified students.

Refusal of ESOL Service

Parents have the right to decline ESOL services. Upon their request, the program coordinator will contact the parents to ensure a clear understanding of the services offered and the educational implications of declining participation in the ESOL program. If the parents affirm their desire for their child be removed from the ESOL program, the program coordinator will provide the parent with a waiver form. Upon receipt of a signed parent waiver, the student will be removed from the ESOL program. The school will then provide language assistance services through alternate means ("Indirect Services"). A waived student remains eligible for classroom and testing accommodations and must continue to participate in the annual English proficiency assessment until he/she meets exit criteria. A copy of any signed Waiver forms will be kept in the student's record.

Identification of Immigrant students

Immigrant students are those who a) were born outside of the U.S. or Puerto Rico, b) have been enrolled in U.S. schools for less than 3 years, and c) are between the ages of 3 and 21. Immigrant students are identified during the enrollment process. Those students who meet all three criteria are marked as Immigrant in Infinite Campus prior to Student Record submission in May of each year.

Data Training

Staff are trained to ensure that English Learner and Immigrant student data are correctly gathered, entered, and maintained in Infinite Campus. The primary source of this training is

biannual “FTE and Student Record Reporting,” which is coordinated and presented by the Technology Specialist. The ESOL/Title III Director assists with the development of this training and is available for questions during and after each session.

Instructional Programs and Resources

The district currently only uses state-approved instructional models in all state-funded ESOL classes. These models are all research-based. Requests for supplemental instructional resources that are needed for use by or with English Learners are submitted to the Title III/ESOL Director. The director will determine the allowability by considering the following:

- Are these resources supplemental?
- Will these resources only be used by EL’s?
- Are these resources necessary for improving English proficiency?
- Are these resources evidence-based?

Annual Assessment of English Language Proficiency

As required by federal law, English Learners (ELs) are assessed annually on the appropriate state-adopted English proficiency measure, ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS, to determine continued eligibility or readiness to exit language assistance services. The district strives to ensure that 100% of English Learners participate in the assessment each year.

Exit Guidelines

According to GaDOE guidelines, a kindergarten student must score an Accountability Composite Proficiency Level (CPL) of 5.0 or higher with no individual domain score less than 5.0 in order to exit the ESOL program. Students in grades 1-12 who score a CPL of 4.3 or higher are considered English proficient and are exited from language assistance services.

Title III law requires that districts monitor students for four calendar years following exit from language assistance services. If an exited student transfers to the district during the four-year period following attainment of previous district’s English proficiency criteria, the school will monitor the student for the remainder of the monitoring period. The school must maintain documented evidence that the student was actively monitored throughout the first two years of the monitoring period. ESOL teachers will monitor students’ classroom performance and work habits using Ellevation Collaborate. If data indicates that a monitored student may be struggling in one or more areas, additional academic supports may be implemented through the RTI process. If a reasonable period of intervention and monitoring is unsuccessful and the student’s difficulties appear to be related to English proficiency rather than academic deficits or disability, the RTI team may recommend a Language Assessment Conference (LAC) to consider the student’s redesignation to EL status with direct ESOL services. The district reviews and responds to the disaggregated data for students in the third and fourth years of the monitoring period.

Funding

The Baldwin County School District does not receive direct funding for the Title III and ESOL programs.

Professional Learning

Every teacher of EL students, counselors, and administrators must participate annually in ongoing professional learning relevant to ELs. The results of the annual comprehensive needs assessment guide the district Title III/ESOL professional learning plan.

The ESOL/Title III Director provides professional learning for school and district leaders at the leadership meeting during pre-planning as well as at leadership meetings throughout the year, as needed.

ESOL teachers communicate students' current English Language Proficiency (ELP) scores to staff members at their schools and assist their colleagues with identifying appropriate scaffolding techniques and instructional strategies based on these scores.

All ESOL teachers meet as a group monthly to review compliance issues, record-keeping requirements, and instructional best practices.

All instructional staff at all schools that serve EL's are required to participate in an online training session that covers important topics such as identification of ELs, annual assessment of ELs, and best practices for teaching ELs.

Parent, Family, and Community Engagement

Title I schools host ongoing activities for all parents, including parents of EL's. Every effort is made to inform parents of EL's of ways they can assist their students academically, including understanding English Language Proficiency (ELP) scores as well as other assessments in which their children participate and their implications. School programs, resources, and activities are also shared with parents, and parents are provided an opportunity to provide feedback and input.

The district's Translation and Interpretation Services Plan guides district staff in supporting parents in need of these services. Upon registration, the district asks parents to indicate their preferred language for receiving school information. To the extent practicable, communications are provided in the parent's preferred language. Resources available to assist with translations and interpretation include Language Line, a phone-based interpretation service with over 180 language options.

Program Evaluation and Accountability

The success of the ESOL instructional program and Title III supplemental programs and initiatives will be measured by analyzing the results of English Language Proficiency (ELP) assessments, academic assessments, and other available measures. As a result of this analysis, programmatic and instructional adjustments are implemented as appropriate.

The district will annually complete a CSPR and Self-Reporting Instrument which will be submitted to GaDOE for review.

The district will participate in onsite Cross-Functional Monitoring of all federal programs, including Title III, at least once every four years.

Title III, Part A Written Procedures

Monitoring Implementation of EL Entrance Procedures

Monitoring Registration – in parent’s preferred language/format

As part of the registration and data collection processes, the parent/guardian preferred language field is available in Infinite Campus and should be used to send out communication:

Use Data Collections Language Codes

**Georgia Department of Education
Language Codes**

Code	PRIMARY LANGUAGE	Change made in FY23
001	Ghanaian Languages (including Akan, Twi, Fante)	
002	American Indian (except Cherokee, Mohawk)	
003	no longer valid	Split into individual languages: Amharic (119), Tigrinya (120), Afar (121), Eritrean Languages (including Kunama, Tigre) (122), Ethiopian languages (including Oromo, Sidaama) (123)
004	Arabic	
005	Chinese	
007	Dutch / Flemish	Flemish was 073, combined with Dutch 007
008	English, Standard American	
009	Persian languages (including Farsi and Dari)	wording change; no codes changed
010	French	
011	German	
012	Greek	
013	Gujarati	
014	Creoles and pidgins - Haitian Creole (Patois)	wording change; no codes changed
015	Hebrew	
016	Hindi	
017	Italian	
018	Japanese	
019	Khmer (including North, South, and Central Khmer, and Mon-Khmer)	wording change - added included languages; no codes changed
020	Korean	
021	Lao	
022	Philippine languages (including Cebuano, Filipino, Tagalog, and Visaya)	Visaya added (from 032)
023	Polish	
024	Portuguese	
025	Russian	
026	Spanish	
027	Swedish	
028	Thai	
029	Turkish	
030	Vietnamese	
031	Other African languages (for example, Bariba Bassa, Berber, Fula, Mende, Nuer)	Mandingo (included in 108), Sango (new code 124)
032	Other Asian language (for example, Kyrgyz)	Kosraean, Mokilese, Norfolk, Pohnpeian, and Tahitian moved to Micronesia languages (091); Lai (moved to 065), Rohingya (moved to 063), Sinhala (moved to 034), Visaya (moved to 022)
033	Other European languages (for example, Belarusian, Catalan, Faroese)	wording change - added included languages; no codes changed
034	Other Indian languages (for example, Bangladeshi, Bhili, Kannada, Kashmiri, Konkani, Malayalam, Meitei, Odia, Sinhala, Tedim, Zo, Zomi, Zotung)	Marathi (new code 115), Mizo (moved to 065), Sinhala (moved from 032), Tamil (new code 113), Telugu (new code 114)

**Georgia Department of Education
Language Codes**

035	Central American Indian languages (including Mayan Languages such as K'iche, Q'eqchi, Mam, and Q'anjob'al)	wording change - added included languages; no codes changed
036	Mixteco	
037	Nahuatl	
038	Zapoteco	
039	Bosnian	
040	Bulgarian	
041	Serbo-Croatian	
042	Hmong	
043	Hungarian	
044	Iranian	
045	Punjabi	
046	Romanian languages (including Moldovan, Romany)	
047	Somali	
048	Swahili	
049	Ukrainian	
050	Urdu	
052	Creoles and pidgins (Other)	
053	Creoles and pidgins - English based (including Jamaican, Krio, Sotho, Sranan Togo)	
054	Creoles and pidgins - French based	
055	Creoles and pidgins - Portuguese-based (including Crioulo)	
060	Afrikaans	
061	Albanian (including Gheg)	
062	Armenian	
063	Bengali/Bangla languages (including Rohingya)	added Rohingya (moved from 032)
064	Bantu languages (for example, Bemba, Bube, Bulu, Chichewa, Fang, Kirundi, Lingala, Nguni, Nyanji, Sesotho, Shona, Siswati, Sotho)	Kinyarwanda (new code 116)
065	Burmese, Hakha Chin languages (including Lai and Mizo)	added Lai (moved from 032), added Mizo (moved from 034)
066	no longer valid	Malay (including Calypso Malay) combined with Malay (088)
067	Cantonese	
068	Cherokee	
069	Czech	
070	Danish	
071	Estonian	
072	Finnish	
073	no longer valid	Flemish combined with Dutch (007)
074	Gbe languages (including, Adja, Aja, Ewe, Mina)	
075	Gaelic	
076	Georgian	
077	Hakka	
078	Hawaiian	
079	Icelandic	

**Georgia Department of Education
Language Codes**

080	Indonesian	
081	Kazakh	
082	Kurdish	
083	Laotian	
085	Latvian	
086	Lithuanian	
087	Macedonian	
088	Malay (including Calypso Malay)	
089	Mandarin	
090	Mande languages (including Bambara, Gio, Soninke)	
091	Micronesian and Polynesian languages (including Kosraean, Mokilese, Norfolk, Pohnpeian, and Tahitian)	Kosraean, Mokilese, Norfolk, Pohnpeian, and Tahitian moved from Other Asian (032)
092	Mohawk	
093	Mongolian	
094	Nepali	
095	Norwegian	
096	Middle Eastern languages (including Balochi)	
097	Nigerian languages (including Bini, Boky, Edo, Gokana, Hausa, Igbo, Ogoni, Urhobo)	Yoruba (new code 117)
098	South American Indian languages (including Aymara, Guarani, and Ixil)	
099	Sindhi	removed 'Pakistani'
100	Pashto/Pushtu	
404	Patois/Patwa	removed - please see Jamaican Creole (53)
102	Samoan	
103	Sign Languages	
104	Slovak	
105	Turkmen	
106	Uzbek	
107	Welsh	
108	Senegal Languages (including Fulani, Mandinka or Mandingo, and Wolof)	added Mandingo (from 031)
109	Sudan Languages (including Kuku, Masalit, or Shilluk)	Dinka (new code 118)
110	Chad Languages (including Kaba, Sara)	new code
111	Karen languages (including Karenni)	wording change; no codes changed
113	Tamil	split from Other Indian Languages (034)
114	Telugu	split from Other Indian Languages (034)
115	Marathi	split from Other Indian Languages (034)
116	Kinyarwanda	split from Bantu (064)
117	Yoruba	split from Other Nigerian Languages (097)
118	Dinka	split from Sudan Languages (109)
119	Amharic	split from Ethiopian/Eritrean Languages (003)
120	Tigrinya	split from Ethiopian/Eritrean Languages (003)
121	Afar	split from Ethiopian/Eritrean Languages (003)
122	Eritrean Languages (Including Kunama, Tigre)	split from Ethiopian/Eritrean Languages (003)
123	Ethiopian languages (including Oromo, Sidaama)	split from Ethiopian/Eritrean Languages (003)

Georgia Department of Education

3 of 4

July 1, 2022

**Georgia Department of Education
Language Codes**

124	Sango	split from Other African Languages (031)
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Monitoring Updated Home Language Survey (HLS)

All public-school systems in Georgia are required to use a Home Language Survey (HLS) (See Appendix) at the time of enrollment to identify the primary (home) language(s) of all Kindergarten-Grade 12 students enrolled in the public school system. If the students are 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 English Language

Proficiency (ELP) screener to identify whether they are or are not English learners entitled to English language instructional programs.

- Baldwin County registration staff will give families the HLS **at the time of enrollment** and not after that. The HLS is a one-time document that takes place during online registration (OLR) for all students in the district. The HLS must be signed and dated.
- Parents may not decline to complete the HLS.
- Registrars will ensure that all families have completed the HLS before registration is considered complete.
- The HLS is available in two languages, English and Spanish. If parents need language assistance, Baldwin County will use their Language Line translation services to interpret in the parent's primary language orally.
 - Translations are available on the Baldwin County ESOL homepage.
 - If a written translation is not practicable, the Baldwin County School System will offer oral interpretation of the written information. See the Translation and Interpretation section of this document.
- The HLS will be filed in the student's permanent record.
- When a student enrolls from another district, Baldwin County will make every effort to obtain the original HLS from the previous district. If the original HLS cannot be located, the Baldwin County registrar will use transferring school records, original screener results, or the latest ACCESS test results for ELL assessment.
- All students enrolling in a U.S. school for the first time must answer the state-required three HLS questions in order. However, the EL records of all transferring students must be used to identify whether the in-state or out-of-state transfer student is an EL or not.
 - The state required three questions on the Home Language Survey:
- *Which language does your child **best** understand and speak?*
- *Which language does your child **most** frequently speak at home?*
- *Which language do adults in your home **most** frequently use when speaking with your child?*
- For students new to U.S. schools, including Kindergarten students and recently arrived immigrants, if the answer to any of the three State-Required Home Language Survey Questions indicates a language other than English, the student has a Primary Home Language Other Than English (PHLOTE) and, as such, is considered a potential English Learner and must be administered the state-required grade-level appropriate ELP screener. Since this is part of a school's legal obligation to potential EL students, parental permission is **not** required to administer the ELP screener.
- If the answer to all three questions is English, the student is NOT a potential English learner and should not be administered the ELP screener. Transfer students' original HLS (signed, dated, and in a language parents understood) and prior EL documents take precedence in this process.
- If the answers to all three questions are multiple languages, the school must interview the parents to determine which language is the child's primary or dominant language or to determine if the family is multilingual, multi-literate, and/or multicultural and whether

the student is simultaneously or concurrently developing two or more languages and whether the student is just as proficient in one language as the other(s).

Multilingual/Multiliterate Home Language Environments

The Georgia Department of Education provided this guidance in 2021 to provide a solution for situations that impact multilingual and multiliterate students.

When parents report two primary home languages, one of which is English, the statewide standardized procedure is to identify this student as a potential English learner and to screen him or her for English language proficiency. If the student qualifies as an EL, schools usually identify the primary home language as non-English since both primary home languages cannot be simultaneously recorded in Infinite Campus.

However, some families are multilingual and multilingual and believe their child is concurrently developing proficiency in two or more languages. Therefore, each language is just as “primary” as the other(s). Educational research literature calls these children simultaneous bilinguals or multilinguals to distinguish them from sequential bilinguals/multilinguals. With the rise in dual language programs in Georgia and the influx of multilingual-multiliterate families, this scenario requires schools and school systems to develop an alternate set of HLS procedures. If a parent of a developing multilingual child feels that the ELP screening process discriminates against multilingual-multiliterate families, the parent may request a Multilingual Home Language Survey (MLL HLS) Amendment.

The following steps need to be taken when completing the MLL HLS Amendment:

- Contact the District ESOL Coordinator
- If the District ESOL Coordinator deems the request plausible, the parent will be given the opportunity to complete the MLL HLS Amendment
- When parents report two primary home languages, one of which is English, the second half of the HLS determines the primary language and whether the child should be screened for English proficiency. Families will choose one sentence that best describes their child’s primary language per GaDOE guidelines:
 - My child understands and uses only the home language and **no English**.
 - My child understands and uses mostly the home language and **a little English**.
 - My child understands and uses the home language and English **equally**.
 - My child understands and uses **mostly English** and only a little of the home language.
 - My child understands and uses **only English**.
- Submit the original (Georgia) HLS and amendment form signed by the parent for the District ESOL coordinator’s signature.
- The District ESOL Coordinator will send a copy to the registrar to place in the student’s permanent record and the SIS registrar to upload into SLDS.
- The SIS registrar ensures that all families complete/have completed the HLS when entering the Baldwin County School District.

Erroneously Identified EL/Incorrect Language

Parents may occasionally report an incorrect HLS, which leads to incorrectly identifying students as an EL. This can be caused by a parent's misunderstanding and incorrect completion of the HLS. When misidentification of an EL occurs because of an incorrect HLS, the following procedures should be followed:

1. The parent notifies the teacher, school, or district that the original Home Language Survey answers are incorrect.
2. If the ESOL District Coordinator determines that the request is plausible, the parent should be given the opportunity to complete a Home Language Survey Addendum (See Appendix), which requires the parent's signature to be notarized. (The HLS Addendum should be in a language that the parents have indicated they can understand.)
3. The District ESOL Coordinator will approve the new HLS Addendum, after which the school will proceed to take the next steps based on the new HLS.
4. If the next steps require a status change, the District ESOL Coordinator will code the student as incorrect (I) in Infinite Campus and use the EL= I code for the remainder of that school year to show that the student was incorrectly identified as an EL. After the June 30th student record sign-off is completed, the student will be coded as EL= N from then on.
5. The LEA will keep all documentation in the student's file and report to GaDOE via the secure Portal messaging system and by June 30th, the following:
 - a. Student's Name
 - b. Student's Grade Level
 - c. Parent's Reason for Change
 - d. Name of District ESOL Coordinator who approved the Status Change
 - e. Former Status Code
 - f. New Status Code
 - g. Date Status Change Effective

Note: In the event a primary or home language other than English was reported inaccurately by a staff member and the student's primary language is English, contact the District ESOL Coordinator

As part of the registration and data collection processes, the parent/guardian preferred language field is available in Infinite Campus and should be used to send out communication:

Monitoring Initial ELP Screening Processes for 1st Enrollment in U.S. Schools

Is this the student's first-time enrollment in a U.S. school?

1. Parent completes HLS.
2. If a language other than English is indicated for any of the three state-required questions, the student has a *Primary Home Language Other Than English* (PHLOTE) and, as such, is considered a potential English learner.

3. Administer the appropriate ELP Screener.
4. Follow the state ELP Screener criteria to determine whether the potential EL qualifies to be classified as an English learner.
5. Enter student information appropriately in Infinite Campus (IC).

ELP Screener Options

For students new to U.S. schools, including Kindergarten students and recently arrived immigrants, if the answer to any of the three state-required questions indicates a language other than English, the student has a Primary Home Language Other Than English (PHLOTE) and, as such, is considered a potential English Learner and must be administered the state-required grade-level appropriate ELP screener. Since this is part of a school's legal obligation to potential EL students, parental permission is **not** required to administer the ELP screener.

Exception 1: ELs (English learners) who transfer from another school district and have official records to support their pre-determined eligibility and services within the past year should be accepted and placed in ESOL classes without screening.

Exception 2: If a PHLOTE student was screened in a non-WIDA state and was found not eligible by that state's criteria, the school should rescreen using the appropriate WIDA eligibility assessment to ensure that the student is adequately prepared to take Georgia content assessments. Schools may waive this requirement if the student has met the following criteria:

- Was screened for English language support assistance no more than 24 months (or the equivalent of two academic years) prior to enrollment in the current LEA; **and**
- Was enrolled and was successful in the general education program in the school he or she previously attended; **and**
- Performed at the met or exceeded level on that state's content assessments (if such assessments were required and administered in the enrolled grades).

Choosing the Appropriate Screener to Administer

Georgia is a World Class Instructional Design and Assessment (WIDA) Consortium member. As a member of the WIDA Consortium, Georgia school systems should use one of the following WIDA eligibility assessments to determine eligibility for English language assistance:

- The Kindergarten WIDA Screener (for 1st semester kindergarten – 1st semester 1st grade students)
- The online WIDA Screener 1-12 (for 2nd semester 1st grade students – 2nd semester 12th grade students)

NOTE: The K-WAPT has been discontinued and is no longer allowable per GaDOE.

ELP Screener Costs (Local Obligation)

ELP Screener costs must not be funded using Title III, Part A funds since the obligation to identify all EL students is part of an LEA's civil rights obligations (Lau v. Nichols, 1974).

“Because of the Title III supplanting prohibition in ESEA Title III Sec. 3115(g), which was not changed by ESSA, Title III funds may not be used to satisfy an LEA’s civil rights obligations to ELs. The legal obligations of an LEA under the civil rights laws are independent of the amount or type of state or federal funding received.

An LEA may not use Title III funds for identification of ELs, including costs of administering a screening assessment, home language survey, or related tools (See Title III Non-Regulatory Guidance Addendum, Topic 4). In addition, an LEA may not use Title IIIA-funded staff to administer ELP Screeners or assessments. If staff are split-funded with local or state fund sources, the local/state portion may be used to fund the administration of ELP Screeners or assessments. On the other hand, private schools participating in Title III may use Title III funds for English language proficiency screener and assessment.

Monitoring ELP Screener Administration

Choosing the Appropriate Domains to Administer

WIDA Screener for Kindergarten		WIDA Screener	
Students enrolling during kindergarten registration - 1st semester Kindergarten	Students enrolling in 2nd semester Kindergarten - 1st semester Grade 1	Students enrolling in the 1st semester of the lowest grade in a grade-level cluster	Students enrolling in the 2nd semester of the lowest grade in a grade-level cluster
Administer ONLY the Listening and Speaking of the screener	Administer ALL FOUR language domain tests	Administer a lower grade cluster WIDA Screener. Example: A 4th grader enrolling 1st semester 4th grade will be administered the Grades 2-3 WIDA screener.	Administer the current grade cluster WIDA Screener. Example: A 4th grader enrolling 2nd semester 4th grade will be administered the Grades 4-5 WIDA screener.

- **1st Semester Kindergarten Listening and Speaking Domain Only:** Students enrolling during the first semester of kindergarten will only take the listening and speaking domains of the Kindergarten WIDA Screener.
- **2nd Semester Kindergarten and 1st Semester 1st Grade ALL Domains:** Students enrolling during the second semester of kindergarten and the first semester of first grade will take all four domains of the Kindergarten WIDA Screener.
 - Use the graphic below to help you choose the appropriate domains to administer.

Grade Level Administration

Grade	K	1 st		2 nd		3 rd		4 th		5 th		6 th		7 th		8 th		9 th		10 th		11 th		12 th	
Semester	All	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
Grade Cluster Form	Screener for Kindergarten	Screener for Kindergarten	1 Test	2-3 Test				4-5 Test				6-8 Test				9-12 Test									

- The online WIDA Screener 1-12 (for 2nd semester 1st grade students – 2nd semester 12th grade students)

Grade Level Administration

Grade	K	1 st		2 nd		3 rd		4 th		5 th		6 th		7 th		8 th		9 th		10 th		11 th		12 th	
Semester	All	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd	1 st	2 nd
Grade Cluster Form	Screener for Kindergarten	Screener for Kindergarten	1 Test	2-3 Test				4-5 Test				6-8 Test				9-12 Test									

WIDA Screener 1-12 Required Training

- Before screener administration, all test administrators/examiners will complete the annual required WIDA training modules for the WIDA Screener after September 1st. This can be done at <https://wida.wisc.edu/>.
- Test administrators will send completed training certificates to the District ESOL Coordinator.

Beginning of the Year Screening Timeline

Under ESEA/ESSA Sec. 3113(b)(2), a student who may be an English Learner must be assessed for such status within 30 days of enrollment in a school in the state. If the student qualifies for the ESOL program, parents must be notified within 30 days after the beginning of the school year that their child was placed in the ESOL program.

Screening Timeline after the Beginning of the Year

Under ESEA/ESSA Sec. 3113(b)(2), a student who may be an English Learner must be assessed for such status within 30 days of enrollment in a school in the state. If the student qualifies for the ESOL program, parents must be notified within two weeks after placement in the ESOL program.

Documenting ELP Screening Irregularities

Every effort should be made to follow the state and local processes for administering ELP screeners. If a testing irregularity is discovered, it must be appropriately documented using Baldwin County's WIDA Screener Irregularities Documentation Form. Examples of irregularities include:

- Incorrect grade-level screener administered
- Incorrect language domain subtests administered
- Screener administered by non-WIDA certified or untrained staff

- Screener administered without appropriate accommodations to a student with disabilities or with suspected disabilities
- Screener was administered to an English-only student
- Screener was administered to a transfer student with existing EL status, such as EL=Yes, EL=1, EL=2, EL=3, EL=4, and EL=F.

NOTE: The Baldwin County WIDA Screener Irregularities Documentation Form must be submitted to the District ESOL Coordinator and placed into the student's EL permanent record.

In addition to completing the Baldwin County WIDA Screener Irregularities Documentation Form, test administrators responsible for committing a testing irregularity will receive a written warning and must complete the appropriate screener training a second time. If the same test administrator commits another testing irregularity, the test administrator will lose testing administration rights. The District ESOL Coordinator and/or Lead ESOL teacher will run monthly screener reports to monitor for irregularities.

Students with Significant Cognitive Disabilities

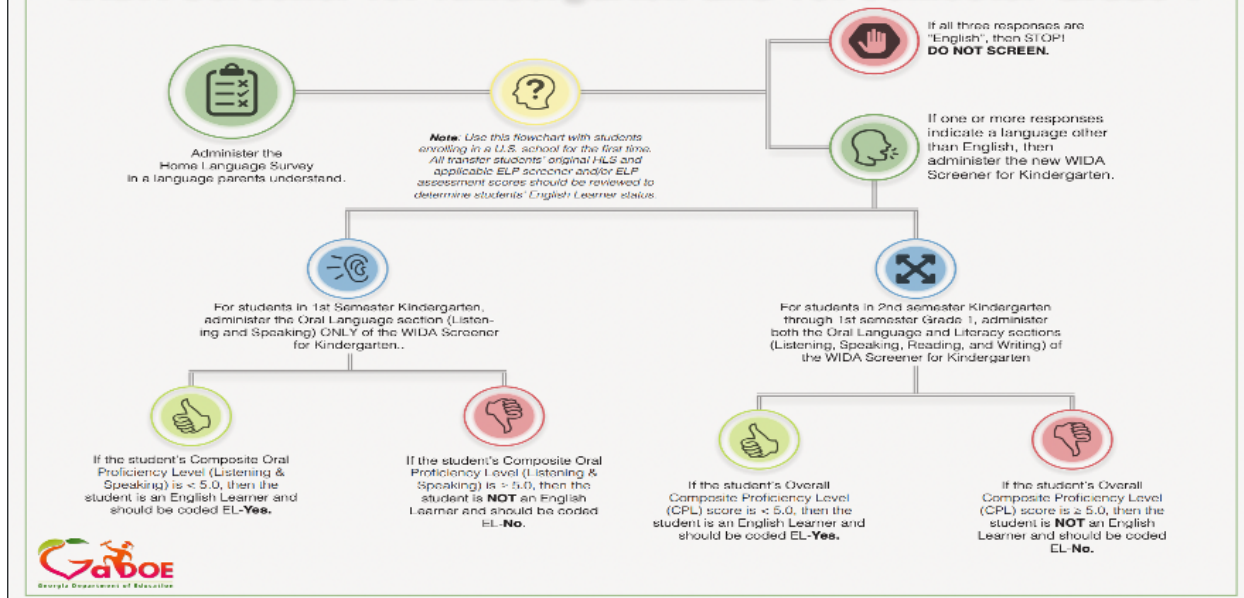
WIDA English Language Proficiency (ELP) Screeners may not be valid for making EL eligibility determinations for students who have been identified as non-verbal or with a significant cognitive disability. To determine whether the student qualifies as an English Learner, a committee consisting of the parent, an ESOL teacher, the classroom teacher, a special education educator, and a school administrator should be convened to discuss the best educational option for the student. The committee meeting minutes should be maintained in the student's permanent record, along with notes supporting the committee's decision. This decision may be revisited at any time.

Students with Disabilities that Preclude Assessment of One or More Language Domains

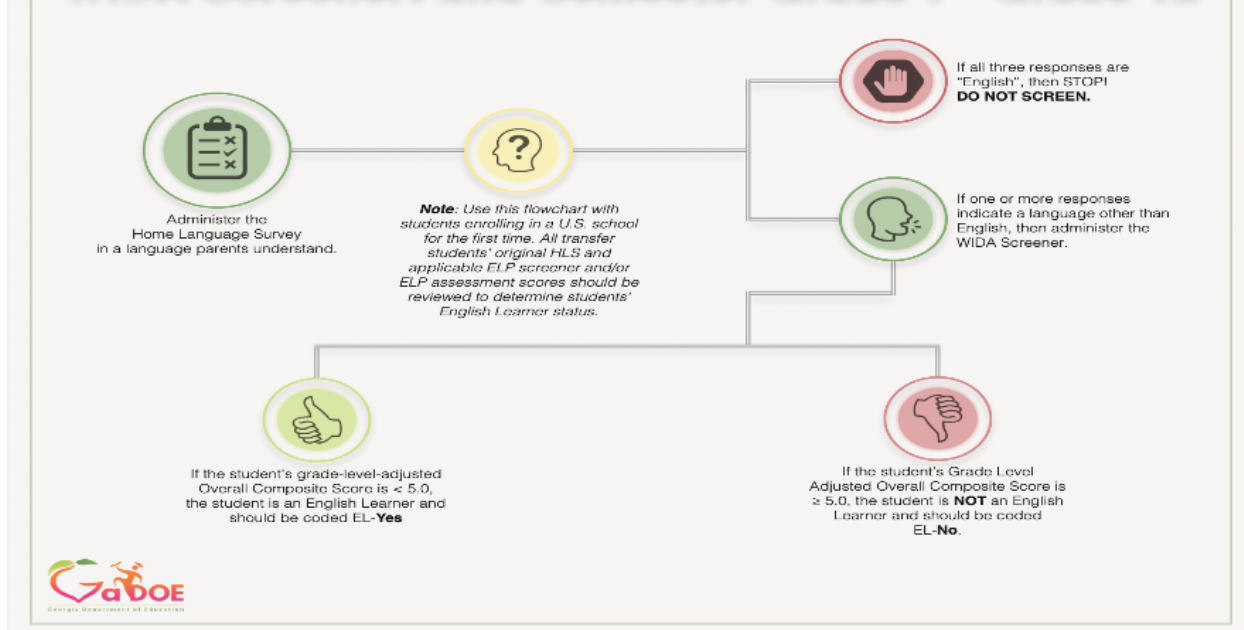
WIDA ELP screeners may not be valid screeners for making EL eligibility determinations for students whose IEP precludes the assessment of one or more language domains. **Students who are deaf, blind, and non-verbal would be considered as having a disability that precludes assessment in one or more language domains.** 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 decision should be maintained in the student's cumulative record along with evidence supporting the committee's decision. This decision may be revisited at any time.

Monitoring Eligibility Criteria (GaDOE Flowcharts)

English Learner (EL) Entrance Procedures WIDA Screener for Kindergarten and 1st Semester Grade 1



English Learner (EL) Entrance Procedures WIDA Screener: 2nd Semester Grade 1 - Grade 12



Monitoring Data Quality

Date of ELP Screener

The DATE OF ELP SCREENER is the testing date a student is screened for the ESOL program and is determined to be an English Learner (EL = 'Y') student. This date must match the eligibility date in the EL tabs in Infinite Campus.

- The date must be in the format yyyyymmdd where ‘yyyy’ is the complete year (e.g. ‘2002’)
- ‘mm’ is the month (01-12)
- ‘dd’ is the date (01-31)

NOTE: For transfer EL students, indicate the date the ELP Screener was administered in the previous/transferring LEA. *This is NOT the date the EL student enrolls in BCSD’s ESOL Language Program.*

EL Eligibility Criteria

For students who are **eligible**:

- The ESOL teacher or District ESOL Coordinator will complete a Parent Notification of Student Eligibility for ESOL Language Program.
 - Make two copies of the form.
 - Put one copy in the student’s permanent record and send one copy to the student’s parents or guardians.
 - Home Language Survey (HLS)
 - Registration Documentation
 - Kindergarten WIDA Screener or WIDA Screener results
 - The SIS registrar will enter the appropriate coding responsibilities
§ SLDS ELP Screener Application

For students who are **ineligible**:

- The ESOL teacher or District ESOL Coordinator will complete a Notification of Ineligibility Form.
 - Make two copies of the form.
 - Put one copy in the student’s permanent record and send one copy to the student’s parents or guardians.
 - Home Language Survey (HLS)
 - Registration Documentation
§ SLDS ELP Screener Application
 - Kindergarten WIDA Screener or WIDA Screener results

Infinite Campus

The Date of the ELP Screener is called "Identified Date" in Infinite Campus and appears on the first page of the English Learner Information Tab. The SIS Coordinator or the District ESOL Coordinator will input the Date the ELP Screener was administered in the "Identified Date" section (see below) and EL Screener tab. In addition, the same date must be entered in the EL Screener tab along with the student’s specific language, country of origin, and ESOL in other systems.

Monitoring EL Identification Processes for Transfer Students

In-State Processes

Has the student been enrolled in a GA school before? (In-state transfer)

1. Identify whether the student is an English learner or not **based on the transferring school district's records and/or the original HLS, original screener, or the latest ACCESS for ELLs** assessment in SLDS.

2. Check the student's previous enrollment history in SLDS (you will need the counselor's or administrators' assistance with this since you will not have access).

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 prior school district entrance/exit criteria for that year.

4. Make every effort possible to obtain prior EL records within **seven days**. Contact the District ESOL Coordinator for assistance.

Out-of-State Processes

Has the student been enrolled in a U.S. school in another state? (Out of State Transfer)

Identify whether the student is an English learner or not **based on transferring school district's records**.

Call the previous school or district and ask for:

- The original Home Language Survey (HLS),
- Screening documents
- English Language Proficiency (ELP) testing results

3. If you are unable to contact the school, please contact the District ESOL Coordinator for assistance.

ELs who transfer from another state/district within the United States or from a Department of Defense School and have official records to support their pre-determined eligibility and services within the past year will be accepted into Baldwin County schools and will place the student accordingly in ESOL.

If the record of an ELP Screener or ELP assessment is not available for a potential EL student who has transferred from out of state, or records cannot be obtained within the federal timeline of 10 days, it will be necessary for ESOL teachers to take steps to ensure that schools meet the appropriate deadlines for notifying parents of a child's placement in a language instruction educational program (ESOL).

If a student was screened in a **WIDA state** and found **NOT eligible** as an English Language Learner, the student may NOT be screened again or at any future date for reconsideration of eligibility. *Contact the District ESOL Coordinator for guidance.

If a student was screened in a **NON-WIDA state** and was found **NOT eligible** by that state's eligibility criteria, the ESOL teacher CAN rescreen after consultation with the District ESOL Coordinator using the appropriate WIDA eligibility assessment if there is evidence that the student's level of English language proficiency will be/is a barrier to meeting Georgia's Standards of Excellence.

Schools **CANNOT reconsider re-screening** when the NOT eligible, NON-WIDA transferring student:

- Was screened more than 24 months (or the equivalent of two academic years) prior to enrollment in a current BCSD school and
- Was enrolled and successful in the general education program in the previous school and
- Performed at the meets or exceeds level on that state's content assessments (if such assessments were required and administered in the enrolled grades).

Monitoring Maintenance of Student Record

ELP Screener Date Unavailable for Out-of-State or In-State Transfer EL Students When BCSD is unable to determine with certainty the Date of an ELP Screener for Out-of-State or In-State Transfer EL Students, the District ESOL Coordinator will construct this date as follows:

- Determine the school year for the earliest ELP assessment results.
- 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 screener can be resolved by providing an explanation.

Monitoring EL Exit Procedures

Monitoring State Exit Criteria – Clear Exits

Baldwin County will ensure that students who met the clear exit criteria on the latest WIDA ACCESS or who were reclassified based on the LEA's Grades 1–12 flexibility exit criteria are recorded as EL=1 in the Student Information System (SIS) to provide quality data to the state in October FTE.

Baldwin will record the DATE OF EL EXIT as June 30 in SIS for FTE Cycle 1 in October and will use a July or August exit date only as necessary for students with an IEP.

Record EL exit reason – CLEAR (5.0+), Reclassification, Out of state

Monitoring LEA's Exit Criteria – Reclassification Exits

Baldwin County has adopted an overall composite proficiency level between 4.5 and 4.9 for exit and reclassification purposes. An EL Reclassification Team must be convened for each EL student scoring at or above the LEA chosen criteria up to CPL 4.9.

The District ESOL Coordinator, Lead ESOL teacher, School Administrator, and Teacher of Record will follow the procedures below to determine if the student should exit the ESOL program.

1. Hold an English Learner Reclassification Review Committee Meeting.

2. Complete the English Learner Reclassification Review Form during the meeting.
3. The committee will make one of the following determinations:
 - a. The student should continue in the ESOL program.
 - b. The student should exit from the ESOL program.
4. For students who exit, the ESOL teacher will complete the Notification of Exit Form in a language the parent can understand, place a copy into the ESOL student's permanent record, and send a copy home to the parent.

Special note: An English Learner Reclassification Review Committee Meeting must be held for ALL students who have CPL scores between 4.5 -4.9 AND literacy scores greater than or equal to 4.5.

Monitoring WIDA *ACCESS* / *Alternate ACCESS* assessment data review procedures & timelines

Exit Criteria for ACCESS: Kindergarten

All Kindergarten EL students whose ACCESS scores meet the following criteria must exit the ESOL program:

- Overall Composite Proficiency Level (CPL) is greater than or equal to 5.0 AND
- Listening, Speaking, and Reading domains are each greater than or equal to 5.0 AND
- Writing scores must be greater than or equal to 4.5.

Exit Criteria 1st – 12th Grades ACCESS

All 1st-12th grade EL students whose ACCESS scores meet the following criteria must exit the ESOL program:

- Overall Composite Proficiency Level (CPL) is greater than or equal to 5.0.

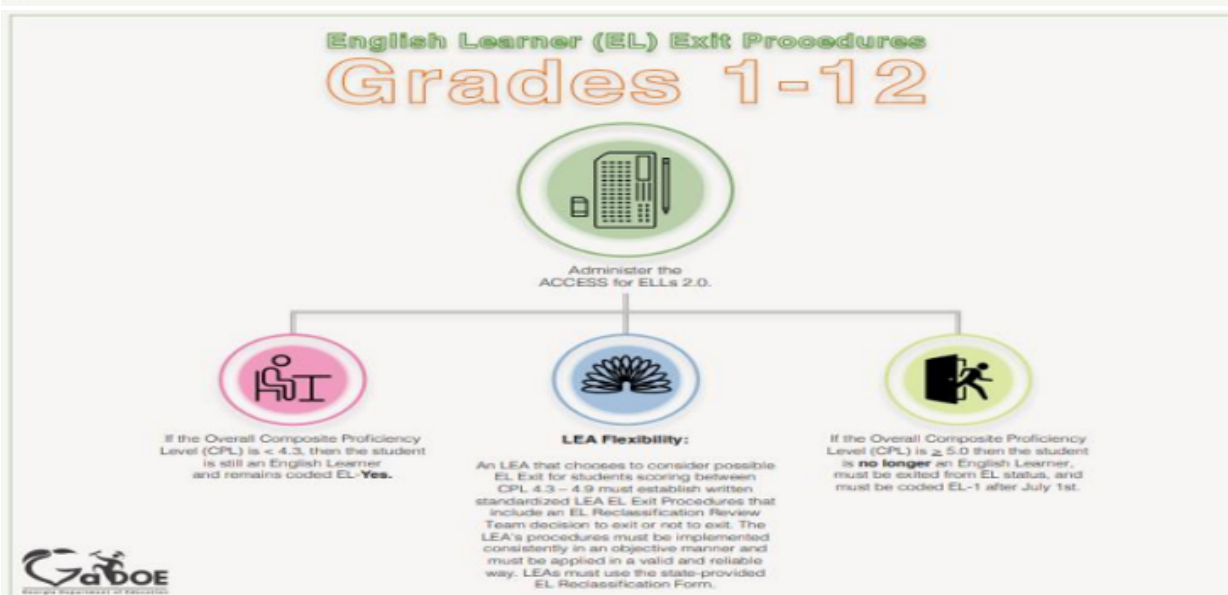
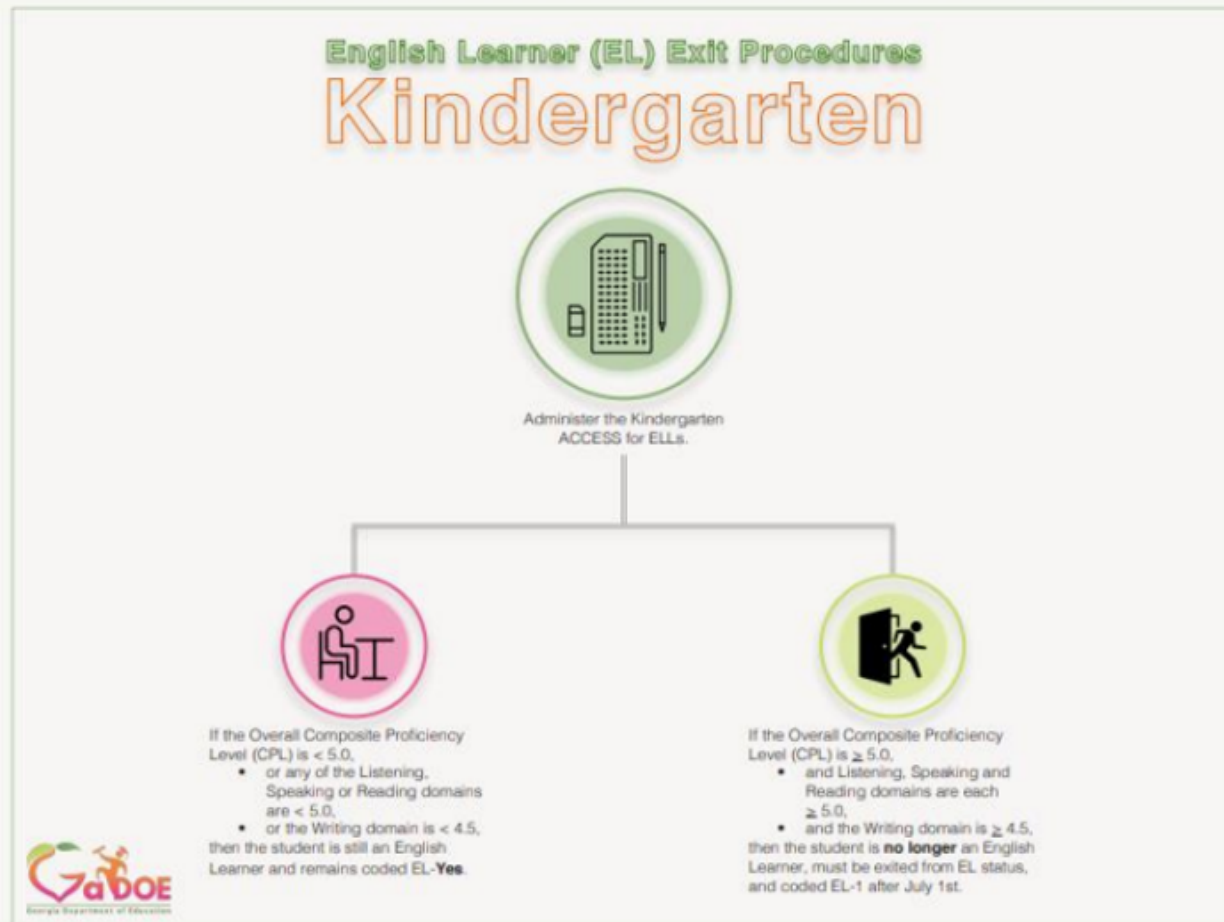
Exit Criteria Alternative ACCESS

The IEP Team will serve as an English Learner (EL) Reclassification Team and will meet to determine if an EL who was assessed using the Alternate ACCESS is eligible to exit the ESOL program when the student has reached the criteria below:

- Alternate ACCESS overall Composite Proficiency Level (CPL) is P2 (Emerging) for two consecutive years with IEP team recommendation **OR**
- Any other Alternate ACCESS overall Composite Proficiency Level (CPL) is the same score for three consecutive years with IEP team recommendation. For example, a student who received an overall CPL of Level A3 (Engaging) for three consecutive years is eligible for exiting ESOL services with IEP team recommendation.
- The IEP team will use the EL Reclassification/IEP Team Rubric for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above.

- IEP teams considering reclassifying EL/SWD who have met the Alternate ACCESS criteria may want to finalize any possible EL status changes within 30 days of the beginning of the school year and before the October FTE count.

Monitoring Exit Criteria for WIDA *ACCESS* / *Alternate ACCESS* (GaDOE Flowcharts)



Standardized Statewide English Learner (EL) Exit Procedures for English Learners with Disabilities who Participate in the Alternate ACCESS for ELLs® Assessment

The state has established that a student's Individual Education Program (IEP) Team may recommend exiting from EL status an English learner with significant cognitive disabilities who has been assessed yearly on WIDA's Alternate ACCESS for ELLs® English Language Proficiency (ELP) assessment when the student has reached the standardized statewide threshold as stated below. In order to make this recommendation, the IEP team will have documented evidence that the EL student's English proficiency is no longer a barrier to full participation in the student's individualized program of instruction with supports as established in the IEP.

Alternate ACCESS Threshold for considering EL Exit:

Alternate ACCESS **Overall CPL P2 (Emerging)** for two consecutive years with IEP Team recommendation **OR** any other Alternate ACCESS Overall CPL – **the same score** – for three consecutive years with IEP recommendation.

EL Exit Procedures:

The IEP Team will serve as an *English Learner (EL) Reclassification Team* by completing the state-provided **EL Reclassification / IEP Team Rubric** for English Learners with significant cognitive disabilities who have met the state's established Alternate ACCESS Threshold for considering EL Exit, as stated above. (See Rubric on next page.)

Post-exit Procedures:

- For two school years, the exited student's progress toward IEP goals must be monitored by designated ESOL and Special Education personnel to ensure the student's English proficiency is not a barrier to full participation in classroom instruction and assessment in English. Monitoring documentation will be maintained in the exited student's permanent/cumulative records.
- The IEP team with a 2nd language specialist could revisit the EL Reclassification decision during the two-year post-exit period of monitoring student's progress, if the team determines the student would benefit from language assistance services as provided by the ESOL language program.

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Richard Woods, Georgia's School Superintendent
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Monitoring Reclassification Criteria & Process (when applicable)

Baldwin County has adopted an overall composite proficiency level between 4.5 and 4.9 for exit and reclassification purposes. An EL Reclassification Team must be convened for each EL student scoring at or above the LEA chosen criteria up to CPL 4.9.

The District ESOL Coordinator, Lead ESOL teacher, School Administrator, and Teacher of Record will follow the procedures below to determine if the student should exit the ESOL program.

1. Hold an English Learner Reclassification Review Committee Meeting.
2. Complete the English Learner Reclassification Review Form during the meeting.
3. The committee will make one of the following determinations:
 - a. The student should continue in the ESOL program.
 - b. The student should exit from the ESOL program.
4. For students who exit, the ESOL teacher will complete the Notification of Exit Form in a language the parent can understand, place a copy into the ESOL student's permanent record, and send a copy home to the parent.

Special note: An English Learner Reclassification Review Committee Meeting must be held for ALL students who have CPL scores between 4.5 -4.9 AND literacy scores greater than or equal to 4.5.

Collaboration with Special Education for IEP/Reclassification

The District ESOL Coordinator and Lead ESOL teacher work collaboratively and directly with the special education department to ensure that dual-exceptional students are correctly identified and served according to their needs. For IEP/Reclassification meetings, the District ESOL Coordinator, Lead ESOL teacher, School Administrator, and Teacher of Record will follow the procedures below to determine if the student should exit the ESOL program:

- Hold an English Learner Reclassification Review Committee Meeting.
- Complete the English Learner Reclassification Review Form during the meeting.
- The committee will make one of the following determinations:
 - The student should continue in the ESOL program.
 - The student should exit from the ESOL program.

Monitoring Procedures for Assessing Students with Less Than Four Domains

Under the ESSA, as determined by the student's IEP team or 504 Plan, if a student's disability is directly related to a domain for which there are no appropriate accommodations, the student may be exempt from taking that language domain assessment.

Note: 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 System

Assessment Director should seek counsel from the GaDOE Assessment Division, who would consult with Special Education and EL Learner Programs.

In April 2019, the state established that an English Learner (EL) with disabilities whose disability precludes assessment of one or more language domains should be considered for exit from English learner status when the student has met the following state-established criteria using a GaDOE-provided Designate Composite Proficiency Level (D-CPL).

Monitoring Maintenance/Use of State-Issued D-CPL

1. Administer the appropriate WIDA ACCESS for ELLs® or Alternate ACCESS language domain tests to the EL student as established in the IEP and/or IAP (504 Plan).
2. For each language domain test not administered, clearly mark Do Not Score. The District ESOL Coordinator will provide school administrators and ESOL teachers with a list of students who meet the flexibility criteria for exit.
 - a. Reason code of SPD (Student's Program/Plan team's Decision code) in the student test booklet or in WIDA AMS.
 - b. If the domain was not tested due to an IAP and not an IEP, please notify the District ESOL Coordinator, who will notify the System Test coordinator, who will notify GaDOE Assessment, Special Education, and ESOL offices.
 - c. **NOTE:** Although the WIDA ACCESS Individual Student Report will only show results for the language domains administered and will not include composite proficiency levels, the report should still be shared with parents in a language they understand.
3. Using WIDA-provided language domain scale score tables, the GaDOE Assessment & Accountability Division will assign the lowest exit score for the missing language domain(s) to allow an overall composite proficiency level calculation.
4. The GaDOE Assessment & Accountability Division will calculate a designated composite Proficiency Level (D-CPL) for each EL student whose WIDA ACCESS score results are missing one or more language domains.
5. The GaDOE Assessment & Accountability Division will provide the school system with an ACCESS Designate Composite Proficiency Level (D-CPL) for each one of these EL students.
 - a. Typically, this occurs in August.
6. After receiving the GaDOE-generated D-CPL, the appropriate standardized statewide EL exit criteria for the ACCESS for ELLs® or the Alternate ACCESS threshold for considering EL Exit would then be applied to determine whether the EL student will exit EL status or not.

Monitoring Implementation of Title IIIA Funded Language Instruction Educational Program (LIEP) Activities

Baldwin County will review the implementation and effectiveness measures of the LIEP activities from the previous year to determine the continuation of the program(s) or the need for something else.

Monitoring Implementation of Title IIIA Funded EL-Focused Professional Development (PD) Activities

Baldwin County's EL population continues to grow at unprecedented rates. Baldwin County needs ESOL teachers, especially at the middle and high school levels. More teachers would mean push-in services and more direct classes for EL students.

Monitoring Implementation of Title IIIA Funded EL Parent, Family, and Community Outreach (PFCO) Activities

As Baldwin County's EL population continues to grow, our family literacy outreach program will also need to grow. Baldwin currently supports a local church that provides free literacy classes; offering consistent literacy classes with a focus on helping your child will benefit all of our families.

Monitoring Implementation of Title IIIA Funded Immigrant Program Activities (when applicable)

Baldwin County currently has no identified immigrant students currently.

Monitoring Effectiveness of Title IIIA-funded Program (LIEP, PD, PFCO) Activities

Gathering and Analyzing Evidence-Based Research on each Title IIIA Funded Activity, Strategy, and Intervention LIEP, PD, and PFCO)

Baldwin County believes in evidence-based research for all programs; therefore, no program is purchased unless it is research-based.

LIEP

Raz-Kids Plus/Raz-Kids Plus ELL - Raz-Plus Meets ESSA's Highest Standard: Strong Evidence. This study employed a randomized control trial design across multiple sites. The study results show that the treatment had a positive and statistically significant impact on relevant outcomes. The Raz-Plus ELL Edition combines all the resources of Raz-Plus, as well as a collection of WIDA, TESOL, and CCSS-aligned resources designed specifically for ELLs. With this online solution, you have access to hundreds of time-saving ELL-specific resources with integrated grammar and vocabulary support. Raz-Plus demonstrates a statistically

significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented experimental study.

ESOL Endorsement – The Endorsement prepares educators to demonstrate competency in addressing the instructional, language, and cultural needs of students whose first language is not English in the Georgia Public Schools. The ESOL endorsement endeavors to abide by and provide expertise per PSC rule 505-3-.89.

Parent Literacy – From Colorin Coloradio: Family literacy is a new and exciting arena for improving the relationships between language-minority families and schools by situating learning experiences in the context of the family. We must look for new ways to provide useful and appropriate information about children's learning to parents who were not educated in this country, and we must learn to draw on the resources that families can offer to help bridge the home-school gap. As the field of family literacy develops, it has the chance to play a pivotal role in reshaping the education of language-minority children, a difficult yet critical challenge. Family literacy programs should be viewed not only as educational opportunities for families but as social ones. Research suggests that immigrant families often feel isolated from the school (Delgado-Gaitan 1990; Flores, Cousin, and Diaz 1991) and can benefit from sharing their experiences and knowledge.

Gathering and Analyzing Evidence of Effectiveness in Local Context for each Title IIIA Funded Activity, Strategy, and Intervention (Language Instruction Education Programs (LIEPs), Professional Development (PD), Parent, Family, and community Outreach (PFCO)

LIEP

Adios - Effectiveness Measure - Every unit has an interpretive, interpersonal, and presentational assessment that addresses language proficiency goals for all students

Raz-Kids Plus/Raz-Kids Plus ELL - Effectiveness Measure - Benchmark assessments are built into the program to track individual student progress.

ESOL Endorsement

Effectiveness Measure:

1. Completion of course
2. Implementation of lessons
3. Parent Literacy

Effectiveness Measure:

1. Pre-Test Questions
2. Post-Test Questions
3. Survey

Gathering/Analyzing other Relevant Summative Data

ELP Assessment Participation Rates

In 2022-2023, Baldwin County had a 100% participation rate.

EL Exit Rates (by system and school levels)

In 2022-2023, the state EL Exit Rate was 9.94%, and Baldwin County's EL Exit Rate was 11.9%.

CCRPI School Accountability Data

Content Mastery (EL Subgroup)

Middle School

- ELA – Level 1: 70.83% Level 2: 8.33% Level 3: 16.67% Level 4: 4.17%
- Math – Level 1: 29.17% Level 2: 37.50% Level 3: 33.33% Level 4: 0.00%

Elementary School

- ELA – Level 1: 41.67% Level 2: 16.67% Level 3: 29.17% Level 4: 12.50%
- Math – Level 1: 25.00% Level 2: 33.33% Level 3: 33.33% Level 4: 8.33%

Progress Toward English Proficiency

In 2025, Baldwin County English Learners' Readiness rate was 45.83% for at or above grade level reading .

Title IV-A

Title IV, Part A, Student Support and Academic Enrichment (SSAE) grants are intended to improve students' academic achievement by increasing the capacity of schools 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).

Since the Baldwin County School District's Title IV allocation is greater than \$30,000, we are required to budget and spend Title IV funds as follows:

- At least 20% to support well-rounded educational opportunities

- At least 20% to support safe and healthy students
- Some portion to support effective use of technology.

All uses of Title IV funds must be based upon the results of the District's Comprehensive Needs Assessment. Title IV funds must provide supplemental activities and resources, and may not be used to supplant state or local funds.

The Director of Federal Programs collaborates with other district and school leaders to determine how Title IV-A funds will be spent following the completion of the comprehensive needs assessment process in which a variety of stakeholders participate.

Title IV-B

The purpose of Georgia's Title IV, Part B, 21st Century Community Learning Centers Program is to provide academic enrichment opportunities during non-school hours for children. The programs provide a safe environment for academics, particularly for math, language arts, and reading through enrichment. The focus is on embedded learning through real-world projects and activities.

The program is open to all students for registration, but is voluntary and serves a target number of students. Therefore, there may be a waiting list. The purpose is to provide activities that improve academic achievement, offer enrichment designed to reinforce and complement the regular school curriculum, and provide opportunities for families to be actively engaged in their child's education. The centers expose lower income or lower performing students to opportunities and activities that would not normally be afforded to them. For students who have not been successful in the regular school day, more of the same is not likely to produce success. 21st CCLC activities are often multi-disciplinary and designed to help students enjoy sessions where they simultaneously learn and master skills that have been giving them difficulty, and translate this into improvement in the regular school day.

Baldwin County School District operates two of the four 21st CCLC sites, grades K-8. Measurable goals and objectives are set and include improvement in test and classroom grades, improvement in behavior, improvement in class participation, and family satisfaction with the program.

Monitoring and Technical Assistance

A 21st Century Advisory Board made up of internal and external stakeholders meets a minimum of two times per year. Site visits by Project Director and GaDOE personnel are completed regularly. Site Reports are generated from these visits and are shared with district leadership, school administration, and site leaders, and with the program Advisory Board. An external evaluator is contracted to complete site visits, formative reports, summative reports, and focus groups. Attendance and other data is entered into GaDOE Afterschool 21 (Cayen) database. Regular reporting is generated by Data Specialist. Each year, 21st CCLC undergoes an onsite monitoring or (at minimum) a pre-monitoring or desktop monitoring.

Title V-B

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. The RLIS program is an initiative that provides grant funds to rural LEAs that serve concentrations of children from low-income families.

IDEA

IDEA procedures, including those for SST, Child Find, Evaluation/Reevaluation, Eligibility, and Discipline, can be found in the Baldwin County School District's Special Education Procedures Manual. [Program for Exceptional Children Manual](#)