

History Log

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - History Log

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	12/1/2023 11:56:21 AM	Eric Hoehn	After receiving updated guidance from McKinney-Vento specialist, LaDonna Rudolph, transportation costs are not allowable within a homeless set aside. Upon next revision, please update budget narrative for 1100/400s to remove transportation costs from homeless set aside. If further guidance is needed, please reach out to region specialist, Eric Hoehn, or McKinney-Vento specialist, LaDonna Rudolph.	C
	10/30/2023 9:17:08 AM	Jason Isaacs	Status changed to 'ALSDE Consolidated Director Final Approved'.	S
	10/30/2023 9:17:03 AM	Jason Isaacs	Status changed to 'ALSDE Consolidated Team Administrator Approved'.	S
	10/30/2023 9:01:55 AM	Eric Hoehn	Status changed to 'ALSDE Consolidated Specialist Approved'.	S
<input type="checkbox"/>	10/30/2023 8:58:29 AM	David Stover	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/30/2023 8:58:29 AM	David Stover	Status changed to 'LEA Superintendent/Authorized Representative Approved'.	S
	10/30/2023 7:33:20 AM	Amy Davis	Status changed to 'LEA Chief Financial Officer Approved'.	S
	10/30/2023 7:29:10 AM	Adam Hopper	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	10/25/2023 3:22:09 PM	Adam Hopper	See attachment. Attachment(s): Egap 2.0 Corrections-10-25-2023.docx	C
	10/25/2023 9:23:11 AM	Eric Hoehn	Status changed to 'ALSDE Consolidated Specialist Returned Not Approved'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/25/2023 9:23:02 AM	Jason Isaacs	Status changed to 'ALSDE Consolidated Team Administrator Returned Not Approved'.	S
<input type="checkbox"/>	10/25/2023 9:22:35 AM	Jason Isaacs	The application is being returned after a phone conversation with the LEA on 10/25/2023 to make changes to the Title I District Set-Asides.	C
<input type="checkbox"/>	10/23/2023 3:50:19 PM	Jason Isaacs	Primary Approval for Title V-B, Rural and Low Income has been granted by the Consolidated ALSDE Director/Reviewer/Final Approver. Transferred funds are locked until the entire application is approved. ES2s can be generated for any Primary Approval programs.	C
			eGAP 2.0 Home	
<input type="checkbox"/>	10/23/2023 3:48:37 PM	Jason Isaacs	Primary Approval for Title II-A, Supporting Effective Instruction has been granted by the Consolidated ALSDE Director/Reviewer/Final Approver. Transferred funds are locked until the entire application is approved. ES2s can be generated for any Primary Approval programs.	C
			eGAP 2.0 Home	
	10/23/2023 8:29:31 AM	Eric Hoehn	Status changed to 'ALSDE Consolidated Specialist Approved'.	S
<input type="checkbox"/>	10/23/2023 8:28:15 AM	David Stover	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/23/2023 8:28:15 AM	David Stover	Status changed to 'LEA Superintendent/Authorized Representative Approved'.	S
	10/23/2023 8:26:22 AM	Amy Davis	Status changed to 'LEA Chief Financial Officer Approved'.	S
	10/23/2023 8:24:22 AM	Adam Hopper	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	10/23/2023 8:19:48 AM	Eric Hoehn	After speaking with LEA via phone, application returned to adjust double reporting of 4 part-time personnel within Schoolwide Details page of consolidated application.	C
	10/23/2023 8:18:21 AM	Eric Hoehn	Status changed to 'ALSDE Consolidated Specialist Returned Not Approved'.	S
<input type="checkbox"/>	10/19/2023 2:05:32 PM	David Stover	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	10/19/2023 2:05:32 PM	David Stover	Status changed to 'LEA Superintendent/Authorized Representative Approved'.	S
	10/19/2023 8:47:06 AM	Amy Davis	Status changed to 'LEA Chief Financial Officer Approved'.	S
	10/19/2023 8:43:57 AM	Adam Hopper	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	10/19/2023 8:43:41 AM	Adam Hopper	Corrections made to correct part-time personnel in schoolwide details page and Title I-A previous and current year evaluations uploaded to related documents.	C
<input type="checkbox"/>	10/18/2023 3:04:12 PM	Eric Hoehn	After phone conversation with LEA, application returned to correct part-time personnel in schoolwide details page and Title I-A previous and current year evaluations uploaded to related documents.	C
	10/18/2023 3:02:23 PM	Eric Hoehn	Status changed to 'ALSDE Consolidated Specialist Returned Not Approved'.	S
<input type="checkbox"/>	10/17/2023 8:28:48 AM	Eric Hoehn	Program Specialist Primary Approval for Title V-B, Rural and Low Income has been granted. <u>eGAP 2.0 Home</u>	C
<input type="checkbox"/>	10/17/2023 8:28:48 AM	Eric Hoehn	Program Specialist Primary Approval for Title II-A, Supporting Effective Instruction has been granted. <u>eGAP 2.0 Home</u>	C
<input type="checkbox"/>	10/2/2023 4:00:55 PM	David Stover	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	10/2/2023 4:00:55 PM	David Stover	Status changed to 'LEA Superintendent/Authorized Representative Approved'.	S
	10/2/2023 12:05:25 PM	Amy Davis	Status changed to 'LEA Chief Financial Officer Approved'.	S
	10/2/2023 9:38:01 AM	Adam Hopper	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
<input type="checkbox"/>	10/2/2023 9:37:45 AM	Adam Hopper	Updates made. See attachment. Attachment(s): Coosa County_(019)_Public District - FY 2024 - Consolidated - Rev 0 - Findings.docx	C
<input type="checkbox"/>	9/26/2023 4:29:45 PM	Eric Hoehn	After speaking with Federal Programs Coordinator, Superintendent returned application to address findings from region specialist, Eric Hoehn (please see attached). Please reach out to region specialist, Eric Hoehn, if further guidance/assistance is needed. Attachment(s): Coosa County_(019)_Public District - FY 2024 - Consolidated - Rev 0 - Findings.pdf	C
	9/26/2023 2:30:09 PM	David Stover	Status changed to 'LEA Superintendent/Authorized Representative Returned Not Approved'.	S
	9/25/2023 2:53:20 PM	Amy Davis	Status changed to 'LEA Chief Financial Officer Approved'.	S
	9/25/2023 2:50:43 PM	Adam Hopper	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	9/25/2023 2:50:07 PM	Adam Hopper	Updated Title IV. Budget updated Nurse salary and benefits from Well Rounded to Safe and Healthy Content Area.	C
<input type="checkbox"/>	9/25/2023 2:43:08 PM	Eric Hoehn	Application returned to address recent comment related to Title IV-A.	C
	9/25/2023 2:41:58 PM	Eric Hoehn	Status changed to 'ALSDE Consolidated Specialist Returned Not Approved'.	S
<input type="checkbox"/>	9/25/2023 1:49:56 PM	Shaundalyn Elliott Johnson	The nurse is still budgeted under the wrong content area, because the salary and benefits were budgeted under the WRE Content area, but the need was identified under the SHS content area. Please make the correction on the Needs Assessment, and ensure that the nurse salary and the benefits are budgeted under the Safe and Healthy Content Area.	C
<input type="checkbox"/>	9/21/2023 2:19:16 PM	David Stover	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	9/21/2023 2:19:16 PM	David Stover	Status changed to 'LEA Superintendent/Authorized Representative Approved'.	S
	9/21/2023 9:12:10 AM	Amy Davis	Status changed to 'LEA Chief Financial Officer Approved'.	S
	9/21/2023 9:10:20 AM	Adam Hopper	Status changed to 'Draft Completed'.	S
<input type="checkbox"/>	9/21/2023 9:09:24 AM	Adam Hopper	Updates made to Title IV: 1. Nurse budgeted under wrong content area fixed. 2. Rapture expenditure added to needs assessment. 3. Laptops added to goals and objectives.	C
<input type="checkbox"/>	9/20/2023 1:17:19 PM	Eric Hoehn	Application returned to address Title IV-A findings (found in previous comment & checklist for Title IV-A)	C
	9/20/2023 1:15:00 PM	Eric Hoehn	Status changed to 'ALSDE Consolidated Specialist Returned Not Approved'.	S
<input type="checkbox"/>	9/20/2023 1:12:22 PM	Shaundalyn Elliott Johnson	The application is being returned for the following reasons: <ul style="list-style-type: none">The nurse was budgeted under the wrong content area. The salary was budgeted under the WRE focus area and the benefits were budgeted under other student support services.The raptor expenditure was not identified as a need by the needs assessment.The Effective Use of Technology expenditure was not included in the goals and objectives.	C
<input type="checkbox"/>	9/14/2023 11:29:17 AM	David Stover	Agreed to "By submitting this automated application, the local education agency is acknowledging that it understands and agrees to abide by the applicable assurances attached to this application."	C
	9/14/2023 11:29:17 AM	David Stover	Status changed to 'LEA Superintendent/Authorized Representative Approved'.	S
	9/12/2023 12:11:39 PM	Amy Davis	Status changed to 'LEA Chief Financial Officer Approved'.	S
	9/12/2023 12:05:42 PM	Adam Hopper	Status changed to 'Draft Completed'.	S

Attention Needed	Date	User	Status (S)/Comment (C)	S/C
	7/24/2023 8:14:45 AM	Adam Hopper	Status changed to 'Draft Started'.	S
	7/14/2023 10:02:42 AM	Leah Johnston	Status changed to 'Not Started'.	S

Cocoa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Allocations

	(1) Title I-A CFDA: 84.010	(2) Title I-C, Migrant Education CFDA: 84.011	(3) Title I-D, Delinquents CFDA: 84.010	(4) Title I, School Improvement CFDA: 84.010	(5) Title II-A, Supporting Effective Instruction CFDA: 84.367	(6) Title III, English Learners CFDA: 84.365	(7) Title IV, Part A CFDA: 84.424	(8) Title V-B, Rural and Low Income CFDA: 84.358	Total
Original	\$552,821.00	\$0.00	\$0.00	\$0.00	\$72,599.00	\$0.00	\$38,936.00	\$23,758.00	\$688,114.00
Incoming Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Outgoing Carryover	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Reallocated	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Additional	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Consortium	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Forfeited	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FER Released	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$552,821.00	\$0.00	\$0.00	\$0.00	\$72,599.00	\$0.00	\$38,936.00	\$23,758.00	\$688,114.00
From Title I-A, Supporting Effective Instruction									
	(1) Title I-A CFDA: 84.010	(2) Title I-C, Migrant Education CFDA: 84.011	(3) Title I-D, Delinquents CFDA: 84.010	(4) Title I, School Improvement CFDA: 84.010	(5) Title II-A, Supporting Effective Instruction CFDA: 84.367	(6) Title III, English Learners CFDA: 84.365	(7) Title IV, Part A CFDA: 84.424	(8) Title V-B, Rural and Low Income CFDA: 84.358	Total
From Title IV, Part A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$552,821.00	\$0.00	\$0.00	\$0.00	\$72,599.00	\$0.00	\$38,936.00	\$23,758.00	\$688,114.00

Consolidated Administration

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Supplemental Information

Consolidated Administration

Indicates the intention for use of the Consolidated Administration process.

Assurances

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Supplemental Information

ESSA General Assurances

Each ESSA program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

The LEA will assure the control of funds provided under each ESSA program and title to property acquired with program funds will be in a public agency, a eligible private agency, institution, or organization, or an Indian tribe, if the law authorizing the program provides for assistance to those entities.

The LEA will administer those funds and property to the extent required by the authorizing law.

The LEA will assure adoption and use proper methods of administering each ESSA program, including- The enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each ESSA program; The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation; and The adoption of written procedures for the receipt and resolution of complaints alleging violations of law in the administration of the programs.

The LEA will assure cooperation in carrying out any evaluation of each ESSA program conducted by the SDE or other Federal officials.

The LEA will use fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the LEA under each ESSA program.

The LEA will make reports to the SDE as may be necessary to enable the SDE to perform the required duties under each ESSA program.

The LEA will maintain such records, provide such information to the SDE, and afford such access to the records as the SDE may find necessary to carry out the SDE's duties.

Before the plan or application was submitted to the SDE, the LEA afforded a reasonable opportunity for public comment on the plan or application and considered such comment. Parents with students in schools served under Title I, Part A, have been afforded the opportunity to submit written dissenting views or opinions as an attachment to the LEA Consolidated Application.

The LEA will assure there are no policies or procedures that prevent, or otherwise deny participation in, constitutionally protected prayer in public schools as set forth in Title VIII, Section 8525 of ESSA and Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools.

The LEA will assure systematic compliance with requirements of the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupil Rights Amendment (PPRA) under 20 U.S.C., Section 1232(g) and 1232(h), respectively.

The LEA will assure systematic compliance with the Title VIII, Section 8528, requirement that secondary schools make student directory information available, upon request, to military recruiters unless parents of those students have opted out of providing such information.

The LEA will ensure that all federally funded preschool programs comply with standards established under 641 A (a) of the Head Start Act, if applicable.

Title I, Part A

Title I, Part A - Improving Basic Programs Operated By LEAs

The LEA plan for the implementation of Title I Part A was developed in consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.

The plan for Title I, Part A coordinates with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate.

The LEA has a plan for assisting schools to develop capacity to comply with program operation and for providing additional educational assistance to students needing help to achieve state standards, including: The use of schoolwide programs; Steps to ensure that both schoolwide program and targeted assisted program schools have qualified staff (Section 1112); Assessments results are used by schools and teachers to improve achievement (Section 1112); and School choice and supplemental education services options (Section 1111).

The LEA has a Parent and Family Engagement policy and plan as required in Section 1116, and ensures that all requirements in Section 1116 and 1112(e), Parents' Right-to-Know, are implemented systematically.

The LEA has a strategy for ensuring that children served by Title I, Part A will be taught the same knowledge and skills in all subjects and held to the same academic achievement expectations as all children.

The LEA will ensure annual assessment of English language proficiency for all limited-English proficient students.

The LEA will ensure that assessment results are promptly provided to schools, teachers and parents.

The LEA will ensure that each school the local educational agency proposes to serve will receive all the State and local funds it would have received in the absence of funds received under section 1003 A.

Title I, Part C

Title I, Part C - Education of Migratory Children

The unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through: the full range of services that are available for migratory children from appropriate local, State, and Federal educational programs; joint planning among local, State, and Federal educational programs serving migrant children, including language instruction educational programs under Part A of Title III; the integration of services available under this part with services provided by those other programs; and measurable program goals and outcomes.

The LEA will provide for educational continuity through the timely transfer of pertinent school records in a manner consistent with procedures the SDE requires.

The LEA shall prioritize services for migratory children who have made a qualifying move within the previous 1-year period and who (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

Funds received under this part will be used for programs and projects and their coordination with similar programs and projects within the State and in other

States that can benefit migratory children and their families.

Migrant programs and projects will be carried out in a manner consistent with objectives of ESSA Section 1301.

In the planning and operation of programs and projects, there is consultation with parent advisory councils for programs of one school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for other federal programs and projects. Programs and projects should be in a format and language understandable to the parents.

In planning and carrying out such programs and projects, there has been, and will be, adequate provision for addressing the unmet education needs of preschool migratory children and migratory children who have dropped out of school.

To the extent possible, such programs and projects will ensure that migratory children receive full and appropriate opportunities to meet the same challenging state academic standards that all children are expected to meet.

The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Title I, part A.

To the extent feasible, such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of, and to help such children and families gain access to other education, health, nutrition, and social services.

To the extent feasible, such programs and projects will provide for professional development programs, including mentoring, for teachers and other program personnel.

To the extent feasible, such programs and projects will provide for family literacy programs.

To the extent feasible, such programs and projects will provide for the integration of information technology into educational and related programs.

To the extent feasible, such programs and projects will provide for programs to facilitate the transition of secondary school students to postsecondary education or employment.

Title II, Part A

Title II, Part A - Supporting Effective Instruction

The LEA will ensure compliance with section 8501 (regarding the participation by private school children and teachers).

The LEA will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs.

All funded activities shall be developed with meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A.

The LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c).

The LEA will use its Title II, Part A funds for class-size reduction only to supplement, and not to supplant, state and local funds.

All state earned units are assigned to schools in which they were earned.

All teachers whose salaries are paid from Title II, Part A funds are fully certified to teach in assigned areas.

Title III, Part A

Title III, Part A - English Language Acquisition, Language Enhancement, and Academic Achievement

Subgrantees will be required to use their subgrants to build their capacity to continue to provide high-quality language instruction educational programs for EL students once the subgrants are no longer available.

Each subgrantee will include in its plan a certification that all teachers in a Title III language instruction educational program for EL children are fluent in English.

Subgrantees will ensure that all students are included in the state's assessment and accountability system in accordance with the state's Accountability Plan.

Subgrantees will be required to assess annually the English proficiency of all EL children.

A subgrantee plan will not be in violation of any State law, including State constitutional law, regarding the education of EL children.

Subgrantee evaluations will be used to determine and improve the effectiveness of subgrantee programs and activities.

Subgrantee evaluations will include a description of the progress made by children in meeting state academic content and student academic achievement standards for each of the two years after these children no longer participate in a Title III language instruction educational program.

A subgrantee that fails to make progress toward meeting annual measurable achievement objectives for two consecutive years will be required to develop an improvement plan that will ensure the subgrantee meets those objectives.

Subgrantees will be required to provide the following information to parents of EL children selected for participation in a language instruction educational program: 1) How the program will meet the educational needs of their children; 2) Their options to decline to enroll their children in that program or to choose another program, if available; If applicable, the failure of the subgrantee to make progress on the annual measurable achievement objectives for their children.

Title IV, Part A

LEA or Consortium of LEAs Assurances

In accordance with ESEA section 4106(e) (2) and (f), an LEA or consortium of LEAs must assure in its application that it will:

1. Prioritize the distribution of funds to schools served by the LEA based on one or more of the following criteria-

A. Are among the schools with the greatest needs;

B. Have the highest percentages or numbers of children counted under section 1124(c) (i.e., children counted for purposes of basic grants to LEAs under Title I, Part A of the ESEA);

C. Are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i) (i.e., are among the lowest-achieving schools);

D. Are implementing targeted support and improvement plans as described in section 1111(d)(2) (i.e., have consistently underperforming student subgroups); or

E. Are identified as a persistently dangerous public elementary school or secondary school under section 8532. (ESEA section 4106(e)(2)(A)).

2. For an LEA or consortium that receives \$30,000 or more, use-

A. Not less than 20 percent of funds to support one or more of the activities authorized under section 4107 pertaining to well-rounded educational opportunities;

B. Not less than 20 percent of funds to support one or more activities authorized under section 4108 pertaining to safe and healthy students; and

C. A portion of funds to support one or more activities authorized under section 4109(a) pertaining to the effective use of technology, including an assurance that it will not use more than 15 percent of the remaining portion for purchasing technology infrastructure as described in section 4109(b). (ESEA section 4106(e)(2)(C)-(E)).

3. Comply with section 8501-8504, regarding equitable participation of private school children and teachers. (ESEA section 4106(e)(2)(B)).

4. Complete an annual State report regarding how funds for the SSAE program are being used. (ESEA section 4106(e)(2)(F)).

Title V, Part B

Title V, Part B, Subpart 2 - Rural and Low-Income School Program

The LEA will use funds only to supplement, and not to supplant, state and local funds.

The LEA will maintain records of how funds were expended and annually assess the progress made in achieving ESSA goals.

Capitalized Equipment

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Supplemental Information

Capitalized Equipment

* Description	* How will it be Prorated	* How will it be used and by Whom	* Funding Source	* Cost	* Location
			Select... ▼	\$	
Total:				\$ 0.00	

*** Capitalized equipment purchases should meet the following criteria:**

- Retains its original shape and appearance with use.
- Under normal conditions is expected to serve its intended purpose for longer than one year.
- Is non-expendible; that is, if the item is damaged or some of its parts are worn, it is more feasible to repair the item than replace it.
- Has a **unit cost of \$5,000.00** or more.

Substantially Approved Dates

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Supplemental Information

Grant	Substantially Approved Date
Title I-A	Sunday, October 1, 2023
Title I-C, Migrant Education	Not Yet Substantially Approved
Title I-D, Delinquent	Not Yet Substantially Approved
Title I, School Improvement	Not Yet Substantially Approved
Title II-A, Supporting Effective Instruction	Sunday, October 1, 2023
Title III, English Learners	Not Yet Substantially Approved
Title IV, Part A	Sunday, October 1, 2023
Title V-B, Rural and Low Income	Sunday, October 1, 2023

Consolidated Checklist

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Supplemental Information

This checklist is a means of communication between ALSDE and LEAs regarding the allowability and allocability of the items submitted in the funding application. Please follow the steps below to ensure that the funding application contains items that are in compliance with program requirements.

- After the LEA submits the application, ALSDE will review the application and mark each section as OK, Not Applicable, or Attention Needed. If the application contains no items that are marked as Attention Needed, the application will be approved.
- If the application contains items that are marked as Attention Needed, the application will be returned to the LEA with a status of not approved. The LEA will review the checklist for items that are marked Attention Needed and make the necessary changes to those items. Only the checked items in the sections marked Attention Needed are to be corrected and/or explained. Each section marked Attention Needed also has a place where ALSDE may provide notes to explain those items. The LEA should check for notes and additional comments.
- Once the LEA has made the necessary adjustments, the LEA will resubmit the application for approval. If ALSDE determines that the item has been corrected, Attention Needed will be changed to OK by the ALSDE Reviewer. If the items that were marked Attention Needed still have not been corrected, the application will be returned again to the LEA with a status of not approved.
- Applications that contain no items that are marked Attention Needed will be approved.

General Checklist Comment

No comments have been made at this time

Checklist Description [\(Collapse All\)](#) [\(Expand All\)](#)

<input type="checkbox"/>	1. Allocations	OK	Eric Hoehn	10/17/2023 8:14:45 AM
	1.01 Review to see which funds the LEA receives and consortium participation (if applicable).			
<input type="checkbox"/>	2. Allocation Transfer(s)	Not Applicable	Eric Hoehn	10/17/2023 8:14:45 AM
	2.01 Did the LEA transfer funds?			
	2.02 If funds were transferred (other than to TA), are transfers allowable? Tied to Needs Assessment & System Plan.			
	2.03 Amount transferred from SW into TA.			
	2.04 (if applicable, should match TA + TA/SW Planning total on PPA screen).			
	2.05 Amount transferred from SW into TA.			
	2.06 (if applicable, should match TA + TA/SW Planning total on PPA screen).			
<input type="checkbox"/>	3. Capitalized Equipment	Not Applicable	Eric Hoehn	10/17/2023 8:14:45 AM
	3.01 Did the LEA list capitalized equipment and have all sections been addressed?			
	3.02 If capitalized equipment is listed, has the section in e-GAP been completed?			
<input type="checkbox"/>	4. Consolidated Administration	OK	Eric Hoehn	10/17/2023 8:14:45 AM
	4.01 Did the LEA elect to use Consolidated Administration (i.e. box checked)? (This is an annual decision made at the time of the original application submission. If this is not checked, contact the LEA to make sure they did not forget to check this box as the majority of LEAs DO consolidate administrative funds and this may be an oversight.)			
<input type="checkbox"/>	5. Building Information, Title I-A - Building Eligibility	OK	Eric Hoehn	10/17/2023 8:14:45 AM
	5.01 Under Eligibility for Service, are only schools with 35% poverty or higher checked? If the LEA poverty is less than 35%, then eligibility is based on LEA average and higher. Schools are only eligible for Title I-A services if the school's poverty is 35% or the LEA average (whichever is lower) and higher.			
	5.02 Eligible by Other Factors, if checked then it must be (1) a previously served school or (2) using the feeder pattern. Is each school checked eligible?			
	5.03 If Previously Served is checked indicating the LEA is using the provision under Section 1119 to serve a TA school one additional year after the poverty has dropped and it is no longer eligible due to rank order, did you verify this is allowable? (The school may be served one additional year at the poverty from the previous year. Go back and check the previous application for the school and verify the recalculation listed is the same as the poverty the school had the previous year and verify the school DID operate a TA program the previous year.)			
	5.04 If a feeder pattern is used: verify the poverty level of the feeder pattern school is correct. If the LEA selects to serve a school at 35% or lower, the 125% rule will be applied and the minimum PPA requirement must be met.			
	5.05 Check to make sure all schools are correctly designated on the Building Eligibility Page. For example are all SW schools listed as SW or TA listed as TA?			
	5.06 Are all schools with poverty 75% and above served? (If not, why?) Review list and be able to explain "schools" with zero enrollment and/or poverty.			
	5.07 Are schools participating in the Community Eligibility Program (CEP) marked CEP on the Building Eligibility Page and appropriately			

ranked on the PPA page?			
<input type="checkbox"/>	6. Building Information, Title I-A - Set Asides	OK	Eric Hoehn 10/17/2023 8:14:45 AM
6.01 Administrative and Indirect Costs: Are totals for both no more than 15% of the total Title I-A allocation and reasonable?			
6.02 Regular Professional Development: Are funds set aside and strategies described in the Improvement Planning Side?			
6.03 Neglected Students: (This is optional with no specified amount.) Are strategies for serving eligible students described in the System Improvement Planning Side?			
6.04 Delinquent Students: (This is optional with no specified amount.) Are strategies for serving eligible students described in the System Improvement Planning Side?			
6.05 EL Students: (This is optional with no specified amount.) Are strategies for serving eligible students described in the System Improvement Planning Side?			
6.06 LEAs with Title I-A allocations over \$500,000 or more: Should set aside 1% parental involvement requirement. Parent involvement worksheets should be completed and posted the in the Document Library. Are both the worksheets and the set aside correct?			
6.07 Migrant Students: (This is optional with no specified amount.) Are strategies for serving eligible students described in the System Improvement Plan?			
6.08 Homeless Students: Has the LEA reserved a reasonable amount of Title I-A funds for services to homeless children and youth?			
6.09 SES and School Choice: If the LEA has schools in improvement, are there appropriate set asides for School Choice and SES? If less than 20% is set aside, the waiver box must be checked. The LEA MUST reserve at least 10% for SES, Choice, or a combination of the two and explain in the Comment Log how it will support the funding of these interventions from other fund sources.			
6.10 OTHER: Money is set aside in this space that will support district initiatives. It must be clear that LEA Initiatives are not directly or indirectly serving schools out of rank order. Any personnel, service, product, or equipment that can be directly attributed to a school cost center must be allocated to schools in rank order and paid for through the school base allocation. Have initiatives been clearly explained both in the Comment Log and System Improvement Plan?			
6.11 Foster Care: (This is optional with no specified amount.) Has the LEA reserved a reasonable amount of Title I-A funds for service to children in Foster Care.			
<input type="checkbox"/>	7. Building Information, Title I-A - School Allocation PPA	OK	Eric Hoehn 10/17/2023 8:14:45 AM
7.01 Are schools served in rank order?			
7.02 If schools are NOT served in rank order, is grade span grouping used? What are the grade spans? Did the LEA explain its organization/rationalization for grade span grouping in the Comment Log? (Check for notes in Comment Log.) LEAs with less than 1,000 students or only one school per grade span are not required to rank its school attendance areas.			
7.03 Is "feeder pattern" for secondary schools being used? If so, have a majority of secondary schools approved?			
7.04 Column F: Are the higher poverty schools receiving the same or higher per pupil allocations than lower poverty schools?			
7.05 LEAs using the 125% rule: does each school receive the minimum PPA required? (This is the PPA listed at the top of the screen and Column E becomes the minimum for the school allocation.)			
7.06 Private School participation: Are the worksheets posted in the Document Library to verify the amounts listed on the PPA screen?			
7.07 90% of 1% Parent Involvement: Are the amounts listed in this column correct and match the numbers on the worksheet?			
7.08 Amount Remaining: Is the remaining balance as close to zero as possible and reasonable?			
7.09 Is the amount listed for TA the same as the amount transferred into TA on the Allocation Transfers screen? (An LEA must first transfer funds from SW to TA to generate the application screens.)			
<input type="checkbox"/>	8. Building Information, Title I-A - Private School Service	Not Applicable	Eric Hoehn 10/17/2023 8:14:45 AM
8.01 Are private schools being served with Title I-A?			
8.02 Are the private school worksheets for Title I-A uploaded and correctly calculated in the Document Library? If yes, review for correctness.			
8.03 If no private school participation, are there schools listed with no participation or marked as "declined" to verify private schools were notified?			
<input type="checkbox"/>	9. Building Information, Title I-A - Preschool	Not Applicable	Eric Hoehn 10/17/2023 8:28:34 AM
9.01 Are funds allocated on the set aside page under other and/or under function code 9140 on the budget grid?			
9.02 LEAs using Title I-A funds for Preschool should have completed the Title I-A preschool, preschool compilation, combined preschool and/or combined preschool compilation worksheet. If yes, review for accuracy.			
9.03 Is the Title I-A Preschool Program Evaluation Plan for the current year uploaded in the document library?			
9.04 Are the Title I-A Preschool Program Evaluation Plan Results from the previous year uploaded in the document library?			

9.05 Is the Multiple Criteria used to select students uploaded in the document library?			
<input type="checkbox"/>	10. Building Information, Title I-A - Related Documents	OK	Eric Hoehn 10/20/2023 3:28:31 PM
10.01 Is the Program Evaluation Plan for the current year posted?			
10.02 Are the Program Evaluation Plan Results from the previous year posted?			
<input type="checkbox"/>	11. Title I-A, Schoolwide - Budget	OK	Eric Hoehn 10/23/2023 8:29:25 AM
11.01 Do the expenditures in the budget match the activities listed in the System Improvement Plan?			
11.02 Do the expenditures appear reasonable and necessary? NOTE: SW budget will include all SW expenditures on the PPA Page and set-aside/admin funds (except LEAs only serving TA programs and all expenditures will be on the TA budget in this case).			
<input type="checkbox"/>	12. Title I-A, Schoolwide - Budget Details	OK	Eric Hoehn 10/17/2023 8:28:34 AM
12.01 Are subject areas served related to the areas checked on the Needs Assessment?			
12.02 Are grades served related to the areas checked on the Needs Assessment?			
12.03 Are delivery methods checked and consistent with vocabulary in the System Improvement Plan?			
12.04 Does the System Improvement Plan clearly describe how Title I-A SW funds are being used?			
12.05 Are personnel listed in the Budget Detail clearly described in the System Improvement Plan and reflected in Grant Relationships?			
12.06 Are the positions listed related to the Needs Assessment?			
12.07 Are current job descriptions posted in the Document Library?			
12.08 Is at least one box checked under the District Parent and Family Engagement Activities sections?			
12.09 Is the Neglected or Delinquent Transition Plan posted the related documents under Improvement Planning?			
<input type="checkbox"/>	13. Title I-A, Targeted Assistance - Budget	Not Applicable	Eric Hoehn 10/17/2023 8:28:34 AM
13.01 Do the expenditures in the budget match the activities listed in the System Improvement Plan?			
13.02 Do the expenditures appear reasonable? Expenditures should be large enough to provide a reasonable assurance that a school could operate a program of sufficient quality to achieve its purpose. NOTE: For LEAs serving only TA programs (no SW programs) - all funds will be budgeted on the TA Budget and must be transferred on the Allocation Transfer screen, including set aside/admin funds.			
<input type="checkbox"/>	14. Title I-A, Targeted Assistance - Budget Details	Not Applicable	Eric Hoehn 10/17/2023 8:28:34 AM
14.01 Are subject areas served related to the areas checked on the Needs Assessment?			
14.02 Are grades served related to the areas checked on the Needs Assessment?			
14.03 Are delivery methods checked and consistent with System Improvement Plan? NOTE: If "replacement" is checked, contact the LEA to determine that it has been preapproved.			
14.04 Are personnel listed in the Budget Detail clearly described in the System Improvement Plan?			
14.05 Are the positions listed related to the Needs Assessment?			
14.06 Are job descriptions for Title I-A paid personnel posted in the Document Library?			
14.07 Did the LEA list the estimated number of students to be served?			
14.08 Non-public participation: Are appropriate boxes checked? Are services to non-public schools described in the System Improvement Plan?			
14.09 Does the System Improvement Plan clearly describe how eligible students will be served and how funds will be used?			
14.10 Is at least one box checked under the District Parent and Family Engagement Activities sections?			
14.11 Is the Neglected or Delinquent Transition Plan posted in the Document Library?			
<input type="checkbox"/>	15. Title I-C, Migrant Education - Budget	Not Applicable	Eric Hoehn 10/17/2023 8:28:34 AM
15.01 Do the expenditures in the budget match the activities listed in the System Plan?			
15.02 Do the expenditures appear reasonable and necessary?			
<input type="checkbox"/>	16. Title I-C, Migrant Education - Budget Details	Not Applicable	Eric Hoehn 10/17/2023 8:28:34 AM
16.01 Is there a Needs Assessment description that clearly describes the process used to determine the needs and a summary of the needs for the migrant program?			
16.02 Are personnel listed in the Budget Detail clearly described in the System Plan?			

	16.03 Are the positions listed related to the Needs Assessment?			
	16.04 Are job descriptions for Title I, C paid personnel posted in the Document Library?			
	16.05 Is there at least one box checked under Core Areas?			
	16.06 Is there at least one box checked under Grade Grouping Served?			
	16.07 Is the Projected Enrollment included and reasonable? (for example, N = 50 or more)			
	16.08 Is there at least one box checked under Type of Program? (Only one of the boxes under Fall should be checked for Fall programs. Make sure not more than one Fall box is checked.)			
	16.09 Title I-C, Migrant Education Budget Details, continued:			
	16.10 Is the projected student participation included for each program selected under Type of Program? (The checked programs under Type of Program should have a corresponding student participation number.)			
	16.11 Is the Program Management Information assurance box checked? (The application should not be approved if this box is not checked.)			
	16.12 Is there a summary of the Service Delivery Plan that clearly describes the services being provided to the migrant students? (These services must be supplemental to the core academic program and must address the needs identified on the Needs Assessment listed in this section.)			
	16.13 Is there at least one box checked under Activities to Increase Migrant Academic Achievement and related to the Service Delivery Plan listed in this section?			
	16.14 Under Allowable Programs, Professional Development for Migrant Personnel, Staff, and Migrant Student Support Program: Are all Title I-C funds accounted for and does the Service Delivery Section and System Plan match?			
	16.15 Do the System Plan and Budget Details of Title I-C describe and identify a Migrant Home School Liaison/Recruiter?			
	16.16 Does the System Improvement Plan clearly describe how Title I-C funds are being used?			
<input type="checkbox"/>	17. Title I-C, Migrant Education - Non-public School Service	Not Applicable	Eric Hoehn	10/17/2023 8:28:34 AM
	17.01 Are non-public schools being served with Title I-C? (If yes, private school worksheets must be posted in Document Library and reviewed.)			
	17.02 Are the private school worksheets for Title I-C uploaded and correctly calculated?			
<input type="checkbox"/>	18. Title I-C, Migrant Education - Related Documents	Not Applicable	Eric Hoehn	10/17/2023 8:28:34 AM
	18.01 Is the Program Evaluation Plan posted?			
	18.02 Are the Program Evaluation Plan Results posted?			
<input type="checkbox"/>	19. Title I-D, Delinquent - Budget	Not Applicable	Eric Hoehn	10/17/2023 8:28:34 AM
	19.01 Are personnel listed in the Budget Detail clearly described in the System Improvement Plan?			
	19.02 Are the positions listed related to the Needs Assessment?			
<input type="checkbox"/>	20. Title I-D, Delinquent - Budget Details	Not Applicable	Eric Hoehn	10/17/2023 8:28:35 AM
	20.01 Are personnel listed in the Budget Detail clearly described in the System Improvement Plan?			
	20.02 Are the positions listed related to the Needs Assessment?			
	20.03 Are job descriptions posted in the Document Library?			
	20.04 Are core areas served related to the areas checked on the Needs Assessment?			
	20.05 Are grades grouping served related to the areas checked on the Needs Assessment?			
	20.06 Are delivery methods checked and consistent with System Improvement Plan?			
	20.07 Is there at least one box checked under allowable activities?			
	20.08 Does the LEA identify the average daily number of participants served?			
	20.09 Does the application describe how the program will involve parents in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities, as appropriate?			
	20.10 Does the application describe how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of Public Law 105-220 and vocational and technical education programs serving at-risk children and youth?			
	20.11 Does the application describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable?			
	20.12 Does the application describe how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities, as appropriate?			

	20.13 Does the application describe the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a regular public school program, as appropriate?			
	20.14 Does the System Plan clearly describe how Title I-D funds are being used?			
<input type="checkbox"/>	21. Title I-D, Delinquent - Related Documents	Not Applicable	Eric Hoehn	10/17/2023 8:28:35 AM
	21.01 Does the signed formal agreement with the institution list services provided and the funding for each service?			
	21.02 Does each agreement include the following 11 assurances for the correctional facility entering into an agreement with a LEA?			
	21.03 Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act?			
	21.04 If the child or youth is identified as in need of special education services while in the correctional facility, the facility will notify the local school of the child or youth of such need?			
	21.05 Provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in assessing drug and alcohol abuse prevention programs, tutoring, and family counseling?			
	21.06 Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent?			
	21.07 Work to ensure that the correctional facility is staffed with teachers and other qualified staff trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth?			
	21.08 Ensure that educational programs in the correctional facility are related to assisting students to meet high academic achievement standards?			
	21.09 To the extent possible, use technology to assist in coordinating educational programs between the correctional facility and the community school?			
	21.10 Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities?			
	21.11 Coordinate funds received with other local, state, and federal funds available to provide services to participating children and youth, such as funds made available under Title I of Public Law 105-220, and vocational and technical education funds?			
	21.12 Coordinate programs operated with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable?			
	21.13 If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth?			
<input type="checkbox"/>	22. Title I, School Improvement - Budget	Not Applicable	Eric Hoehn	10/17/2023 8:28:35 AM
	22.01 Check the SDE website for a list of Title I School improvement Schools (you will also need to check the List of "ALL Schools in Improvement" because LEAs sometimes add schools as Title I and we won't be able to check until after they submit their Consolidated Applications). Schools NEW to Title I status and listed as School Improvement Schools must apply sanctions – either school choice or SES or both. Again, look for schools the LEA has added – the state list is not always updated in a timely manner.			
	22.02 Do the expenditures in the budget match the activities listed in the System Improvement Plan?			
	22.03 Do the expenditures appear reasonable and necessary?			
	22.04 If the LEA is in improvement, have they reserved 10% for professional development? (Note: Each Title I school in improvement must set aside 10% of the school allocation for professional development. The LEA may apply school professional development set asides to contribute to the 10% requirement.)			
<input type="checkbox"/>	23. Title I, School Improvement - Budget Details	Not Applicable	Eric Hoehn	10/17/2023 8:28:35 AM
	23.01 Are personnel listed in the Budget Detail clearly described in the System Improvement Plan?			
	23.02 Are the positions listed reasonable and related to the Needs Assessment?			
	23.03 Are job descriptions posted in the LEA Document Library?			
	23.04 Are subject areas served related to the areas checked on the Needs Assessment?			
	23.05 Does each checked allowable activity have an action step/grant relationship on the System Improvement Plan that matches? Only Title I schools identified for improvement are eligible beneficiaries of this particular fund source.			
	23.06 Do Action Steps related to the fund source delineate the Grant Relationships so that activities can clearly be tied to components on the Budget Grid?			
<input type="checkbox"/>	24. Title I, School Improvement - Related Documents	Not Applicable	Eric Hoehn	10/17/2023 8:28:35 AM
	24.01 Is the Program Evaluation Plan for the current year posted?			

24.02 Is the Program Evaluation Plan Results from last year posted? (if applicable)			
<input type="checkbox"/>	25. Title II-A, Supporting Effective Instruction - Budget	OK	Eric Hoehn 10/17/2023 8:28:35 AM
25.01 Did the LEA identify by school and grade/subject the number of CSR units? (This could be listed in the System Plan or attached in the Document Library)			
25.02 Do the expenditures in the budget match the activities listed in the System Plan?			
<input type="checkbox"/>	26. Title II-A, Supporting Effective Instruction - Budget Details	OK	Eric Hoehn 10/17/2023 8:28:35 AM
26.01 Are personnel listed in the Budget Detail clearly described in the System Plan?			
26.02 Are the positions listed related to the Needs Assessment? Is CSR checked for the grade spans being served?			
26.03 Are job descriptions posted in the Document Library?			
26.04 Are any additional professional development personnel noted in "OTHER" on the Budget Details Page and are job descriptions posted in the Document Library, if applicable?			
26.05 Has the LEA prioritized funds to schools served by the agency that are implementing (1) comprehensive support and improvement activities, (2) targeted support and improvement activities, and have (3) the highest percentage of children in poverty under section 1111(d)?			
26.06 Does the System Plan clearly describe how Title II-A funds are being used?			
26.07 Does each checked allowable activity have an action step/grant relationship that matches?			
<input type="checkbox"/>	27. Title II-A, Supporting Effective Instruction - Non-public School Service	Not Applicable	Eric Hoehn 10/17/2023 8:28:35 AM
27.01 Are non-public schools being served with Title II-A? (If yes, private school worksheets must be uploaded, reviewed, and correctly calculated.)			
27.02 If no non-public school participation, are there schools listed with no participation or declined to verify private schools were notified?			
<input type="checkbox"/>	28. Title II-A, Supporting Effective Instruction - Related Documents	OK	Eric Hoehn 10/17/2023 8:28:35 AM
28.01 Is the Program Evaluation Plan posted?			
28.02 Are the Program Evaluation Plan Results posted?			
<input type="checkbox"/>	29. Title III, English Learners - Budget	Not Applicable	Eric Hoehn 10/17/2023 8:28:35 AM
29.01 Do the expenditures in the budget match the activities listed in the System Plan?			
29.02 Do the expenditures appear reasonable and necessary?			
<input type="checkbox"/>	30. Title III, English Learners - Budget Details	Not Applicable	Eric Hoehn 10/17/2023 8:28:35 AM
30.01 Are personnel listed in the Budget Detail clearly described in the System Plan?			
30.02 Are the positions listed related to the Needs Assessment?			
30.03 Are job descriptions for Title III paid personnel posted in the Document Library?			
30.04 Does the System Plan clearly demonstrate that personnel funded with Title III are supplemental? There must be a core Language Instruction Education Program in place, including personnel.			
30.05 Does the section regarding evidence-based Language Instruction Education Programs have boxes checked and include a reasonable cost? (Instruction is required)			
30.06 Does the required Professional Development described in the System Plan indicate it is designed for classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school personnel, or community-based organizational personnel?			
30.07 Does the required Professional Development described in the System Plan meet the following criteria? (A) designed to improve the instruction and assessment of English Learners; (B) designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for English Learners; (C) based on evidence-based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers; and (D) of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences)			
30.08 If the LEA receives an Immigrant Grant, is at least one box checked, the amount reflected in the immigrant Student Support Program section and is the program described in the System Plan?			
30.09 Is the Title III allocation accounted for under Total Cost?			
30.10 Does each checked box in all sections have an action step/grant relationship that matches?			
30.11 Is there at least one box checked under Instruction to Promote English Language Acquisition?			

30.12 Is there at least one box checked under Core Subject Areas addressed?			
30.13 Is there at least one box checked under Instructional Delivery Method?			
30.14 Does the System Plan clearly describe how Title III funds are being used?			
31. Title III, English Learners - Related Documents	Not Applicable	Eric Hoehn	10/17/2023 8:28:35 AM
31.01 Are the previous Program Evaluation Plan Results posted?			
31.02 Is the current Program Evaluation Plan Results posted?			
32. Title IV, Part A - Budget	OK	Shaundalyn Elliott Johnson	9/25/2023 10:29:44 AM
32.01 Do the expenditures appear reasonable and necessary?			
32.02 Do the expenditures in the budget match the activities listed on the Needs Assessment?			
33. Title IV, Part A - Budget Details	OK	Ayanna Long	9/20/2023 12:57:10 PM
33.01 Are delivery methods checked and consistent with vocabulary in the Allowable Use Activities?			
33.02 Are personnel listed in the Budget detail clearly described in the Program Activities and reflected in Grant Relationships?			
33.03 Are the positions listed related to the Needs Assessment?			
33.04 Are current job descriptions posted in the Document Library?			
33.05 Is the list of participating Institutions and allocations page uploaded Document Library?			
33.06 Is the previous year's program evaluation uploaded? (Exclude FY 17)			
33.07 Is the current year's program evaluation uploaded?			
34. Title IV, Part A - Goals and Objectives	OK	Shaundalyn Elliott Johnson	9/25/2023 10:39:13 AM
34.01 Is the current year's Title IV, Part A, Goals and Objectives uploaded to the document library?			
34.02 Does the Title IV, Part A, Goals and Objectives address the needs indicated in the Needs Assessment?			
35. Title V-B, Rural and Low Income - Budget	OK	Eric Hoehn	10/17/2023 8:28:35 AM
35.01 Do the expenditures in the budget match the activities listed in the System Improvement Plan?			
35.02 Do the expenditures appear reasonable and necessary? (Administration cap is 5%)			
35.03 Does the System Improvement Plan clearly describe how Title VI funds are being used?			
35.04 Does each checked activity have an action step/grant relationship that matches?			
36. Title V-B, Rural and Low Income - Personnel	OK	Eric Hoehn	10/17/2023 8:28:35 AM
36.01 Does each checked activity have an action step/grant relationship that matches?			
36.02 Are the activities/positions listed related to the Needs Assessment?			
36.03 Are job descriptions for Title VI paid personnel posted in the Document Library?			
37. Title V-B, Rural and Low Income - Preschool	Not Applicable	Eric Hoehn	10/17/2023 8:28:35 AM
37.01 LEAs using Title V funds for Preschool should have completed the Title I preschool, preschool compilation, combined preschool and/or combined preschool compilation worksheet. If yes, review for accuracy.			
37.02 Is the Title V Preschool Program Evaluation Plan for the current year uploaded in the document library?			
37.03 Are the Title V Preschool Program Evaluation Plan Results from the previous year uploaded in the document library?			
38. Title V-B, Rural and Low Income - Related Documents	OK	Eric Hoehn	10/17/2023 8:28:35 AM
38.01 Is the Program Evaluation Plan posted?			
38.02 Are the Program Evaluation Plan Results posted?			
39. Title V-B, Rural and Low Income - Validation Messages	OK	Eric Hoehn	10/17/2023 8:28:35 AM
39.01 Have all WARNINGS been explained satisfactorily in the Comment Log?			
39.02 Reminder: ERROR validation messages will not permit the application status to be advanced.			
40. Improvement Planning - LEA Consolidated Plan	OK	Eric Hoehn	10/20/2023

-			3:28:31 PM
	40.01 All LEA Consolidated Plan questions answered		
-	41. Improvement Planning - Foster Care Plan	OK <input type="button" value="v"/>	Eric Hoehn 10/17/2023 8:28:35 AM
	41.01 All Foster Care Plan sections completed		
	41.02 Foster Care Interagency Collaboration Signature Page uploaded to Related Documents		
-	42. Improvement Planning - EL Plan	OK <input type="button" value="v"/>	Eric Hoehn 10/17/2023 8:28:35 AM
	42.01 All EL Plan sections completed		
	42.02 EL Signature Page completed with all necessary signatures		

Building Eligibility

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

School Code	School Name	Grade Span	CEP	Adjusted Enrollment	Public Low-Income Students	Private Low-Income Students	Public Low-Income Students Recalculation	Public Low-Income Student Percent	Sort Order (Asc)	Eligibility For Service	Eligible by Other Factors	Previously Served	Feeder Pattern/Rounding Percent	Service	
019-0003	Central Elementary School	K-6	<input checked="" type="checkbox"/>	432	351		432	100.00%		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Schoolwide	
019-0005	Central High School	7-12	<input checked="" type="checkbox"/>	357	266		357	100.00%		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Schoolwide	
019-6000	Coosa County Career Tech Center		<input type="checkbox"/>				0	0.00%		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Not Served	
019-0007	Central Middle School		<input type="checkbox"/>				0	0.00%		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Not Served	
Totals:				789	617	0	789	78.20%							
								With Multiplier:							100.00%

Set Asides

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

Allocation Share Calculations	
Total Allocation Amount	\$ 552,821.00
Total Number of Public Low-Income Students	617
Total Number of Eligible Students in Participating Private Schools	0
Total Number of Low-Income Students	617
Public Proportionate Share %	100.00 %
Private Proportionate Share %	0.00 %
Service to Private Schools (if applicable)	Amount
Proportional Share of Allocation	\$ 0.00
Total Title I Adjusted Allocation	\$ 552,821.00
Carryover/Additional Funds to be Available for PPA (optional)	\$

Set Aside (Current Year Allocation)	Amount
Administrative	\$ 34,235.47
Indirect Costs	\$ 10,733.33
Professional Development	\$
Neglected	\$
Delinquent	\$
English Language Acquisition	\$
Total Parent and Family Engagement (1% minimum)	\$ 5,528.21

Migrant	\$
Homeless	\$ 500.00
Comprehensive Support and Targeted Support Activities	\$
<input type="checkbox"/> The district certifies that it does not need the full 20% required set-aside to meet its commitments.	
Transportation for Public School Choice	\$
Transportation for Foster Care	\$
Other District Initiatives 2290/139/8220-Tech Support-Salary-\$37,385.60 2290/200-250/8220-Tech Support Benefits-\$16,844.14 1100/333/8100-Software Maintenance-\$2,338.00	\$ 56,567.74
Total Set Asides:	\$ 107,564.75
Amount Remaining for Building Allocations:	\$ 445,256.25

School Allocation PPA List - 100% Rule

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

Total Available for School Allocations: **\$445,256.25**
 Average Per Pupil Amount (PPA): **\$564.33**

School Code	School Name	Low Income		PPA	Actual Allocation		90% Portion
		Percent	Public Count		Public Amount	Public Amount	
019-0003	Central Elementary School	100.00%	432	\$631.63	\$272,864.16	\$2,830.41	
019-0005	Central High School	100.00%	357	\$482.89	\$172,391.73	\$2,144.98	
Totals:			789		\$445,255.89	\$4,975.39	
				Remaining:	\$0.36		
					Total Schoolwide Amount (includes 90% portion):		\$450,231.28

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

District does not have any private schools.

Budget

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

Indirect Cost	
Total Contributing to Indirect Cost	\$542,087.67
Indirect Cost Rate	1.98%
Maximum Allowed for Indirect Cost	\$10,733.33

Function Code	Total
1100 - Instruction	\$364,885.44
2110 - Attendance Services	\$0.00
2120 - Guidance and Counseling Services	\$0.00
2130 - Testing Services	\$0.00
2140 - Health Services	\$0.00
2150 - Social Services	\$0.00
2170 - Psychological Services	\$0.00
2180 - Speech Pathology and Audiology Services	\$0.00
2190 - Other Student Support Services	\$5,528.21
2210 - Instructional Improvement and Curriculum Development	\$57,385.00
2215 - Instructional Staff Development Services	\$0.00
2220 - Educational Media Services	\$0.00
2290 - Other Instructional Staff Services	\$54,229.74
2300-2399 - School Administrative	\$25,583.33
3100 - Security Services	\$0.00
3200-3900 - Operations and Maintenance	\$0.00
4100-4199 - Student Transportation	\$240.48

6000-6999 - General Administrative		\$44,968.80
9110 - Adult Education		\$0.00
9120 - Community Education		\$0.00
9130 - Extended Day/Dependent Care		\$0.00
9140 - Preschool		\$0.00
9150-9199 - Other Adult/Continuing Education Programs		\$0.00
9200 - NonPublic School Programs		\$0.00
9300-9399 - Community Services		\$0.00
	Total	\$552,821.00
	Adjusted Allocation	\$552,821.00
	Remaining	\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

1100 - Instruction - \$364,885.44

Budget Line Item		Narrative Description
Function Code:	1100 - Instruction	Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)
Object Code:	010-199 - Salaries	Central Elementary School:
Targeted Assistance:		Coosa County School System provided a comprehensive needs assessment as a means to design a supplemental evidence-based program. Funds will be used to hire personnel to work with students to focus on quality instruction, remediation, and acceleration in order to address learning loss. Personnel will include 3 classroom teachers and 1 paraprofessional (see job descriptions in Related Documents). An additional \$100.00 will be applied to pay for substitutes during field trips for instruction throughout the school year.
Location:	Central Elementary School (019-0003)	Salary:
Quantity:	1.00	Number of Employees/FTE(s): 3 Classroom Teachers @ 2.10 FTE and 1 Paraprofessional @ 1.0 FTE at Central Elementary School
Cost:	\$120,312.60	Total Salary: \$120,312.60
Line Item Total:	\$120,312.60	1100/010-180/1200-Teacher Salary-\$99,191.10 1100/010-180/1100-Paraprofessional Salary-\$21,021.50 1100/180/4400-Sub for Field Trip-Salary-\$100.00
Function Code:	1100 - Instruction	Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)
Object Code:	010-199 - Salaries	

Targeted Assistance:	Central High School: Coosa County School System provided a comprehensive needs assessment as a means to design a supplemental evidence-based program. Funds will be used to hire personnel to work with students to focus on quality instruction, remediation, and acceleration in order to address learning loss. Personnel will include 1 classroom teacher(see job descriptions in Related Documents). An additional \$100.00 will be applied to pay for substitutes during field trips for instruction throughout the school year. Number of Employees/FTE(s): 1 Classroom Teachers @ .84 FTE at Central High School Total Salary: \$37,669.84 1100/010-180/1500-Teacher Salary-\$37,569.84 1100/180/4400- Field Trip Sub Salary-\$100.00		
Location:	Central High School (019-0005)		
Quantity:	<input type="text" value="1.00"/>	Cost:	<input type="text" value="\$37,669.84"/>
Line Item Total:	<input type="text" value="\$37,669.84"/>		
Function Code:	1100 - Instruction		
Object Code:	010-199 - Salaries		
Targeted Assistance:	Central Elementary School: Funds will be set aside for district initiatives to hire a retired teacher to work with dyslexia students in grades K-6 to focus on quality instruction, remediation, and acceleration in order to address learning loss. Personnel will include 1 part-time dyslexia teacher. Number of Employees/FTE(s): 1 Part-time Dyslexia Teacher @ .50 FTE Total= .50 FTE @ \$22,185.00 1100/018/1200-Dyslexia Teacher Salary-\$22,185.00		
Location:	Central Elementary School (019-0003)		
Quantity:	<input type="text" value="1.00"/>	Cost:	<input type="text" value="\$22,185.00"/>
Line Item Total:	<input type="text" value="\$22,185.00"/>		

<p>Function Code: 1100 - Instruction</p> <p>Object Code: 010-199 - Salaries</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>
<p>Targeted Assistance:</p>	<p>Central High School:</p>
<p>Location: Central High School (019-0005)</p>	<p>Funds will be used to hire a retired teacher to instruct 7-12 drama students in Theater. Personnel will include 1 part-time drama teacher.</p>
<p>Quantity: 1.00</p>	<p>Number of Employees/FTE(s): 1 Part-time Drama Teacher @ .50 FTE</p>
<p>Cost: \$20,000.00</p>	<p>Total= .50 FTE @ 20,000.00</p>
<p>Line Item Total: \$20,000.00</p>	<p>1100/018/1500-Drama Teacher Salary-\$20,000.00</p>
<p>Function Code: 1100 - Instruction</p> <p>Object Code: 200-299 - Employee Benefits</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>
<p>Targeted Assistance:</p>	<p>Central Elementary School:</p>
<p>Location: Central Elementary School (019-0003)</p>	<p>Coosa County School System provided a comprehensive needs assessment as a means to design a supplemental evidence-based program. Funds will be used to hire personnel to work with students to focus on quality instruction, remediation, and acceleration in order to address learning loss. Personnel will include 3 classroom teachers and 1 paraprofessional (see job descriptions in Related Documents). An additional \$100.00 will be applied to pay for substitutes during field trips for instruction throughout the school year.</p>
<p>Quantity: 1.00</p>	<p>Benefits:</p>
<p>Cost: \$52,755.46</p>	<p>Number of Employees/FTE(s): 3 Classroom Teachers @ 2.10 FTE and 1 Paraprofessional @ 1.0 FTE at Central Elementary School</p>
<p>Line Item Total: \$52,755.46</p>	

	<p>Total Benefit: \$52,755.46</p> <p>1100/200-250/1200-Teacher Benefit-\$39,158.09 1100/200-250/1100-Paraprofessional Benefit-\$13,589.72 1100/2XX/4400-Sub for Field Trip-Benefit-\$7.65</p>
<p>Function Code:</p>	<p>1100 - Instruction</p> <p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>
<p>Object Code:</p>	<p>200-299 - Employee Benefits</p>
<p>Targeted Assistance:</p>	<p>Central High School:</p> <p>Coosa County School System provided a comprehensive needs assessment as a means to design a supplemental evidence-based program. Funds will be used to hire personnel to work with students to focus on quality instruction, remediation, and acceleration in order to address learning loss. Personnel will include 1 classroom teacher(see job descriptions in Related Documents). An additional \$100.00 will be applied to pay for substitutes during field trips for instruction throughout the school year.</p>
<p>Location:</p>	<p>Central High School (019-0005)</p>
<p>Quantity:</p>	<p>Number of Employees/FTE(s): 1 Classroom Teachers @ .84 FTE at Central High School</p>
<p>Cost:</p>	<p>Total Benefit-\$15,243.99</p>
<p>Line Item Total:</p>	<p>1100/200-299/1500-Teacher Benefit-\$15,236.34 1100/210-250/4400- Field Trip Sub Benefit-\$7.65</p>
<p>Function Code:</p>	<p>1100 - Instruction</p> <p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>
<p>Object Code:</p> <p>Targeted</p>	<p>200-299 - Employee Benefits</p>

Assistance:	Central Elementary School:	
Location:	Central Elementary School (019-0003)	
Quantity:	1.00	
Cost:	\$1,697.15	
Line Item Total:	\$1,697.15	
	Funds will be used to hire a retired teacher to work with dyslexia students in grades K-6 to focus on quality instruction, remediation, and acceleration in order to address learning loss. Personnel will include 1 part-time dyslexia teacher. Number of Employees/FTE(s): 1 Part-time Dyslexia Teacher @ .50 FTE Benefits: Total= .50 FTE @ \$1,697.15 1100/2xx/1200-Dyslexia Teacher Benefit-\$1,697.15	
Function Code:	1100 - Instruction	
Object Code:	200-299 - Employee Benefits	
Targeted Assistance:	Central High School: Funds will be used to hire a retired teacher to instruct 7-12 drama students in Theater. Personnel will include 1 part-time drama teacher. Number of Employees/FTE(s): 1 Part-time Drama Teacher @ .50 FTE Total= .50 FTE @ \$1,530.00 1100/2xx/1500-Drama Teacher Benefits-\$1,530.00	
Location:	Central High School (019-0005)	
Quantity:	1.00	
Cost:	\$1,530.00	
Line Item Total:	\$1,530.00	
Function Code:	1100 - Instruction	
	Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.) Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed	

Object Code: 300-399 - Purchased Services	<i>description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</i> (SET ASIDE-OTHER) Funds will be set aside for district initiatives to purchase Follett Destiny Library Manager. This software will allow librarians and administrators to keep thorough, real-time track of a library's inventory and media assets, but also give students a fun means of discovery and reading. Follett Destiny Library Manager is a complete library management system that can be accessed from anywhere, 24/7, helping to strengthen the crucial bond between the library, the classroom, and home. This software is essential to aiding in the management of assets purchased with federal funds. 1100/333/8100-Software Maintenance-\$2,338.00	
Targeted Assistance:		
Location: Coosa County (019)		
Quantity:	1.00	
Cost:	\$2,338.00	
Line Item Total:	\$2,338.00	
Function Code: 1100 - Instruction	<i>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</i>	
Object Code: 300-399 - Purchased Services		
Targeted Assistance:	Central High School: Coosa County Schools will provide evidence-based, supplemental, instructional and educational materials/resources/technology/services to support the district's curriculum. Based on the needs assessment, Central High School will have allocated Title I funds for a charter bus for out of state travel and mileage. Charter buses will be needed for out of state travel to provide comfort, capacity, reliability, and provide a bathroom for children while on long trips. All field trips will be academic in nature. Field Trips will be taken to the following: Boutwell Auditorium, Shakespeare Festival, Science in Motion Six Flags, Civil Rights Museum, Alabama State Capitol, Alabama Archives and History.	
Location: Central High School (019-0005)		
Quantity:	1.00	
Cost:	\$2,300.00	
Line Item Total:	\$2,300.00	1100/329/4400-Field Trip Charter Bus (Out of State Travel)-\$2,000.00 1100/391/4400-Field Trip Mileage-\$300.00

	<p>Function Code: 1100 - Instruction</p> <p>Object Code: 300-399 - Purchased Services</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central Elementary School:</p> <p>Coosa County Schools will provide evidence-based, supplemental, instructional and educational materials/resources/technology/services to support the district's curriculum. Based on the Central Elementary needs assessment, the school has decided to allocate Title I funds for a bus driver salary/mileage to field trips. All field trips will be academic in nature. Field Trips will be taken to the following: McWane Science Center, Fort Toulouse-Jackson Park, Shakespeare Festival, Montgomery Zoo, and Camp ASCCA.</p> <p>1100/391/4400- Field Trip Mileage-\$150.00</p>
	<p>Targeted Assistance:</p> <p>Location: Central Elementary School (019-0003)</p> <p>Quantity: 1.00</p> <p>Cost: \$150.00</p> <p>Line Item Total: \$150.00</p>	
	<p>Function Code: 1100 - Instruction</p> <p>Object Code: 400-499 - Materials + Supplies</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central Elementary School:</p> <p>Title I funds for Central Elementary School will be used in order to purchase materials and supplies necessary to meet Title I needs. These materials are but not limited to: notebooks, pens, pencils, pencil pouches, glue sticks, journals, crayons, colored pencils, markers, binders, dividers, rulers, protractors, notebook paper, copy paper, colored paper, poster boards for projects, printer ink, tape, index cards, highlighters, and scissors.</p> <p>Title I funds will also pay \$1,195.21 toward the CIS instructional supply money for three teachers. CIS supply money will be used to purchase instructional materials, supplies, and equipment for classroom use. These materials are but not limited to: notebooks, pens, pencils, pencil pouches, glue sticks, journals, crayons, colored pencils, markers, binders,</p>
	<p>Targeted Assistance:</p> <p>Location: Central Elementary School (019-0003)</p> <p>Quantity: 1.00</p> <p>Cost: \$15,077.81</p> <p>Line Item Total: \$15,077.81</p>	

dividers, rulers, protractors, notebook paper, copy paper, colored paper, poster boards for projects, printer ink, tape, index cards, highlighters, and scissors.

Total Supply- \$15,077.81

1100/411/1200-Central Elementary School-Materials and Supplies-\$13,882.60
 1100/411/1200-CIS-\$1,195.21

Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)

Central High School:

Title I funds for Central High School will be used in order to purchase materials and supplies necessary to meet Title I needs. These materials are: notebooks, pens, pencils, pencil pouches, glue sticks, journals, crayons, colored pencils, copy paper, colored paper, poster board for projects, markers, binders, dividers, rulers, protractors, notebook paper, tape, index cards, highlighters, and scissors.

An additional \$478.08 will be used as CIS supplies for a Title Teacher. CIS supply money will be used to purchase instructional materials, supplies, and equipment for classroom use. These materials are but not limited to: notebooks, pens, pencils, pencil pouches, glue sticks, journals, crayons, colored pencils, markers, binders, dividers, rulers, protractors, notebook paper, copy paper, colored paper, poster boards for projects, printer ink, tape, index cards, highlighters, and scissors.

Total Supplies= \$9,813.59

1100/411/1200-Materials and Supplies-\$9,335.51
 1100/411/1500-Teacher CIS-\$478.08

Function Code: 1100 - Instruction

Object Code: 400-499 - Materials + Supplies

Targeted Assistance:

Location: Central High School (019-0005)

Quantity: 1.00

Cost: \$9,813.59

Line Item Total: \$9,813.59

<p>Function Code: 1100 - Instruction</p> <p>Object Code: 400-499 - Materials + Supplies</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>
<p>Targeted Assistance:</p>	<p>(SET ASIDE-HOMELESS)</p>
<p>Location: Coosa County (019)</p>	<p>Funding is set aside for district initiatives to support the instructional and non-instructional needs of homeless students as outlined by the McKinney-Vento Act and by the Coosa County Homeless Plan found in the document library. Funds may be used for materials (Personal hygiene materials, socks, shirts, pants, shoes, toiletry items, etc.), supplies (pencil/pens, paper, bookbag, notebooks, glue sticks, scissors, pencil pouch, colored pencils, crayons, rulers, etc.), school fees (Drivers education, band fees, athletic fees, art fees, etc.), educational field trips (Entrance fees, etc.), medical/dental services, counseling services and transportation (gas).</p>
<p>Quantity: <input type="text" value="1.00"/></p>	<p>1100/411/1750-Homeless-\$500.00</p>
<p>Cost: <input type="text" value="\$500.00"/></p>	
<p>Line Item Total: <input type="text" value="\$500.00"/></p>	
<p>Function Code: 1100 - Instruction</p> <p>Object Code: 600-899 - Other Objects</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>
<p>Targeted Assistance:</p>	<p>Central High School:</p>
<p>Location: Central High School (019-0005)</p>	<p>Funds will be used for the purchase of license fees for programs to be used throughout Central High School in order to support academic instruction. (Go Guardian-\$6,100.00; Edgenuity-\$32,000.00; Rosetta Stone-\$300.00</p>
<p>Quantity: <input type="text" value="1.00"/></p>	<p>1100/622/1500-License Fees-\$38,400.00</p>
<p>Cost: <input type="text" value="\$38,400.00"/></p>	
<p>Line Item Total: <input type="text" value="\$38,400.00"/></p>	

<p>Function Code: 1100 - Instruction</p> <p>Object Code: 600-899 - Other Objects</p> <p>Targeted Assistance:</p> <p>Location: Central Elementary School (019-0003)</p> <p>Quantity: 1.00</p> <p>Cost: \$20,312.00</p> <p>Line Item Total: \$20,312.00</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central Elementary School:</p> <p>Funds will be used for the purchase of license fees for programs to be used at Central Elementary School in order to support academic instruction. (Brainpop-\$6,117.00; Discovery Ed-\$4,000.00, Rosetta Stone- \$300.00; Explore Learning/Reflex Math-\$3,795.00; and Go Guardian-\$6,100.00)</p> <p>1100/622/1200-License Fees-\$20,312.00</p>
<p>Function Code: 1100 - Instruction</p> <p>Object Code: 600-899 - Other Objects</p> <p>Targeted Assistance:</p> <p>Location: Central High School (019-0005)</p> <p>Quantity: 1.00</p> <p>Cost: \$4,400.00</p> <p>Line Item Total: \$4,400.00</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central High School:</p> <p>Title I funds will be applied toward Field Trip Registration for CHS field trips related to curriculum/instruction. All field trips will be academic in nature. Field Trips will be taken to the following: Boutwell Auditorium, Shakespeare Festival, Science in Motion Six Flags, Civil Rights Museum, Alabama State Capitol, Alabama Archives and History.</p> <p>1100/623/4400-Field Trip Registration-\$4,400.00</p>

Object Code: 600-899 - Other Objects

Targeted Assistance:

Location: Central Elementary School (019-0003)

Quantity: 1.00

Cost: \$200.00

Line Item Total: \$200.00

description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)

Central Elementary School:

Title I funds will be applied toward Field Trip Registration for CES field trips related to curriculum/instruction. All field trips will be academic in nature. Field Trips will be taken to the following: McWane Science Center, Fort Toulouse-Jackson Park, Shakespeare Festival, Montgomery Zoo, and Camp ASCCA.

1100/623/4400-Field Trip Registration-\$200.00

Total for 1100 - Instruction: \$364,885.44

Total for all other Function Codes: \$187,935.56

Total for all Function Codes: \$552,821.00

Adjusted Allocation: \$552,821.00

Remaining: \$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

2190 - Other Student Support Services - \$5,528.21

Budget Line Item		Narrative Description
Function Code:	2190 - Other Student Support Services	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>(SCHOOL ALLOCATION PPA LIST-100% RULE- 90% PORTION) (PARENT AND FAMILY ENGAGEMENT-Central Elementary School)</p> <p>The district and schools will support parents/families and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members; support programs that reach parents and family members at home, in the community, and at school; disseminate information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. Embedded in these activities are family literacy services and parent/family outreach programs for English learners and their families. The goal is to assist parents and families to help their children improve academic and language skills.</p> <p>Materials and supplies to be purchased include but are not limited to: Posters, pens/pencils, paper, board games, math card games, stickers, signs, home literacy cards, home literacy kits, vocabulary cards, math journals, brochures, and family building activities.</p> <p>Total Parent Involvement for Coosa County Schools= 1% of \$552,821.00=\$5,528.21</p> <p>Central Elementary Portion of Parent Engagement:</p> <p>2190/413/8210-Central Elementary School-Parent and Family Engagement-Materials and Supplies- \$2,830.41</p>
Object Code:	400-499 - Materials + Supplies	
Targeted Assistance:		
Location:	Central Elementary School (019-0003)	
Quantity:	1.00	
Cost:	\$2,830.41	
Line Item Total:	\$2,830.41	

	<p>Function Code: 2190 - Other Student Support Services</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>(SCHOOL ALLOCATION PPA LIST-100% RULE- 90% PORTION) (PARENT AND FAMILY ENGAGEMENT-Central High School)</p> <p>The district and schools will support parents/families and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members; support programs that reach parents and family members at home, in the community, and at school; disseminate information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. Embedded in these activities are family literacy services and parent/family outreach programs for English learners and their families. The goal is to assist parents and families to help their children improve academic and language skills.</p> <p>Materials and supplies to be purchased but are not limited to: Posters, pens/pencils, paper, brochures, vocabulary cards, home literacy brochures, family engagement math and reading flyers, posterboards, boardgames, draw and write journals, etc.</p> <p>Total Parent Involvement for Coosa County Schools= 1% of \$552,821.00=\$5,528.21</p> <p>Central High School Portion of Parent and Family Engagement: 2190/413/8210- Central High School-Parent and Family Engagement-Materials and Supplies-\$2,144.98</p>
	<p>Object Code: 400-499 - Materials + Supplies</p>	
	<p>Targeted Assistance:</p>	
	<p>Location: Central High School (019-0005)</p>	
	<p>Quantity: <input type="text" value="1.00"/></p>	
	<p>Cost: <input type="text" value="\$2,144.98"/></p>	
	<p>Line Item Total: <input type="text" value="\$2,144.98"/></p>	
	<p>Function Code: 2190 - Other Student Support Services</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description)</p>

Object Code:	400-499 - Materials + Supplies	<i>description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</i> (SET ASIDES: PARENT AND FAMILY ENGAGEMENT-Central Office) The district and schools will support parents/families and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members; support programs that reach parents and family members at home, in the community, and at school; disseminate information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. Embedded in these activities are family literacy services and parent/family outreach programs for English learners and their families. The goal is to assist parents and families to help their children improve academic and language skills. Materials and supplies to include but are not limited to: Posters, flyers, brochures, cards, vocabulary cards, math cards, connecting board games, dry erase boards and markers for math/reading night, etc. Total Parent Involvement for Coosa County Central Office= \$552.82 2190/413/8210-Coosa County District Level-Parent and Family Engagement-Materials and Supplies- \$552.82
Targeted Assistance:		
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$552.82	
Line Item Total:	\$552.82	
Total for 2190 - Other Student Support Services:		\$5,528.21
Total for all other Function Codes:		\$547,292.79
Total for all Function Codes:		\$552,821.00
Adjusted Allocation:		\$552,821.00
Remaining:		\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

2210 - Instructional Improvement and Curriculum Development - \$57,385.00 ▼

Budget Line Item		Narrative Description
Function Code:	2210 - Instructional Improvement and Curriculum Development	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central High School:</p> <p>Funds will be used to hire a retired teacher to provide part-time mentoring and instructional support in order to strengthen instructional practices of 7-12 teachers across the system.</p> <p>Number of Employees/FTE(S): 1 Part-time 7-12 Science Teacher Mentor/Instructional Support @ .50 FTE (60 Total Days)</p> <p>Total Salary: \$28,308.00</p> <p>2210/018/8220-Part-time 7-12 Mentor/Instructional Support-Salary-\$28,308.00 (60 Days Total)</p> <p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central Elementary School:</p> <p>Funds will be used to hire a retired teacher to provide part-time mentoring and instructional support in order to strengthen instructional practices of K-6 teachers across the system.</p> <p>Number of Employees/FTE(S): 1 Part-time K-6 Speech-Language Pathologist @ .50 FTE</p>
Object Code:	010-199 - Salaries	
Targeted Assistance:		
Location:	Central High School (019-0005)	
Quantity:	1.00	
Cost:	\$28,308.00	
Line Item Total:	\$28,308.00	
Function Code:	2210 - Instructional Improvement and Curriculum Development	
Object Code:	010-199 - Salaries	
Targeted Assistance:		
Location:	Central Elementary School (019-0003)	
Quantity:	1.00	
Cost:	\$24,999.00	

<p>Line Item Total:</p> <p>\$24,999.00</p>	<p>Total Salary: \$24,999.00</p> <p>2210/018/8220-Part-time K-6 Speech-Language Pathologist-Salary-\$24,999.00</p>
<p>Function Code:</p> <p>2210 - Instructional Improvement and Curriculum Development</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>
<p>Object Code:</p> <p>200-299 - Employee Benefits</p>	<p>Central High School:</p>
<p>Targeted Assistance:</p>	<p>Funds will be used to hire a retired teacher to provide part-time mentoring and instructional support in order to strengthen instructional practices of 7-12 teachers across the system.</p>
<p>Location:</p> <p>Central High School (019-0005)</p>	<p>Number of Employees/FTE(S): 1 Part-time 7-12 Science Teacher Mentor/Instructional Support @ .50 FTE (60 Total Days)</p>
<p>Quantity:</p> <p>1.00</p>	<p>Total Benefit: \$2,165.57</p>
<p>Cost:</p> <p>\$2,165.57</p>	<p>2210/220-250/1500-Part-time 7-12 Mentor/Instructional Support-Benefit-\$2,165.57 (60 Days Total)</p>
<p>Line Item Total:</p> <p>\$2,165.57</p>	
<p>Function Code:</p> <p>2210 - Instructional Improvement and Curriculum Development</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>
<p>Object Code:</p> <p>200-299 - Employee Benefits</p>	
<p>Targeted Assistance:</p>	<p>Central Elementary School:</p>
<p>Location:</p> <p>Central Elementary School (019-0003)</p>	<p>Funds will be used to hire a retired teacher to provide part-time mentoring and instructional</p>

<p>Quantity: 1.00</p> <p>Cost: \$1,912.43</p> <p>Line Item Total: \$1,912.43</p>	<p>support in order to strengthen instructional practices of K-6 teachers across the system.</p> <p>Number of Employees/FTE(S): 1 Part-time K-6 Speech-Language Pathologist @ .50 FTE</p> <p>Total Benefits: \$1,912.43</p> <p>2210/2xx/8220-Part-time K-6 Speech-Language Pathologist-Benefits-\$1,912.43</p>	<p>Total for 2210 - Instructional Improvement and Curriculum Development: \$57,385.00</p>
<p>Total for all other Function Codes: \$495,436.00</p>		<p>Total for all Function Codes: \$552,821.00</p>
<p>Adjusted Allocation: \$552,821.00</p>		<p>Remaining: \$0.00</p>

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

2290 - Other Instructional Staff Services - \$54,229.74

Budget Line Item		Narrative Description
Function Code:	2290 - Other Instructional Staff Services	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>(SET ASIDE-OTHER)</p> <p>Title I funds will be set aside for district initiatives to provide technology support at 1.00/FTE for the Coosa County System. Additionally, 15 days will be provided for additional days working off contracted time to the technology support personnel to support technology during the summer months. COVID and Title funds were used to purchase numerous Chromebooks, laptops, document cameras, projection panels, desktop computers, and computer based programs. These new devices are numerous in quantity and require the system to hire an additional Tech support to monitor usage, assist teachers and students when issues arise, and to keep classroom technology running as there is now a system wide 1-to-1 initiative, as well as multiple computer labs at CES and CHS.</p> <p>Number of Employees/FTE(s): 1 Technology Support Tech. @ 1.00 FTE</p> <p>Salary Total: \$37,385.60</p> <p>2290/139/8220-Salary-Tech Support-\$31,637.00 2290/139/8220-Salary-Tech Support-Additional 15 Days-\$5,748.60</p>
Object Code:	010-199 - Salaries	
Targeted Assistance:		
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$37,385.60	
Line Item Total:	\$37,385.60	
Function Code:	2290 - Other Instructional Staff Services	
Object Code:	200-299 - Employee Benefits	
Targeted		

Assistance:	(SET ASIDE-OTHER)	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$16,844.14	
Line Item Total:	\$16,844.14	
	<p>Title I funds will be set aside for district initiatives to provide technology support at 1.00/FTE for the Coosa County System. Additionally, 15 days will be provided for additional days working off contracted time to technology support personnel to support technology during the summer months. COVID and Title funds were used to purchase numerous Chromebooks, laptops, document cameras, projection panels, desktop computers, and computer based programs. These new devices are numerous in quantity and require the system to hire an additional Tech support to monitor usage, assist teachers and students when issues arise, and to keep classroom technology running as there is now a system wide 1-to-1 initiative, as well as multiple computer labs at CES and CHS.</p> <p>Number of Employees/FTE(s): 1 Technology Support Tech. @ 1.00 FTE</p> <p>Benefit Total: \$16,844.14</p> <p>2290/200-250/8220-Benefit-Tech Support-\$15,680.63 2290/200-250/8220-Benefit-Tech Support-Additional 15 Days-\$1,163.51</p>	
	Total for 2290 - Other Instructional Staff Services:	\$54,229.74
	Total for all other Function Codes:	\$498,591.26
	Total for all Function Codes:	\$552,821.00
	Adjusted Allocation:	\$552,821.00
	Remaining:	\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

2300-2399 - School Administrative - \$25,583.33

Budget Line Item		Narrative Description
Function Code:	2300-2399 - School Administrative	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central Elementary School:</p> <p>Twenty additional days are budgeted for additional days working off contracted time for the assistant principal at CES to assist with summer school and other extended year activities. In addition, 5 additional days of off contracted time will be budgeted for the reading coach at CES to assist with extended year activities.</p> <p>Total Summer Day Salary= \$10,930.50</p> <p>2310/052/8220-Assistant Principal 30 Summer Days-Salary-\$8,987.40 2310/052/8220-Reading Coach 5 Summer Days-Salary-\$1,943.10</p> <p>Central High School:</p> <p>Thirty additional days are budgeted for additional days working off contracted time for the assistant principal at CHS to assist with summer school and other extended year activities.</p> <p>2310/052/8220-Assistant Principal 30 Summer Days-Salary-\$10,346.40</p>
Object Code:	010-199 - Salaries	
Targeted Assistance:		
Location:	Central Elementary School (019-0003)	
Quantity:	1.00	
Cost:	\$10,930.50	
Line Item Total:	\$10,930.50	
Function Code:	2300-2399 - School Administrative	
Object Code:	010-199 - Salaries	
Targeted Assistance:		
Location:	Central High School (019-0005)	
Quantity:	1.00	
Cost:	\$10,346.40	
Line Item Total:	\$10,346.40	

Total:			
Function Code:	2300-2399 - School Administrative		<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central Elementary School:</p> <p>Twenty additional days are budgeted for additional days working off contracted time for the assistant principal at CES to assist with summer school and other extended year activities. In addition, 5 additional days of off contracted time will be budgeted for the reading coach at CES to assist with extended year activities.</p> <p>Total Summer Day Benefit= \$2,212.33</p> <p>2310/220-250/8220-Assistant Principal 30 Summer Days-Benefit-\$1,819.05 2310/220-250/8220-Reading Coach 5 Summer Days-Benefit-\$393.28</p> <p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central High School:</p> <p>Thirty additional days are budgeted for additional days working off contracted time for the assistant principal at CHS to assist with summer school and other extended year activities.</p> <p>2310/220-250/8220-Assistant Principal 30 Summer Days-Benefit-\$2,094.10</p>
Object Code:	200-299 - Employee Benefits		
Targeted Assistance:			
Location:	Central Elementary School (019-0003)		
Quantity:	<input type="text" value="1.00"/>		
Cost:	<input type="text" value="\$2,212.33"/>		
Line Item Total:	<input type="text" value="\$2,212.33"/>		
Function Code:	2300-2399 - School Administrative		
Object Code:	200-299 - Employee Benefits		
Targeted Assistance:			
Location:	Central High School (019-0005)		
Quantity:	<input type="text" value="1.00"/>		
Cost:	<input type="text" value="\$2,094.10"/>		
Line Item Total:	<input type="text" value="\$2,094.10"/>		

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

4100-4199 - Student Transportation - \$240.48

Budget Line Item		Narrative Description
Function Code:	4100-4199 - Student Transportation	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central Elementary School:</p> <p>Coosa County Schools will provide evidence-based, supplemental, instructional and educational materials/resources/technology/services to support the district's curriculum. Based on the Central Elementary needs assessment, the school has decided to allocate Title I funds for a bus driver salary/mileage to field trips. All field trips will be academic in nature and more information is available upon request.</p> <p>4150/161/4400- Field Trip Driver Salary- \$100.00</p>
Object Code:	010-199 - Salaries	
Targeted Assistance:		
Location:	Central Elementary School (019-0003)	
Quantity:	1.00	
Cost:	\$100.00	
Line Item Total:	\$100.00	
Function Code:	4100-4199 - Student Transportation	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central High School:</p> <p>Coosa County Schools will provide evidence-based, supplemental, instructional and educational materials/resources/technology/services to support the district's curriculum. Based on the Central High School needs assessment, the school has decided to allocate Title I funds for a bus driver salary/mileage to field trips. All field trips will be academic in nature and more information is available upon request.</p> <p>4150/161/4400- Field Trip Driver Salary- \$100.00</p>
Object Code:	010-199 - Salaries	
Targeted Assistance:		
Location:	Central High School (019-0005)	
Quantity:	1.00	
Cost:	\$100.00	
Line Item Total:	\$100.00	

	<p>Function Code: 4100-4199 - Student Transportation</p> <p>Object Code: 200-299 - Employee Benefits</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central Elementary School:</p> <p>Coosa County Schools will provide evidence-based, supplemental, instructional and educational materials/resources/technology/services to support the district's curriculum. Based on the Central Elementary needs assessment, the school has decided to allocate Title I funds for a bus driver salary/mileage to field trips. All field trips will be academic in nature and more information is available upon request.</p> <p>4150/220-250/4400- Field Trip Driver Benefit- \$20.24</p>
<p>Targeted Assistance:</p> <p>Location: Central Elementary School (019-0003)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$20.24"/></p> <p>Line Item Total: <input type="text" value="\$20.24"/></p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Central High School:</p> <p>Coosa County Schools will provide evidence-based, supplemental, instructional and educational materials/resources/technology/services to support the district's curriculum. Based on the Central High School needs assessment, the school has decided to allocate Title I funds for a bus driver salary/mileage to field trips. All field trips will be academic in nature and more information is available upon request.</p> <p>4150/220-250/4400- Field Trip Driver Benefit- \$20.24</p>	
<p>Targeted Assistance:</p> <p>Location: Central High School (019-0005)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$20.24"/></p> <p>Line Item Total: <input type="text" value="\$20.24"/></p>		

Total for 4100-4199 - Student Transportation:	\$240.48
Total for all other Function Codes:	\$552,580.52
Total for all Function Codes:	\$552,821.00
Adjusted Allocation:	\$552,821.00
Remaining:	\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

6000-6999 - General Administrative - \$44,968.80

Budget Line Item		Narrative Description
Function Code:	6000-6999 - General Administrative	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>(SET ASIDE-ADMINISTRATION)</p> <p>Title I funds will be set aside to support funding for a 12 month Federal Programs Coordinator, (.25)/FTE, to lead all Title I, schoolwide requirements.</p> <p>Number of Employees/FTE(s): 1 Federal Programs Coordinator @ .25 FTE for Coosa County Board of Education</p> <p>6220/081/8600-Salary-\$22,318.25</p>
Object Code:	010-199 - Salaries	
Targeted Assistance:		
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$22,318.25	
Line Item Total:	\$22,318.25	
Function Code:	6000-6999 - General Administrative	
Object Code:	200-299 - Employee Benefits	
Targeted Assistance:		
Location:	Coosa County (019)	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>(SET ASIDE-ADMINISTRATION)</p> <p>Title I funds will be set aside to support funding for a 12 month Federal Programs Coordinator, (.25)/FTE, to lead all Title I, schoolwide requirements.</p> <p>Number of Employees/FTE(s): 1 Federal Programs Coordinator @ .25 FTE for Coosa County Board of Education</p> <p>6220/200-250/8600-Benefit-\$6,917.22</p>
Quantity:	1.00	
Cost:	\$6,917.22	
Line Item Total:	\$6,917.22	

	<p>Function Code: 6000-6999 - General Administrative</p> <p>Object Code: 300-399 - Purchased Services</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>(SET ASIDE-ADMINISTRATION)</p> <p>Funds will be set aside to support out of county travel and cost of accommodations associated with professional development related to federal programs. Professional development activities to include: Federal Programs Fall Conference and Summer Mega Conference. In addition, any other out of county conferences that the Federal Programs Coordinator deems necessary to attend will provide travel and registration cost.</p> <p>6220/382/8600- Travel (out of county)-\$2,000.00</p>
<p>Targeted Assistance:</p> <p>Location: Coosa County (019)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$2,000.00"/></p> <p>Line Item Total: <input type="text" value="\$2,000.00"/></p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>(SET ASIDE-ADMINISTRATION)</p> <p>Title I funding will be set aside to support the purchase of supplies associated with Federal Programs. Supplies to include: Printer ink, pens, paper, copy paper.</p> <p>6220/471/8600-Supplies-\$1,000.00</p>	
<p>Function Code: 6000-6999 - General Administrative</p> <p>Object Code: 400-499 - Materials + Supplies</p>	<p>Targeted Assistance:</p> <p>Location: Coosa County (019)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$1,000.00"/></p> <p>Line Item Total: <input type="text" value="\$1,000.00"/></p>	

Function Code:	6000-6999 - General Administrative	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>(SET ASIDE-ADMINISTRATION)</p> <p>Funds will be set aside to support the registration cost associated with professional development for the Federal Programs Coordinator. Professional development activities to include Fall Conference, Mega Conference, and other conferences on updates and trainings for Federal Programs Coordinator.</p> <p>6220/623/8600-Registration-\$2,000.00</p>
Object Code:	600-899 - Other Objects	
Targeted Assistance:		
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$2,000.00	
Line Item Total:	\$2,000.00	
Function Code:	6000-6999 - General Administrative	
Object Code:	910 - Indirect Costs	
Targeted Assistance:		
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$10,733.33	
Line Item Total:	\$10,733.33	
Total for 6000-6999 - General Administrative:		\$44,968.80
Total for all other Function Codes:		\$507,852.20

Total for all Function Codes:	\$552,821.00
Adjusted Allocation:	\$552,821.00
Remaining:	\$0.00

Budget Overview

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

Indirect Cost	
Total Contributing to Indirect Cost	\$542,087.67
Indirect Cost Rate	1.98%
Maximum Allowed for Indirect Cost	\$10,733.33

Filter by Location: All - \$552,821.00 ▼

Function Code	Object Code	010-199 - Salaries	200-299 - Employee Benefits	300-399 - Purchased Services	400-499 - Materials + Supplies	600-899 - Other Objects	910 - Indirect Costs	Total
1100 - Instruction		200,167.44	71,226.60	4,788.00	25,391.40	63,312.00		364,885.44
2190 - Other Student Support Services		0.00	0.00	0.00	5,528.21	0.00	0.00	5,528.21
2210 - Instructional Improvement and Curriculum Development		53,307.00	4,078.00	0.00	0.00	0.00	0.00	57,385.00
2290 - Other Instructional Staff Services		37,385.60	16,844.14	0.00	0.00	0.00	0.00	54,229.74
2300-2399 - School Administrative		21,276.90	4,306.43	0.00	0.00	0.00	0.00	25,583.33
4100-4199 - Student Transportation		200.00	40.48	0.00	0.00	0.00	0.00	240.48
6000-6999 - General Administrative		22,318.25	6,917.22	2,000.00	1,000.00	2,000.00	10,733.33	44,968.80

Function Code	Object Code	010-199 - Salaries	200-299 - Employee Benefits	300-399 - Purchased Services	400-499 - Materials + Supplies	600-899 - Other Objects	910 - Indirect Costs	Total
		334,655.19	103,412.87	6,788.00	31,919.61	65,312.00	10,733.33	552,821.00
		Adjusted Allocation						552,821.00
		Remaining						0.00

Schoolwide Details

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

One or more schools have a Schoolwide service type.

Personnel

Personnel Paid With Title I-SWP Funds

1	Administration
	Clerical
4	Teachers
1	Instructional Paraprofessionals
	Non-Instructional Paraprofessionals
	Media Specialists
	Reading Coaches
	Counselors
	Nurses
	Parent Involvement Resource
4	Other Part-Time Retired
1	Other Technology Support

FTEs

FTEs Paid With Title I-SWP Funds

0.25	Administration
	Clerical

2.94	Teachers
1.00	Instructional Paraprofessionals
	Non-Instructional Paraprofessionals
	Media Specialists
	Reading Coaches
	Counselors
	Nurses
	Parent Involvement Resource
2.00	Other Part-Time Retired. No Insurance Allocation
1.00	Other Technology Support

Part-Time Personnel

Part-Time Personnel Paid With Title I-A, Schoolwide Funds

Part-Time Personnel Count

Job Title(s) (tutors, teachers, summer school, extended day, etc.)

Public

Subject Areas

- Reading
- Language Arts/English
- Math
- Science
- Social Studies
- English Language Instruction

Grade Grouping Served

- Preschool
- Kindergarten
- Elementary
- Secondary
- Middle

Delivery Methods

- In-Class
- Pull-Out
- Replacement
- Extended Learning (Summer School)
- Extended Learning (After School)
- Reduced Class Size
- Other

District Parent and Family Engagement Activities (10% of the 1%)

Required District Activities for LEAs Receiving an Allocation of More Than \$500,000 (Select At Least One and Include Appropriate Cost)	Estimated Cost
Supporting schools and nonprofit organizations in providing professional development for local educational agency and school personnel regarding parent and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents and family members.	\$ 552.82
Supporting programs that reach parents and family members at home, in the community, and at school.	\$
Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members.	\$
Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement.	\$
Engaging in any other activities and strategies that the local educational agency determines are appropriate and consistent with such agency's parent and family engagement policy.	\$

Total Cost: \$

552.82

617 Average Daily Number Participants Served

Targeted Assistance Details

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

One or more schools have a Targeted Assistance service type.

Related LEA Plan Action Steps ()

Related School Plan Action Steps ()

Related Documents

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title I-A

Required Documents		
Type	Document Template	Document/Link
Parent and Family Engagement Annual Evaluation [Upload at least 1 document(s)]	Parent and Family Engagement Annual Evaluation	PARENT AND FAMILY ENGAGEMENT ANNUAL EVALUATION-COOSA COUNTY-FY24
Homeless Set Asides Needs Assessment [Upload at least 1 document(s)]	N/A	HOMELESS SET ASIDE PLAN-COOSA COUNTY-FY24
Program Evaluation Results [Upload at least 1 document(s)]	Program Evaluation Results	PROGRAM EVALUATION RESULTS FY23
Program Evaluation Current Plans [Upload at least 1 document(s)]	Evaluation Template	PROGRAM EVALUATION-TITLE I-COOSA COUNTY-FY24
LEA Coordination Agreement with Head Start and other Early Childhood Programs [Upload 1 document(s)]	LEA Coordination Agreement with Head Start and other Early Childhood Programs	Head Start Agreement-FY24
Comparability Report [Upload 1 document(s)]	Comparability Report	Comparability Report-FY24-LETTER
Federally Funded Job Descriptions (attach job descriptions if funds are allocated towards personnel) [Upload at least 1 document(s)]	N/A	Job Descriptions-FY24

Additional Documents

Type	Document Template	Document/Link
Parent and Family Engagement Worksheet (Required for LEAs that receive \$500,000 or more in Title I)	2023-2024 Parent and Family Engagement Worksheet	PARENT AND FAMILY ENGAGEMENT WORKSHEET-COOSA COUNTY-FY24
Equitable Services Intent to Participate Form	Equitable Services Intent to Participate Form	FY24-Equitable Services-No Private School Letter
Equitable Services Implementation Form: Title I (Required if providing Private School Services)	Title I-A Equitable Services Implementation Form	FY24 Assurances of No Private Schools
Preschool Multiple Criteria (Required if funds are budgeted under 9140. Preschool documents can be found by clicking on the ALSDE Resources link.)	N/A	

<p>Preschool Worksheet(s) (Required if funds are budgeted under 9140. Preschool documents can be found by clicking on the ALSDE Resources link.)</p>	<p>N/A</p>	
<p>Preschool Compilation Document (Required if funds are budgeted under 9140. Preschool documents can be found by clicking on the ALSDE Resources link.)</p>	<p><u>📎 Preschool Compilation Sheet</u></p>	
<p>Other</p>	<p>N/A</p>	

Budget

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title II-A, Supporting Effective Instruction

Indirect Cost	
Total Contributing to Indirect Cost	\$71,189.45
Indirect Cost Rate	1.98%
Maximum Allowed for Indirect Cost	\$1,409.55

Function Code	Total
1100 - Instruction	\$0.00
2210 - Instructional Improvement and Curriculum Development	\$0.00
2215 - Instructional Staff Development Services	\$70,889.45
2290 - Other Instructional Staff Services	\$0.00
2300-2399 - School Administrative	\$0.00
6000-6999 - General Administrative	\$1,709.55
9200 - NonPublic School Programs	\$0.00
Total	\$72,599.00
Adjusted Allocation	\$72,599.00
Remaining	\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title II-A, Supporting Effective Instruction

2215 - Instructional Staff Development Services - \$70,889.45

Budget Line Item		Narrative Description
Function Code:	2215 - Instructional Staff Development Services	Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)
Object Code:	010-199 - Salaries	Coosa County School employees throughout the district will have opportunities for professional development, whether embedded or off campus. Professional Development will develop teachers' expertise in various areas from classroom management to subject matter expertise in order to address lack of progress in academic areas. Title II funds consisting of \$27,760.00 will be applied towards PD Substitutes throughout the year (\$4,760.00) and PD Stipends for teachers who attend PD sessions during summer off contracted hours. (\$23,000.00)
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$27,760.00	
Line Item Total:	\$27,760.00	
Function Code:	2215 - Instructional Staff Development Services	Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)
Object Code:	200-299 - Employee Benefits	Coosa County School employees throughout the district will have opportunities for professional development, whether embedded or off campus. Professional Development will develop teachers' expertise in various areas from classroom management to subject matter expertise in order to address lack of progress in academic areas. Title II funds consisting of \$5,024.89 will be applied towards PD Substitutes and PD Stipend benefits for teachers attending who attend PD sessions throughout the school year.
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$5,019.34	
Line Item Total:	\$5,019.34	2215/200-250/8220-PD/Subs & Stipends Benefits-\$5,019.34

	<p>Function Code: 2215 - Instructional Staff Development Services</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Coosa County School employees at Central Elementary, Central High School, and the Coosa County Central Office will have opportunities for professional development, whether embedded or off campus. Specific areas of focus include writing, reading, formative and summative assessments, multi-sensory instruction, tiered instruction, technology integration, and the integrated and applied approach to teaching science, technology, engineering, and mathematics (STEM). Additional training will include local school, district, state and national conferences, seminars, retreats, and/or workshops that address school improvement and improved student performance in order to reduce gaps in student achievement. Participants will provide turnaround training their faculties and/or staff. Training will be designed to enhance the ability of staff members to comprehend and use curricula, assessment measures, and instruction strategies for all groups of students including LEP, SPED, and At-Risk students. All PD strategies will be based on effective research and relative to improving subject knowledge and instructional strategies. During the summer, educators will have the opportunity to participate in professional development opportunities directly related to district initiatives. Funds will be used for consultants (PowerSchool Training, Leadership Training, Classroom Management), stipends (for attending training during non-contracted hours), substitutes, and travel expenses (Gas/Accommodations). Funds will be used to support district initiatives. PD district initiatives are: Induction and Mentoring, Teacher Leadership, Support for Early Learning and Educator Equity.</p> <p>2215/312/8220-PD Consultant-\$15,000.00 (Hiring trainers to conduct PD during Summer hours/Topics include but not limited to: PowerSchool, Classroom Management, School Leadership, Mentoring)</p> <p>2215/382/8220-PD Travel-\$15,000.00 (Gas/Accommodations for attending out of county Professional Development/Example-Mega Conference)</p>
	<p>Object Code: 300-399 - Purchased Services</p>	
	<p>Location: Coosa County (019)</p>	
	<p>Quantity: 1.00</p>	
	<p>Cost: \$30,000.00</p>	
	<p>Line Item Total: \$30,000.00</p>	

	<p>Function Code: 2215 - Instructional Staff Development Services</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title II funds totaling \$2,000.00 will be used to purchase supplies needed by teachers and staff as they attend local school, district, state and national conferences, seminars, retreats, and/or workshops that address school improvement and improved student performance in order to reduce gaps in student achievement. Supplies for school trainings will be designed to enhance the ability of staff members to comprehend and use curricula, assessment measures, and instructional strategies for all groups of students. Supplies will include but not limited to: Binders for PLU's, Copy Paper, Pens, Sticky Notes, Illustrations, Master Teacher Handouts, Data Literacy Laminated Handout, Differentiated Instruction Laminated Handout, Formative Assessment Laminated Handout, Poster Boards for PLU's through the year, Educator Law Laminated Handout, etc.)</p> <p>2215/412/8220-PD Supplies-\$2,000.00</p>
	<p>Object Code: 400-499 - Materials + Supplies</p>	
	<p>Location: Coosa County (019)</p>	
	<p>Quantity: <input type="text" value="1.00"/></p>	
	<p>Cost: <input type="text" value="\$2,000.00"/></p>	
	<p>Line Item Total: <input type="text" value="\$2,000.00"/></p>	
	<p>Function Code: 2215 - Instructional Staff Development Services</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title II funds will be used to cover the registration cost associated with the attendance highly qualified professional development by teachers and staff throughout the year. Training will include local school, district, state and national conferences, seminars, retreats, and/or workshops that address school improvement and improved student performance in order to reduce gaps in student achievement. Participants will provide turnaround training their faculties and/or staff. Training will be designed to enhance the ability of staff members to comprehend and use curricula, assessment measures, and instruction strategies for all groups of students including LEP, SPED, and At-Risk students. All PD strategies will be based on effective research and relative to improving subject knowledge and instructional strategies.</p>
	<p>Object Code: 600-899 - Other Objects</p>	
	<p>Location: Coosa County (019)</p>	
	<p>Quantity: <input type="text" value="1.00"/></p>	
	<p>Cost: <input type="text" value="\$6,110.11"/></p>	
	<p>Line Item Total: <input type="text" value="\$6,110.11"/></p>	

2215/623/8220-PD Registration-\$6,110.11

Total for 2215 - Instructional Staff Development Services:	\$70,889.45
Total for all other Function Codes:	\$1,709.55
Total for all Function Codes:	\$72,599.00
Adjusted Allocation:	\$72,599.00
Remaining:	\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title II-A, Supporting Effective Instruction

6000-6999 - General Administrative - \$1,709.55

Budget Line Item		Narrative Description
Function Code:	6000-6999 - General Administrative	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title II funds will be used to cover CLAS dues for the Federal Programs Coordinator. CLAS provides the Federal Programs Coordinator with professional learning opportunities and resources needed to advance public education in Alabama.</p> <p>6220/621/8600-Dues-\$300.00</p>
Object Code:	600-899 - Other Objects	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$300.00	
Line Item Total:	\$300.00	
Function Code:	6000-6999 - General Administrative	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>An Indirect Cost will be charged to the Title II program.</p> <p>6910/910/8600-Indirect Cost-\$1,409.55</p>
Object Code:	910 - Indirect Costs	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$1,409.55	
Line Item Total:	\$1,409.55	
Total for 6000-6999 - General Administrative:		\$1,709.55

Total for all other Function Codes:	\$70,889.45
Total for all Function Codes:	\$72,599.00
Adjusted Allocation:	\$72,599.00
Remaining:	\$0.00

Budget Overview

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title II-A, Supporting Effective Instruction

Indirect Cost	
Total Contributing to Indirect Cost	\$71,189.45
Indirect Cost Rate	1.98%
Maximum Allowed for Indirect Cost	\$1,409.55

Filter by Location: 

Function Code	Object Code	010-199 - Salaries	200-299 - Employee Benefits	300-399 - Purchased Services	400-499 - Materials + Supplies	600-899 - Other Objects	910 - Indirect Costs	Total
2215 - Instructional Staff Development Services		27,760.00	5,019.34	30,000.00	2,000.00	6,110.11	0.00	70,889.45
6000-6999 - General Administrative		0.00	0.00	0.00	0.00	300.00	1,409.55	1,709.55
Total		27,760.00	5,019.34	30,000.00	2,000.00	6,410.11	1,409.55	72,599.00
Adjusted Allocation								72,599.00
Remaining								0.00

Application Details

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title II-A, Supporting Effective Instruction

Consultation Process

1. Provide a list of stakeholders involved in the consultation process. Include a list of team members and their positions. 2102(b)(3)(A)

David Stover, Superintendent
Adam Hopper, Federal Programs Coordinator
Wanda Young, Special Education Coordinator
Brandi Lee, Central High School Principal
Kara Forbus, Central Elementary Principal
Caleb Whorton, Technology Coordinator
Donna Porch, ARI Central Elementary School
Marissa Ware, Parent
Kimberly Grogan, Parent
Scott White-Rockford Mayor
Michael Howell, Coosa County Sheriff

2. Describe the consultation process used in determining the use of Title II-A funds. 2102(b)(3)(B)

In order to best determine the needs for the Title II funds, an overview of programs used in the system is discussed as well as the number of teachers needing each type of training. Data team meetings provide insight into specific training required for teachers. Teacher provide input as to their needs, but data review also drives scheduling specific professional development. The Alabama Literacy Act continues to be a driving force in required professional development. All of this information is shared among the team.

Narratives

1. Describe the activities to be carried out by the local educational agency under this section and how these activities will be aligned with challenging State academic standards. 2102(b)(2)(A)

- 1. Program training (specific to teacher needs) throughout the school year
- 2. Summer training (specific to school and needs to teachers) (stipends)
- 3. Conferences/off campus training (as needed basis)
- 4. Job-embedded throughout year with ARI/READING Coach/AMSTI/Science mentor/program specific

2. Describe the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership. 2102(b)(2)(B)

New personnel orientations support professionals as they enter the Coosa County School System. Additionally, teachers eligible for the Alabama Teacher Mentor Program are supported by an assigned Mentor for their first two years of instruction. Professional growth is available at any time to any employee and/or administrator. Based upon classroom or school observations, special conferences or remote PD will be assigned, as needed.

3. Describe how the local educational agency will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under section 1111(d) and have the highest percentage of children counted under section 1124(c). 2102(b)(2)(C)

Coosa County Schools are not identified as comprehensive or targeted therefore all support for improvement activities are supported throughout the school year and summer.

4. Describe how the local educational agency will use data and ongoing consultation to continually update and improve activities supported under this part. 2102(b)(2)(D)

Student benchmarks (3 times per year) and grade reports, including progress reports will be examined to determine areas that all students may be in need of more support, resulting in PD for teachers. Additionally, monthly Data Meetings will provide insight into the areas that teachers feel they may need additional professional development. All areas are considered and professional development will be provided, accordingly.

Personnel

Personnel Paid With Title II-A Funds

	Administration
	Clerical
	Teachers
	Other
	Other

FTEs

FTEs Paid With Title II-A Funds

	Administration
	Clerical
	Teachers
	Other
	Other

Public

Allowable Activities (Check At Least One of the Following)	Estimated Cost
Develop or improve evaluation and support systems for teachers, principals, or other school leaders	\$
Recruiting, hiring, and retaining effective teachers	\$
Recruiting qualified individuals from other fields to become teachers, principals, or other school leaders	\$
Reducing class size to a level that is evidence-based	\$
Providing high-quality, evidence based personalized professional development	\$ 70,889.45
Activities that increase the ability of teachers to effectively teach children with disabilities and English learners	\$
Activities to increase the knowledge base of teachers, principals or other school leaders on instruction in the Early Learning including activities to address transition to elementary school	\$
Providing training, technical assistance in selecting and implementing formative assessments, designing classroom-based assessments and using data Reducing class size to a level that is evidence-based	\$
Training to help educators understand when and how to refer students affected by trauma, and children with, or at risk of, mental illness; and forming partnerships between school-based mental health programs and addressing issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism	\$
Training to support the identification of students who are gifted and talented	\$
Supporting the instructional services provided by effective school library programs	\$
Training to all school personnel regarding how to prevent and recognize child sexual abuse	\$
Professional development to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	\$
Developing feedback mechanisms to improve school working condition	\$
Professional development to integrate rigorous academic content, career and technical education, and work-based learning	\$
Carrying out other activities that are evidence-based, to the extent the State (in consultation with local educational agencies in the State)determines that such evidence is reasonably available, and identified by the local educational agency that meet the purpose of this title	\$
Administrative Cost	\$ 1,709.55
Public Estimated Cost Total:	\$ 72,599.00

Private Schools If Applicable

Allowable Activities	Estimated Cost
Providing high-quality, evidence based personalized professional development to effectively integrate technology in the curricula, using data to improve student achievement, engaging parents, families and community partners, as well as opportunities for experiential learning	\$ <input type="text"/>
Professional development to promote high-quality instruction and instructional leadership in science, technology, engineering, and mathematics subjects, including computer science	\$ <input type="text"/>
Activities that increase the ability of teachers to effectively teach children with disabilities and English learners	\$ <input type="text"/>
Training to support the identification of students who are gifted and talented	\$ <input type="text"/>
Supporting the instructional services provided by effective school library programs	\$ <input type="text"/>
Training to all school personnel regarding how to prevent and recognize child sexual abuse	\$ <input type="text"/>
Other	\$ <input type="text"/>
Private Schools Estimated Cost Total:	\$ <input type="text" value="0.00"/>

Related LEA Plan Action Steps ()

Related School Plan Action Steps ()

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title II-A, Supporting Effective Instruction

District does not have any private schools.

Related Documents

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title II-A, Supporting Effective Instruction

Required Documents

Type	Document Template	Document/Link
Program Evaluation Results [Upload 1 document(s)]	Program Evaluation Template	FY2023-Title II-Program Evaluation-End of Year
Program Evaluation Current Plans [Upload 1 document(s)]	Evaluation Template	FY2024-Title II-Program Evaluation

Additional Documents

Type	Document Template	Document/Link
Equitable Services Implementation Form: Title II (Required if providing Private School Services)	Title II-A Equitable Services Implementation Form	Title II, Part A, Private School Equitable Services-Coosa County Letter-FY24
Federally Funded Job Descriptions (attach job descriptions if funds are allocated towards personnel)	N/A	
Preschool Worksheet(s) (Required if funds are budgeted under 9140. Preschool documents can be found by clicking on the ALSDE Resources link.)	N/A	
Preschool Compilation Document (Required if funds are budgeted under 9140. Preschool documents can be found by clicking on the ALSDE Resources link.)	N/A	
Other	N/A	

Budget

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title IV, Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$38,180.05
Indirect Cost Rate	1.98%
Maximum Allowed for Indirect Cost	\$755.96

Function Code	Total
1100 - Instruction	\$21,954.83
2110 - Attendance Services	\$0.00
2120 - Guidance and Counseling Services	\$0.00
2130 - Testing Services	\$0.00
2140 - Health Services	\$6,080.22
2150 - Social Services	\$0.00
2170 - Psychological Services	\$0.00
2190 - Other Student Support Services	\$0.00
2215 - Instructional Staff Development Services	\$0.00
2290 - Other Instructional Staff Services	\$0.00
2300-2399 - School Administrative	\$0.00
3100 - Security Services	\$10,145.00
4100-4199 - Student Transportation	\$0.00
6000-6999 - General Administrative	\$755.95
9120 - Community Education	\$0.00
9130 - Extended Day/Dependent Care	\$0.00
9200 - NonPublic School Programs	\$0.00

9300-9399 - Community Services

		\$0.00
	Total	\$38,936.00
	Adjusted Allocation	\$38,936.00
	Remaining	\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title IV, Part A

1100 - Instruction - \$21,954.83



Budget Line Item		Narrative Description
Function Code:	1100 - Instruction	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title IV funds will be used to support travel for the school robotics team.</p> <p>1100/382/4800- Travel-In State- \$2,850.00 1100/383/4800- Travel Out of State- \$2,850.00 Total Travel= \$5,700.00</p> <p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Musical concepts are learned through singing, chanting, dance, movement, drama and the playing of percussion instruments. Improvisation, composition, and a child's natural sense of play are encouraged. Coosa County Schools will provide materials and supplies to increase instruction and participation in the theatre program for students in Grades 6-12.</p> <p>1100/419/1642-Theater/Art Materials and Supplies- \$5,383.13</p>
Object Code:	300-399 - Purchased Services	
Focus Areas:	Well Rounded Education	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$5,700.00	
Line Item Total:	\$5,700.00	
Function Code:	1100 - Instruction	
Object Code:	400-499 - Materials + Supplies	
Focus Areas:	Well Rounded Education	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$5,383.13	
Line Item Total:	\$5,383.13	

	<p>Function Code: 1100 - Instruction</p> <p>Object Code: 400-499 - Materials + Supplies</p> <p>Focus Areas: Well Rounded Education</p> <p>Location: Coosa County (019)</p> <p>Quantity: 1.00</p> <p>Cost: \$4,271.70</p> <p>Line Item Total: \$4,271.70</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Musical concepts are learned through singing, chanting, dance, movement, drama and the playing of percussion instruments. Improvisation, composition, and a child's natural sense of play are encouraged. Coosa County Schools will provide instruments to increase instruction and participation in the band program for students in Grades 6-12.</p> <p>1100/491/1621- Instructional Equipment-\$4,271.70</p>
	<p>Function Code: 1100 - Instruction</p> <p>Object Code: 400-499 - Materials + Supplies</p> <p>Focus Areas: Effective Use of Technology</p> <p>Location: Coosa County (019)</p> <p>Quantity: 1.00</p> <p>Cost: \$4,200.00</p> <p>Line Item Total: \$4,200.00</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title IV funds will be used for the purchase of laptops to be used for instruction.</p> <p>1100/495/8130-Laptops for Instruction-\$4,200.00</p>
	<p>Function Code: 1100 - Instruction</p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p>

Object Code:	400-499 - Materials + Supplies	<i>description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</i> Title IV funds will be used to purchase materials and supplies for robotics. 1100/419/4800-Materials and Supplies- \$1,400.00
Focus Areas:	Well Rounded Education	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$1,400.00	
Line Item Total:	\$1,400.00	
Function Code:	1100 - Instruction	<i>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</i> Title IV funds will be used to pay for robotics competition registrations. 1100/623/4800-Robotics Registration-\$1,000.00
Object Code:	600-899 - Other Objects	
Focus Areas:	Well Rounded Education	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$1,000.00	
Line Item Total:	\$1,000.00	
Total for 1100 - Instruction:		\$21,954.83
Total for all other Function Codes:		\$16,981.17
Total for all Function Codes:		\$38,936.00
Adjusted Allocation:		\$38,936.00

Remaining: \$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title IV, Part A

2140 - Health Services - \$6,080.22 ▼

Budget Line Item		Narrative Description
Function Code:	2140 - Health Services	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title IV funds will be used to pay for a nurse to be on duty during summer camp.</p> <p>2140/121/8210-Nurse Salary- \$5,100.00</p>
Object Code:	010-199 - Salaries	
Focus Areas:	Safe and Healthy Students	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$5,100.00	
Line Item Total:	\$5,100.00	
Function Code:	2140 - Health Services	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title IV funds will be used to pay for a nurse to be on duty during summer camp.</p> <p>2140/200-299/8210-Nurse Benefits-\$980.22</p>
Object Code:	200-299 - Employee Benefits	
Focus Areas:	Safe and Healthy Students	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$980.22	
Line Item Total:	\$980.22	

Total for 2140 - Health Services:	\$6,080.22
Total for all other Function Codes:	\$32,855.78
Total for all Function Codes:	\$38,936.00
Adjusted Allocation:	\$38,936.00
Remaining:	\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title IV, Part A

3100 - Security Services - \$10,145.00

Budget Line Item		Narrative Description
Function Code:	3100 - Security Services	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title IV funds will be used to purchase a Raptor System for both Central High and Central Elementary Schools. Raptor is a visitor management system that enhances school security by reading visitor drivers' licenses (or other approved state-issued ID), comparing information to a sex offender database by alerting school administrators. Once cleared through the system, a visitor badge is produced that includes a photo.</p> <p>3100/493/8300-Raptor Security System-\$8,746.00</p>
Object Code:	400-499 - Materials + Supplies	
Focus Areas:	Safe and Healthy Students	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$8,746.00	
Line Item Total:	\$8,746.00	
Function Code:	3100 - Security Services	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title IV funds will be used to purchase a Raptor System License Fee for both Central High and Central Elementary Schools. Raptor is a visitor management system that enhances school security by reading visitor drivers' licenses (or other approved state-issued ID), comparing information to a sex offender database by alerting school administrators. Once cleared through the system, a visitor badge is produced that includes a photo.</p> <p>3100/622/8300-Raptor Security System License Fee-\$1,399.00</p>
Object Code:	600-899 - Other Objects	
Focus Areas:	Safe and Healthy Students	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$1,399.00	
Line Item Total:	\$1,399.00	

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title IV, Part A

6000-6999 - General Administrative - \$755.95 ▼

Budget Line Item		Narrative Description
Function Code:	6000-6999 - General Administrative	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>An indirect cost will be charged to the Title IV program. 6910/910/8600-Indirect Cost-\$755.95</p>
Object Code:	910 - Indirect Costs	
Focus Areas:	Admin/Indirect Cost	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$755.95	
Line Item Total:	\$755.95	
Total for 6000-6999 - General Administrative:		\$755.95
Total for all other Function Codes:		\$38,180.05
Total for all Function Codes:		\$38,936.00
Adjusted Allocation:		\$38,936.00
Remaining:		\$0.00

Budget Overview

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title IV, Part A

Indirect Cost	
Total Contributing to Indirect Cost	\$38,180.05
Indirect Cost Rate	1.98%
Maximum Allowed for Indirect Cost	\$755.96

Filter by Location: 

Function Code	Object Code	010-199 - Salaries	200-299 - Employee Benefits	300-399 - Purchased Services	400-499 - Materials + Supplies	600-899 - Other Objects	910 - Indirect Costs	Total
1100 - Instruction		0.00	0.00	5,700.00	15,254.83	1,000.00	0.00	21,954.83
2140 - Health Services		5,100.00	980.22	0.00	0.00	0.00	0.00	6,080.22
3100 - Security Services		0.00	0.00	0.00	8,746.00	1,399.00	0.00	10,145.00
6000-6999 - General Administrative		0.00	0.00	0.00	0.00	0.00	755.95	755.95
Total		5,100.00	980.22	5,700.00	24,000.83	2,399.00	755.95	38,936.00
Adjusted Allocation								38,936.00
Remaining								0.00

Application Details

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title IV, Part A

Personnel

Personnel Paid With Title IV-A Funds - Select Applicable Position(s)

<input type="checkbox"/>	Alternative Education Program Staff
<input type="checkbox"/>	Counselor
<input checked="" type="checkbox"/>	Health Services - Nurse
<input type="checkbox"/>	Social Services - Social Worker
<input type="checkbox"/>	Psychological Services Staff
<input type="checkbox"/>	Other Student Services Coordinator
<input type="checkbox"/>	Other Student Services Mentors/Aides
<input type="checkbox"/>	Special Area Teacher
<input type="checkbox"/>	School Resource Officer
<input type="checkbox"/>	Core Teacher
<input type="checkbox"/>	Administrative Director/Asst. Director
<input type="checkbox"/>	Community Education Staff
<input type="checkbox"/>	After School Teacher
<input type="checkbox"/>	Other:

FTEs

FTEs Paid With Title IV-A Funds - Select Applicable Position(s)

<input type="checkbox"/>	Alternative Education Program Staff
<input type="checkbox"/>	Counselor
<input type="checkbox"/>	Health Services - Nurse
<input type="checkbox"/>	Social Services - Social Worker

<input type="checkbox"/>	Psychological Services Staff
<input type="checkbox"/>	Other Student Services Coordinator
<input type="checkbox"/>	Other Student Services Mentors/Aides
<input type="checkbox"/>	Special Area Teacher
<input type="checkbox"/>	School Resource Officer
<input type="checkbox"/>	Core Teacher
<input type="checkbox"/>	Administrative Director/Asst. Director
<input type="checkbox"/>	Community Education Staff
<input type="checkbox"/>	After School Teacher
<input type="checkbox"/>	Other:

Needs Assessment of Objective Data (Select at least two)

<input type="checkbox"/>	Juvenile Court Statistical Report
<input type="checkbox"/>	Kids Count Data Book
<input type="checkbox"/>	LEA Achievement Records
<input type="checkbox"/>	LEA Attendance Report(s)
<input type="checkbox"/>	LEA Dropout Report(s)
<input type="checkbox"/>	LEA Retention Report(s)
<input type="checkbox"/>	Dual Enrollment Records
<input type="checkbox"/>	Police Report(s)
<input type="checkbox"/>	AP Exam
<input checked="" type="checkbox"/>	Student Incident Report (SIR)
<input type="checkbox"/>	System Report Card
<input checked="" type="checkbox"/>	Locally administered scientifically based research curriculum pretest(s)/posttest(s) and analysis. Complete box below.
<input checked="" type="checkbox"/>	Other: Capital Plan

Participants in Conducting Needs Assessment of Objective Data (Select at least two)

<input checked="" type="checkbox"/>	Advisory Council
<input checked="" type="checkbox"/>	Central Office Personnel
<input checked="" type="checkbox"/>	Community Member(s)
<input checked="" type="checkbox"/>	Individual School Faculty/Staff
<input checked="" type="checkbox"/>	Law Enforcement Personnel
<input checked="" type="checkbox"/>	Parent(s)/Guardian(s)
<input checked="" type="checkbox"/>	School Administrator(s)
<input checked="" type="checkbox"/>	School Counselor(s)
<input checked="" type="checkbox"/>	School Nurse(s)
<input checked="" type="checkbox"/>	School Resource Officer(s)
<input checked="" type="checkbox"/>	Local Government Representative
<input checked="" type="checkbox"/>	Student
<input checked="" type="checkbox"/>	Other: Technology Coordinator

Needs Assessment of Objective Data (Summary)

I-Ready; ACAP Results

We begin each year by administering an I-Ready Diagnostic to all students in grades 2-12. The I-Ready Diagnostic is an adaptive assessment, or a type of computer adaptive test. Computer adaptive tests match the difficulty of test questions to the ability of each student. As students answer questions correctly, the test gets more difficult. As students answer questions incorrectly, the test gets easier. Data will help student's teacher(s) determine their individual needs, personalize their learning, and monitor progress throughout the year. During small group instruction, or center time, teachers will provide targeted instruction based on the needs identified by the I-ready diagnostic. Students take the I-ready diagnostic three times during the school year. This data is analyzed and used to measure whether students are reaching the appropriate growth for their grade level. In the event where students are not reaching appropriate growth, our faculty, instructional coach, and members of the administrative team meet to discuss possible ways to change the students small group, after school tutoring intervention, and teaching strategies to help students reach their identified growth result. The team will also communicate with the students' parent to have collaboration with aiding their students projected growth pattern and ways to best serve their student.

In addition to growth data, Coosa County Schools analyze yearly ACAP data with the previous years' data. Data is analyzed three different ways. First, data is analyzed and compared to state summary data. Second, each grade level is analyzed and compared to other grade levels. Thirdly, data is analyzed to identify

student growth from the previous year. For example, our 4th grade data would be analyzed with the state 4th grade summary data in ELA and math. The 4th grade data would then be compared to the 3rd and 5th grade data. Finally, the 4th grade data from 2024 would be measured with the 3rd grade data from 2023. This data is used to identify trends to help make decisions on staffing, resources, curriculum, and professional development.

Our state formative assessments are used to review the purchase and success of supplemental materials and programs. Lastly, we examine teacher performance by conducting classroom observations and an analysis of student performance to direct our professional development needs for faculty and staff.

Well-Rounded Educational Opportunities

- Improving access to foreign language instruction, arts, and music education.
- Supporting college and career counseling, including providing information on opportunities for financial aid through the early FAFSA.
- Providing programming to improve instruction in science, technology, engineering and mathematics (STEM), including computer science, and increasing access to these subjects for underrepresented groups.
- Promoting access to accelerated learning opportunities including Advanced Placement (AP) and International Baccalaureate (IB) programs, dual or concurrent enrollment programs and early college high school.
- Strengthening instruction in American history, civics, economics, geography, and environmental education.

Safe and Healthy Students

- Promoting community and parent involvement in schools.
- Providing school-based mental health services and counseling.
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline.
- Establishing or improving dropout prevention.
- Supporting re-entry programs and transition services for justice-involved youth.
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education).
- Implementing systems and practices to prevent bullying and harassment.
- Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse.
- Establishing community partnerships.

Effective Use of Technology

- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement.
- Building technological capacity and infrastructure.
- Carrying out innovative blended learning projects.
- Providing students in rural, remote, and underserved areas with the resources to benefit from high-quality digital learning opportunities.
- Delivering specialized or rigorous academic courses and curricula using technology, including digital learning technologies and assistive technology.

Parent/Community Involvement Activities

- Education that assists families in setting clear expectations for student learning.
- Community-wide planning and organization to improve student outcome.

Safety and Security Activities

- Acquiring and installing safety-related equipment and technologies.
- Reporting criminal offenses committed on school property.
- Developing and implementing comprehensive school security plans.
- Supporting safe zones of passage.
- Hiring and mandatory training of school security personnel, including school resource officers.
- Establishing and maintaining a school safety hotline.

Evaluation (Select at least two)

- Accountability assessment used in the success of Title IV, Part A programs.
- Assessment of the impact of professional development on Title IV, Part A programs.
- Comparison of outcomes related to goals for the past two school years using identified measurement data sources at the LEA, State, and Federal levels.
- Pre and post assessments of scientifically based research program participants.
- Cross sectional data collection of outcome measures.
- Other:

Indicate the methods used by the LEA to ensure parental input in the development, application, and evaluation of this program (Select at Least Two)

- Parent/guardian member on advisory council.
- Brochure(s) distributed to parents/guardians and the community.
- Conduct parent/guardian surveys.
- Presentation(s) at public community events.
- Presentation(s) at PTA meetings.
- Presentation(s) at School Board meetings.
- Regular parent/guardian newsletter.
- Workshop(s) for parents/guardians.
- Other:

Evaluation methods to be used for publicly reporting LEA progress toward attaining its goals and objectives (Select at least two)

- Newspapers
- PTA Meetings
- Radio/Television
- School Board Meetings
- System-Wide Newsletters
- System Web Site
- Other:

Related LEA Plan Action Steps ()

Related School Plan Action Steps ()







Related Documents

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title IV, Part A

Required Documents

Type	Document Template	Document/Link
Advisory Sign-In Sheets [Upload 1 document(s)]	 Title IV Part A Advisory Council sign-in sheet	 Coosa County Stakeholder Council-9-11-2023
Goals and Objectives [Upload 1 document(s)]	 Title IV Goals and Objectives template	 FY 24 Title IV Goals and Objectives
Assurances [Upload 1 document(s)]	 Title IV, SSAE Assurances template	 Assurances for FY24-Superintendent Signed
Program Evaluation [Upload 1 document(s)]	 Program Evaluation template	 FY23-Program Evaluation-Completed

Additional Documents

Type	Document Template	Document/Link
Needs Assessment [Upload up to 1 document(s)]	 Needs Assessment template	 FY24-Needs Assessment
Equitable Services Template [Upload up to 1 document(s)]	 Equitable Services template	 FY24-Equitable Services-No Private School Letter
Job Descriptions [Upload up to 1 document(s)]	 Job Descriptions template	 Licensed Practical Nurse (LPN)-Summer Program

Budget

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title V-B, Rural and Low Income

Indirect Cost	
Total Contributing to Indirect Cost	\$23,296.73
Indirect Cost Rate	1.98%
Maximum Allowed for Indirect Cost	\$461.27

Function Code	Total
1100 - Instruction	\$23,296.73
2110 - Attendance Services	\$0.00
2120 - Guidance and Counseling Services	\$0.00
2130 - Testing Services	\$0.00
2140 - Health Services	\$0.00
2150 - Social Services	\$0.00
2170 - Psychological Services	\$0.00
2180 - Speech Pathology and Audiology Services	\$0.00
2190 - Other Student Support Services	\$0.00
2210 - Instructional Improvement and Curriculum Development	\$0.00
2215 - Instructional Staff Development Services	\$0.00
2220 - Educational Media Services	\$0.00
2290 - Other Instructional Staff Services	\$0.00
2300-2399 - School Administrative	\$0.00
3100 - Security Services	\$0.00
4100-4199 - Student Transportation	\$0.00
6000-6999 - General Administrative	\$461.27

9110 - Adult Education		\$0.00
9120 - Community Education		\$0.00
9130 - Extended Day/Dependent Care		\$0.00
9140 - Preschool		\$0.00
	Total	\$23,758.00
	Adjusted Allocation	\$23,758.00
	Remaining	\$0.00

Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title V-B, Rural and Low Income

1100 - Instruction - \$23,296.73



Budget Line Item		Narrative Description
Function Code:	1100 - Instruction	Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)
Object Code:	400-499 - Materials + Supplies	Title V funds will be used to provide instruction equipment for classroom teachers. This equipment will allow teachers and students to use technology during instruction.
Location:	Coosa County (019)	-3 Interactive Panel's will be purchased and placed in the following classrooms: New 1st Grade Teacher Classroom-Central Elementary School, 2 will be placed in Central High School Science Labs/ 1 for grades 7-8/1 for grades 9-12.
Quantity:	1.00	-4 laptops will be purchased. 3 will accompany each Interactive Panel and 1 will be provided to the Technology Technician as they move from class to class to assist with technical issues.
Cost:	\$11,800.00	1100/495/8100- Interactive Panel/Laptop-\$11,800.00.
Line Item Total:	\$11,800.00	
Function Code:	1100 - Instruction	Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)
Object Code:	400-499 - Materials + Supplies	Title V funds will be used to purchase Studies Weekly as a supplemental material for teachers to provide instruction to students. This student-friendly Social Studies and Science periodical format is organized thematically to the teachers curriculum. Its colorful design will aid teachers in scaffolding and hands-on activities that will supplement and enrich their core curriculum platform.
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$6,096.73	
Line Item Total:	\$6,096.73	1100/411/8100-Supplemental Materials- \$6,096.73

	<p>Function Code: 1100 - Instruction</p> <p>Object Code: 400-499 - Materials + Supplies</p> <p>Location: Coosa County (019)</p> <p>Quantity: <input type="text" value="1.00"/></p> <p>Cost: <input type="text" value="\$5,400.00"/></p> <p>Line Item Total: <input type="text" value="\$5,400.00"/></p>	<p>Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.)</p> <p>Title V funds will be used to purchase 9 desktop computers to be used by teachers and students during instruction. (5 desktop computers will be placed in the Central High School distance learning lab to replace old and outdated desktops. 2 desktops will be placed in each of the CES and CHS Library to assist students as they conduct research)</p> <p>1100/495/8100- 9 Desktops-\$5,400.00</p>	<p>Total for 1100 - Instruction: <input type="text" value="\$23,296.73"/></p> <p>Total for all other Function Codes: <input type="text" value="\$461.27"/></p> <p>Total for all Function Codes: <input type="text" value="\$23,758.00"/></p> <p>Adjusted Allocation: <input type="text" value="\$23,758.00"/></p> <p>Remaining: <input type="text" value="\$0.00"/></p>
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Budget Line Item

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title V-B, Rural and Low Income

6000-6999 - General Administrative - \$461.27

Budget Line Item		Narrative Description
Function Code:	6000-6999 - General Administrative	Please provide a detailed description of the funds budgeted for this line item. (E.g., for salaries, list position(s), number of personnel, and FTEs; for materials and supplies, provide a detailed description; for purchased services, include number of personnel, FTEs, and/or detailed description(s) of services.) Title V funds will be applied towards Indirect Cost. 6910/910/8600- Indirect Cost- \$461.27
Object Code:	910 - Indirect Costs	
Location:	Coosa County (019)	
Quantity:	1.00	
Cost:	\$461.27	
Line Item Total:	\$461.27	
Total for 6000-6999 - General Administrative:		\$461.27
Total for all other Function Codes:		\$23,296.73
Total for all Function Codes:		\$23,758.00
Adjusted Allocation:		\$23,758.00
Remaining:		\$0.00

Budget Overview

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title V-B, Rural and Low Income

Indirect Cost	
Total Contributing to Indirect Cost	\$23,296.73
Indirect Cost Rate	1.98%
Maximum Allowed for Indirect Cost	\$461.27

Filter by Location: 

Function Code	Object Code	400-499 - Materials + Supplies	910 - Indirect Costs	Total
1100 - Instruction		23,296.73	0.00	23,296.73
6000-6999 - General Administrative		0.00	461.27	461.27
Total		23,296.73	461.27	23,758.00
		Adjusted Allocation		23,758.00
		Remaining		0.00

Application Details

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title V-B, Rural and Low Income

Personnel

Personnel Paid With Title V-B Funds

	Administration
	Clerical
	Teachers
	Instructional Paraprofessionals
	Non-Instructional Paraprofessionals
	Media Specialists
	Reading Coaches
	Counselors
	Nurses
	Parent Involvement Resource
	Other
	Other

FTEs

FTEs

	Administration
	Clerical
	Teachers
	Instructional Paraprofessionals

<input type="text"/>	Non-Instructional Paraprofessionals
<input type="text"/>	Media Specialists
<input type="text"/>	Reading Coaches
<input type="text"/>	Counselors
<input type="text"/>	Nurses
<input type="text"/>	Parent Involvement Resource
<input type="text"/>	Other
<input type="text"/>	Other

Part-Time Personnel

Part-Time Personnel Paid With Title V-B, Rural and Low Income Funds

<input type="text"/>	Part-Time Personnel Count
<input type="text"/>	Job Title(s) (tutors, teachers, summer school, extended day, etc.)

	Estimated Cost
Use of Rural Funds	
Activities authorized under Part A of Title II	\$ <input type="text"/>
Parental involvement activities	\$ <input type="text"/>
Activities authorized under Part A of Title IV Desktops, Monitors, Laptop, Interactive Panel	\$ 17,200.00
Activities authorized under Part A of Title I Supplemental Materials	\$ 6,096.73
Activities authorized under Title III (EL/Immigrant)	\$ <input type="text"/>
Administrative Cost	\$ <input type="text"/>
Indirect Cost	\$ 461.27
Use of Rural Funds Estimated Cost Total:	\$ 23,758.00

Related LEA Plan Action Steps ()

Related School Plan Action Steps ()

Related Documents

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Title V-B, Rural and Low Income

Required Documents

Type	Document Template	Document/Link
Program Evaluation Results [Upload 1 document(s)]	📎 Program Evaluation template	📎 FY23-Title V Program Evaluation and Planning-Completed
Program Evaluation Current Plans [Upload 1 document(s)]	📎 Evaluation Template	📎 FY24-Title V Program Evaluation and Planning Template

Additional Documents

Type	Document Template	Document/Link
Federally Funded Job Descriptions (attach job descriptions if funds are allocated towards personnel)	N/A	
Preschool Worksheet(s) (Required if funds are budgeted under 9140. Preschool documents can be found by clicking on the ALSDE Resources link.)	N/A	
Preschool Multiple Criteria (Required if funds are budgeted under 9140. Preschool documents can be found by clicking on the ALSDE Resources link.)	N/A	
Preschool Compilation Document (Required if funds are budgeted under 9140. Preschool documents can be found by clicking on the ALSDE Resources link.)	N/A	
Other	N/A	

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Improvement Planning

LEA Consolidated Plan

Sec. 1112. [20 U.S.C. 6312]

A local educational agency may receive a subgrant under this part for any fiscal year only if such agency has on file with the State educational agency a plan, approved by the State educational agency, that:

- is developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in a local educational agency that has charter schools), administrators (including administrators of programs described in other parts of this title), other appropriate school personnel, and with parents of children in schools served under this part.
- as appropriate, is coordinated with other programs under this Act, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate

- has an effective plan date.
- documents the process employed in the development, approval, and annual revision of the plan through communication materials, agendas, minutes/notes of meetings and sign-in sheets.
- has procedures and practices in place for disseminating individual student assessment results to teachers and parents.

The purpose of the LEA Consolidated Plan is to ensure that all children receive a high-quality education, and to close the achievement gap between children meeting the challenging State academic standards and those children who are not meeting such standards. Each local educational agency plan shall:

1. Sec. 1112(b)(1)(A)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students.

The Coosa County School System has been teacher support, with a focus on instructional practices and student engagement. A district initiative has been put into place with the utilization of part-time and full-time personnel leading areas of professional development and coaching within the system. During various years a part-time science coach, special education coach, math coach, and a school improvement coach (all paid with Title I funds), as well as a full-time Title I administrator/mentor-coach have been assigned duties of strategically working with teachers whom previous data has shown little progress in student achievement. These part-time people have work no more than four days a week, but developed a plan of action in conjunction with the superintendent, based on the needs reflected in previous outcome data, walk-through data, and other data that is noted during the planning session with the coaches. Response to Instruction is also considered as a need as district data meetings are held monthly, keeping the district abreast of students' needs, through

Tiered instruction, which occurs daily in each classroom. Additionally, Student Reading Improvement Plans have been developed for elementary students requiring intensive instruction.

2. Sec. 1112(b)(1)(B)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure.

The LEA will monitor progress through state assessments, system-wide *diagnostic* assessments, system-wide intervention programs, and formative assessments from instructional coaches and departmental heads. This data will be analyzed throughout the school year at district data meetings and monthly RTI meetings. Each monthly data meeting will end with each school developing a plan of action for next steps, whether it is for a teacher, subject area, or individual students. The importance of identifying students that are at-risk will be the only way to close the achievement gap and prepare students for the state assessments and other assessments used throughout the school system. Accountability measures developed by the LEA, along with school administrators and teachers, will make a difference with all students. Additionally, the continued purchase of our math program for K - 8 will allow vertical building of math concepts with the use of the program, assessments and remediation components. A math consultant will add PD and expertise implementation and will be scheduled throughout the school year. Additionally, with the Alabama Literacy Act, an emphasis will be placed on reading data in order to ensure that as many students as possible are reading on grade level by the end of third grade.

3. Sec. 1112(b)(1)(C)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards.

Embedded in the Central Elementary and Central High School ACIP is an at-risk plan that outlines strategies and interventions conducted to give additional educational assistance. Federal funds are utilized to reduce class size, therefore, allowing teachers more individual time with students. Struggling students are provided leveled instruction through highly-trained teachers. Central Elementary School encourages school reading volunteers. A Reading coach is employed to provide additional tier support for students needing intervention services. Additional assistance is provided in the following ways:

- Remediation through in-class pull out sessions
- Peer tutoring
- Community volunteers and partners in education
- ELL assistance either pullout, push in, or ELL class periods in secondary settings
- Accommodations and modifications as needed
- Tiered instruction in reading, math and behavior (Students in Tier 2 and/or Tier 3 may receive additional instructional time.)
- ARI
- Credit Recovery
- Extended Day (tutoring)

4. Sec. 1112(b)(1)(D)

Describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

The LEA will have accountability measures along with school administrators and teachers in order to make a difference with all students. The progress for the district initiatives will be noted through district led walk-throughs and monthly data meetings. Additionally, weekly follow-ups with the district staff and school level administrator will also provide evidence for next steps with all teachers that are being coached per week. Although a teacher may not be on the weekly coaching cycle or plan of action for support, if the need arises, adjustments will be made in order to support the teacher, instructionally.

5. Sec. 1112(b)(2)

Describe how the local educational agency will identify and address, as required under State plans as described in section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers

The LEA will make every effort to hire the most qualified and data proven candidate for the school system. In the event this cannot happen, the LEA will initiate protocol for supporting teachers in instructional practices. Trend data of teachers of students has been and will continue to be analyzed to note why a student struggles. It should be noted that these students should have a plan of action as to how supports will be put into place to close the achievement gaps for these students. To support these efforts, the LEA will have accountability measures along with school administrators and teachers in order to make a difference with all students. The progress for the district initiative will be noted through district led walk-throughs and monthly data meetings. Additionally, weekly follow-ups with the district staff and school level administrator will also provide evidence for next steps with all teachers that are being coached per week. Although a teacher may not be on the weekly coaching cycle or plan of action for support, if the need arises, adjustments will be made in order to support the teacher instructionally. One best practice approach will reflect differentiated instruction, which is a focus for the district which reflects student engagement.

6. Sec. 1112(b)(3)

Describe how the LEA will assist comprehensive and targeted support schools with developing and monitoring school improvement plans. The LEA must include the process of rigorously reviewing external providers; aligning school improvement resources with other federal, state, and local resources; and, **as needed**, modifying practices and policies to provide operational flexibility for schools implementing plans. Section 1003(e)(1).

Will each comprehensive and targeted support school receive all the state and local funds it would have received in the absence of the school improvement funds? Section 1003(e)(2).

N/A

7. Sec. 1112(b)(4)

Describe the poverty criteria that will be used to select school attendance areas under section 1113.

Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:

- At least as high as the percentage of children from low-income families served by the LEA as a whole;
- At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
- At least 35 percent. (ESEA section 1113(a)(2).) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:

• Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and

• Serve the eligible school attendance areas in rank order. (ESEA section 1113(a)(3).)

For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in the secondary school.

• Before an LEA may use feeder patterns to determine the poverty percentage of secondary schools:

- The LEA must notify its secondary schools to inform them of the option.

- A majority of its secondary schools must approve the use of feeder patterns. (ESEA sections 1113(a)(5)(B) and (C).)

An LEA may lower the poverty threshold to 50 percent for high schools served by the LEA.

(ESEA section 1113(a)(3)(B).)

The Coosa County School System is the only feeder pattern in the county and the only school system in the county. We have opted to use the feeder pattern approach with a high number of poverty students throughout the system. We are serving the school in rank order with the PPA funding. The Coosa County School System has less than 1,000 students throughout the system.

8. Sec. 1112(b)(5)

Describe the nature of the programs to be conducted by such agency's schools under sections school-wide (Sec. 1114) and Targeted Assistance (Sec. 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs

At this time, Coosa County does not receive funding for neglected and delinquent youth, nor does it have a facility within the county. However, as funds are available, we will use the funds to operate programs that involve collaboration with facilities outside the county with which there is an established formal agreement regarding the services to be provided:

- To carry out high-quality education programs that prepare children and youth to complete high school, enter training or employment programs, or further their education;
- To provide activities that facilitate the transition of such children and youth from the correctional program in an institution to further education or employment; and
- To operate dropout prevention programs in local schools for children and youth who are at-risk of dropping out or youth returning from correctional facilities.

Specifically, we could potentially use the funds for:

- Dropout prevention programs that serve at-risk children and youth. An at-risk child or youth means a school-aged individual who is at-risk of academic failure, has a drug or alcohol problem, is pregnant or is a parent, has previously come into contact with the juvenile justice system, is at least 1 year behind the expected grade level for the age of the individual, is a migrant or an immigrant, has limited English proficiency, is a gang member, has previously dropped

out of school, or has a high absenteeism rate at school.

- Coordination of health and social services for children and youth who are at-risk (e.g., day care, drug and/or alcohol abuse counseling and mental health services) if there is a likelihood that providing such services will help these children complete their education.
- Special programs that meet the unique academic needs of children and youth who are at-risk, including vocational and technical education, special education, career counseling, curriculum-based entrepreneurship education and assistance in securing of student loans or grants for postsecondary education.
- Programs providing mentoring and peer mediation.

9. Sec. 1112(b)(6)

Describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.).

Homeless students in the school system will be provided material needs such as school supplies and clothing in addition to no barriers for enrollment. Attendance for these students will be monitored closely, but system transportation will be offered in order to have students attend school on a regular basis. Homeless students interested in extra-curricular activities will also be provided this opportunity, free of charge, and supporting the family in attendance for extracurricular events where the students are participating.

10. Sec. 1112(b)(8)

Describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs

Regarding transition to local elementary programs, Coosa County Schools has two overarching goals:

- 1) Increase the number of children entering kindergarten with early literacy and math skills; and
- 2) Decrease the number of children with learning disabilities associated with reading /math difficulties.

Currently, Coosa County does not have an affiliated Head Start Program in its district. However, there are two non-affiliated Head Starts in Coosa County. The focus for PD for the upcoming school year will be multi-sensory instruction. We participate in training on the Orton-Gillingham model and purchase instructional materials to coincide with the multi-sensory methods. We will also provide comprehensive screening to all 4-year old's to identify at-risk children. We also have students visit the school in the spring. This allows them to tour the building, including the front office, the library, the classrooms, the gym, and the restrooms. We also offer a day in the summer for incoming kindergartners to once again visit the school and have a more personalized visit with their teachers. There is also Open House for all students prior to the first day of school. Students are able to meet the school nurse and other personnel that they need to know.

11. Sec. 1112(b)(9)

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under section 1115, will identify the eligible children most in need of services under this part.

N/A

12. Sec. 1112(b)(10)(A)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners.

The LEA will support and take the lead with efforts which include transition planning from elementary to high school. Throughout the school year, 7th and 8th grade students will have the opportunity to experience exploration classes and visit other classes at the high school best reflected in the career tech field. The LEA will also plan a field trip to the local community college for middle school students to participate in highlighting the career tech field and regular dual enrollment options. Students will have an opportunity to participate in dual enrollment as long as the GPA (2.5 and up) and other criteria are met by the students. This information will be shared early so parents can be aware of the opportunity. The LEA will continue to initiate an opportunity for more dual enrollment participation when the need is transportation.

13. Sec. 1112(b)(10)(B)

Describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

The LEA will support and take the lead with efforts which include preparing 4th - 6th grade elementary students and 7th and 8th grade high school students for high school. Throughout the school year, 7th and 8th grade students will have the opportunity to experience exploration classes and visit other classes at the high school best reflected in the career tech field. The LEA will also plan a field trip to the local community college for 7th and 8th students to participate in highlighting the career tech field and regular dual enrollment options. Students will have an opportunity to participate in dual enrollment as long as the GPA and other criteria are met by the students. This information will be shared early so parents may be aware of the opportunity. The LEA has worked closely with the CHS counselor in order to bring parental awareness of the opportunities out there for students. A date in the spring will be held for new tenth graders interested in the opportunity for dual enrollment. Parents must attend the sessions to complete enrollment information for CACC and to assist with selecting classes for students.

The LEA has initiated an opportunity for more dual enrollment participation when the need was transportation. A bus driver has been hired to transport students from Central High School to Central Alabama Community College four days a week in order for students to participate in dual enrollment opportunities. An effort between CHS and CACC allowed a special enrollment session just for Coosa County students so that classes could be provided during a time that would work with the CHS schedule. Once this first session occurred in the summer, it will continue the next summer for first time enrollees.

14. Sec. 1112(b)(11)

Describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in section 1111(c)

(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)

Coosa County follows the Positive Behavior Support (PBS) model by incorporating proactive behavioral techniques to specifically impact student behavior. Our goal is to reduce student discipline referrals, suspensions and/or expulsions, reduce the number of special education referrals, and improve student achievement by enhancing the capacity of schools to educate all students, especially those with challenging social behaviors. Positive Behavioral Supports (PBS) consists of a set of clear expectations for behavior, consistent reward and incentive programs, data based decision making, and faculty support. PBS can be incorporated into the MTSS/RTI model on all levels. School-wide PBS targets the entire school population by mapping out procedures and processes through a set of behavioral expectations for an entire school. These expectations are taught to staff and students and highlighted through all school activities. The expectations are made into a variety of visual reminders throughout the school. Staff members regularly teach and refer to the expectations when dealing with all students.

Each building leadership team develops and implements a school-wide behavior plan that acknowledges and rewards the students who are behaving appropriately and gives consequences for inappropriate behavior. Rewards should be age and grade-appropriate. Each building leadership team must then determine if staff members in the building have classroom behavior management systems in place to support positive behavior choices. Based on the building leadership team's assessment of staff need, additional professional development training should be provided to support the Positive Behavior Support Model. Additionally, school-wide efforts to support the PBS model should continue so that it permeates throughout all facets of the school.

A variety of data is collected with the goal of identifying students who need support at various levels. Office referral data can be analyzed to identify types of discipline problems, settings, and chronic offenders. Teacher rating scales, checklists, and other school-wide data can be studied to identify the levels of support needed. Once data is compiled, an analysis can yield information on which types of interventions are needed. (If data shows that problems are occurring more often in a particular classroom, then interventions can be targeted to that classroom.)

PBS strategies range from providing rewards and incentives for students who follow school-wide expectations to implementing effective social skills lessons with students needing higher tiers of support. A school-based team can work together to collect data and design interventions which may prevent referrals to more specialized programs. Progress monitoring for behavioral interventions is similar to progress monitoring for academic interventions. Data must be regularly collected and analyzed to determine if interventions are successful. Movement between the tiers is dependent on success or lack of success which determines the need for more intensive interventions.

In the MTSS/RTI framework, all students in TIER I receive high quality, scientific, research-based, instruction from general education teachers in the core curriculum. The core curriculum provides the foundation for instruction upon which all strategic and intensive interventions are formulated. TIER I instruction occurs in the general education setting, with teachers giving special attention to the needs of the student, through differentiated instruction. Instruction at TIER I includes all developmental domains such as behavioral and social development along with instruction in academic content areas. TIER I instruction must be both differentiated and culturally responsive to serve approximately 80-90% of the student body and is effective for the vast majority of students.

Schools must have a proactive, school-wide discipline plan that includes positive reinforcement and preventive interventions to support positive school outcomes. School plans should be developed along the following guidelines:

- A. Build a Culture of Competence
1. Define behavioral expectations

2. Teach behavioral expectations
3. Monitor and reward appropriate behavior
4. Provide corrective consequences for behavioral errors
5. Information-based problem solving

B. Define School-wide Expectations for Social Behavior

1. Identify 3-5 Expectations
2. Positive Statements (what to do instead of 10 what not to do)
3. Memorable
4. Examples: Be Respectful, Be Responsible, Be Safe, Be Kind, Be a Friend, Be-there-be-ready, Hands and feet to self, Respect self, others, property, Follow directions of adults

C. Teach Behavioral Expectations

1. Transform broad school-wide expectations into specific, observable behaviors.
2. Teach in the actual settings where behaviors are to occur
3. Teach (a) the words, and (b) the actions.
4. Build a social culture that is predictable and focused on student success

D. On-going Reward of Appropriate Behavior

1. Every faculty and staff member acknowledges appropriate behavior.
2. 5 to 1 ratio of positive to negative contacts
3. System that makes acknowledgement easy and simple for students and staff
4. Different strategies for acknowledging appropriate behaviors

E. Discourage and Interrupt Problem Behaviors

1. Do not ignore problem behavior
2. Set clear guidelines for what is handled in class versus sent to the office
3. Prevent problem behaviors from being rewarded
4. Do not expect negative consequences to change behavior patterns. Negative consequences are a way to "keep the lid on." Teaching changes behavior.

Additionally, classroom teachers should have strategies in place to support the Positive Behavior Supports framework.

15. Sec. 1112(b)(12)(A)

Describe, if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State.

The LEA will support and take the lead with efforts which include preparing middle school students for high school. Throughout the school year, middle school students will have the opportunity to visit certain classes at the high school, best reflected in the career tech field. Teachers and counselors from career tech and the high school level will collaborate with the counselor to plan activities preparing students for the high school transition. The LEA will also plan a field trip to the local community college for middle school students to participate in highlighting the career tech field and regular dual enrollment options. Students will have an opportunity to participate in dual enrollment and long as the GPA and other criteria are met by the students. This information will be shared early so parents can be aware of the opportunity. Many of the described activities will involve career explorations for students because so many jobs are available that many are unaware of existence.

The LEA has worked closely with the CHS counselor in order to bring parental awareness of the opportunities out there for students. A date in the spring will be held for new tenth graders interested in the opportunity for dual enrollment. Parents must attend the sessions to complete enrollment information for CACC and to assist with selecting classes for students.

The LEA has initiated an opportunity for more dual enrollment participation with Central Alabama Community College in order for students to participate in dual enrollment opportunities. An effort between CHS and CACC allowed a special enrollment session just for Coosa County students so that classes could be provided during a time that would work with the CHS schedule. Once this first session occurred in the summer, it will continue in the summer for first time enrolls for dual enrollment each year.

16. Sec. 1112(b)(12)(B)

If determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

Work-based learning opportunities are offered to students in high school who have completed their core requirements through Co-Op opportunities. Students who have completed their core coursework may fill out an application to be considered for co-op opportunities. Once the application process is complete and students are approved, they will then receive academic credit for through a structured job experience. Co-op is an opportunity to help students make a better transition from school to work.

17. Sec. 1112(b)(13)(A)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students.

For gifted and talented students, the LEA proposes to incorporate federal funds with the identification of gifted and talented students. Dual enrollment will also be encouraged for students that have been previously identified as gifted and talented. A LEGO Robotics team will be developed this school year with students in 4th and 5th grades participating in competitions.

18. Sec. 1112(b)(13)(B)

Describe any other information on how the local educational agency proposes to use funds to meet the purposes of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

The LEA will ensure that line items are included to support school libraries with up-to-date digital resources for instructional and research purposes which will reflect college and career ready standards and Alabama Course of Study standards, ACT Prep, and ASVAB.

19. Sec. 1112(b)(7)

Describe the strategy the local educational agency will use to implement effective parent and family engagement under section 1116. (This question will be answered in the written policy below).

Parent and Family Engagement Written Policy (Sec. 1116 (2))

Sec. 1116(a)(2)(A)

A. Describe how the Local Education will involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

Coosa County Schools will take the following actions to involve parents and family members in jointly developing its LEA plan under Section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of Section 1111(d) of the ESSA:

- a) Invite all parents to participate in school and district committees, such as the Federal Programs Advisory Committee, Advanced Accreditation Committees, and ACIP Committees, and At-Risk Planning Committees.
- b) Hold a Parent Advisory Committee meeting for parents of students in the Title I program to review the LEA plan and discuss how Title I funds will be used to support the plan.
- c) Provide parent access to LEA and school parent and family engagement plans and continuous improvement plans via each school's website.
- d) Distribute an annual survey to facilitate parent and family input and involvement in the development of LEA and school parent and family engagement plans and continuous improvement plans. This will include parent and family involvement in the process of design, review and improvement of the overall Title I program.
- e) Include parents and family members in the planning and implementation of changes in Title I status of schools, such as applying for Title I school wide status.
- f) Notify parents and family members via a variety of contact strategies including newsletters, emails, phone calls, school and district websites and school marquees. Take home notices are translated as needed.

Sec. 1116(a)(2)(B)

B. Describe how the Local Education Agency will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

Coosa County Schools will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities. The district will ensure that all parental requirements of Title I Part A are met and that parent engagement initiatives are being implemented in a relevant and meaningful way. This will take place through regular, scheduled school visits, review of documentation, and provision of specific school support as needed. In addition to frequent communication and school visits, support will be offered by providing:

- quarterly meetings with school instructional teams offering guidance, support, and resources, and opportunity for collaboration between schools and district staff in developing meaningful family-school engagement initiatives
- periodic meetings with principals throughout the year to communicate current expectations, review guidelines, and discuss/support relevant matters specific to schools
- an information and resource notebook which includes timelines, current Coosa County Board of Education information and requirements, checklists, samples, research-based professional learning articles, guidance on the implementation of effective parent and family engagement strategies, and meeting resources; additional resources will be provided throughout the year, and upon request
- a monthly parent newsletter template that includes required information for parents, to be customized by each school and distributed to all families
- support for school staff to participate in outside sources providing professional learning related to parent engagement
- a district-level Federal Programs Specialist who will provide guidance, researched-based professional learning, monitoring, and support for the implementation of meaningful parent engagement practices to ensure meaningful, effective ESSA compliance
- information regarding available resources and initiatives offered by the ALSDE including: webinars, parent engagement toolkits, parent and family engagement publications, network opportunities, and checklists and templates
- community resources to be accessed to support and share with parents, including district and community EL and adult literacy opportunities, GED information, Coosa County Extension Center, parenting support, public library services, and others as they become available
- an informative district website to link with school websites

Sec. 1116(a)(2)(C)

C. Describe how the Local Education Agency will coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

The local LEA will coordinate and integrate parent and family engagement strategies in any activities planned for the school system. For example, parent conferences during report card time, senior exit conferences, dual enrollment preparations for students, transitions from one school to another, Parental Involvement Policy development and open house opportunities. The strategies will support engaging parents and educating them on different aspects of school and what to look for in the future. The education piece will be what draws interest on the parents' part and sparks more participation at future events.

Sec. 1116(a)(2)(D)

D. Describe how the Local Education Agency will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying:

(i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)

Coosa County Schools will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers and strategies to support successful school and family interactions.

An annual districtwide parent survey will be administered each spring either by paper or electronically. The school district will use the findings of the evaluation to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. A Parent Advisory Committee at the LEA level will meet to discuss the school's recommendations, evaluate the effectiveness of the parent involvement program, and set goals. These goals will then be then presented to the LEA's Federal Program Advisory Committee. The members of the Federal Programs Advisory Committee will rate the service provided for the school system on a 1-4 basis. These results will be tallied and presented to the committee members and the Title I staff at the end-of-school meeting. Changes in procedures will be implemented based on the approval of the committee. Parent comments of concern, discontent, or disagreement with the current programs (Letter of Discontent or Disagreement) may be sent to the Federal Programs Administrator.

(ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers

After parent conferences are held during the first nine weeks of school, parents will be given opportunities to participate in "homework help", a professional development opportunity for parents to learn strategies for what was taught during the first nine weeks of school. This session will be designed to focus on reading and math strategies per grade level and per school. Grade level lead teachers will provide the strategy PD for the parents along with assistance from the district level science coach, parents are formatively assessed in order to see the support that needs to be given to parents for their understanding. Additional sessions will be held throughout the year to assist parents with strategies necessary to help their children with work at home. Additionally, videos will be posted on the teachers' websites for students and parents to view for support, as well.

(iii) strategies to support successful school and family interactions

Coosa County Schools will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The evaluation will also identify the needs of parents and family members to assist with the learning of their

children, including engaging with school personnel and teachers and strategies to support successful school and family interactions.

An annual districtwide parent survey will be administered each spring either by paper or electronically. The school district will use the findings of the evaluation to design strategies for more effective parental and family engagement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. A Parent Advisory Committee at the LEA level will meet to discuss the school's recommendations, evaluate the effectiveness of the parent involvement program, and set goals. These goals will then be presented to the LEA's Federal Program Advisory Committee. The members of the Federal Programs Advisory Committee will rate the service provided for the school system on a 1-4 basis. These results will be tallied and presented to the committee members and the Title I staff at the end-of-school meeting. Changes in procedures will be implemented based on the approval of the committee. Parent comments of concern, discontent, or disagreement with the current programs (Letter of Discontent or Disagreement) may be sent to the Federal Programs Administrator.

Sec. 1116(a)(2)(E))

E. Describe how the Local Education Agency will use the findings of such evaluation described in the section above (Sec. 1116(2)(D)) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary the parent and family engagement policies described in this section.

The local LEA will use the findings from contact with parents and families to design evidence-based strategies for more effective parental and family involvement. If the current policy does not reflect or promote more parent and family engagement, the local LEA will redesign and develop the plan to promote quality parent and family engagement. Survey and participation data will serve as the largest indicator to the success of the policy. School improvement leaders will play a key role in this component.

Sec. 1116(a)(2)(F))

F. Describe how the Local Education Agency will involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

Coosa County Schools will involve parents in the activities of the schools by establishing a Parent Advisory Committee. The committee will meet quarterly to discuss both school and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

In order to build capacity for Parent and Family Engagement, the Local Education Agency will ensure effective involvement of parents and will support a partnership among the schools involved, the parents, and the community to improve student academic achievement, the LEA shall:

G. Describe how it will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Special sessions will be held for parents to break down the information concerning the challenging topics such as state academic standards, State and local assessments, and monitoring a child's progress as well as working with educators to improve the achievement of their children. College and Career Ready Standards have been shared with parents each year, showing the trajectory of rigor from year to year as students work toward a standard. Additionally, state assessments have also been discussed at least to the point the parents understand for purpose for the assessment. Monitoring the progress has been addressed at the school levels through RTI but I am unsure this information has been discussed in the past but will in the future. The faculty and staff will first receive and breakdown the expectations from Every Student Succeeds Act as it applies to Title I. From there, additional and specific sessions will be held for parents in order to support their understanding with the process.

H. Describe how it will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement.

The school district will, with the assistance of Central Elementary and Central High School, provide materials (to include but not limited to: pens/pencils, math cards, board games, paper, notebooks, reading flyers, posters) and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. Each school in Coosa County has an area where parenting materials are housed. A computer is available for parents to use. Rosetta Stone English language acquisition software is available at all schools for students and EL parents to come to the school and participate in the "Learn English Together" program. Take home reading programs are in place for Title I and EL parents to work with their children at home on reading skills. For Spanish speaking families bilingual book bags are sent home. Site directors at each of the after school programs and school counselors assist families in finding resources and/or providing referrals to agencies to address their family's needs. A series of parent and family workshops are available to help parents improve their parenting skills. Flyers with all of the workshops listed are given to student, parents, school staff members, and various community agencies.

I. Describe how it will educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.

Throughout the school year, the district will conduct training related to increasing parent and family engagement, improving effective school-family communication, creating a welcoming environment, partnering with families to increase student academic achievement, and building relationships with community stakeholders. Local schools will identify additional staff and parental needs through formal and informal needs assessments. All faculty and staff of Title I schools will receive ongoing training on effective communication strategies to build parent capacity. Title I schools will consider parents' input in planning the training for effective communication practices. The Federal Programs Administrator, the school principals, and the Title I contacts at each school will facilitate the operation of effective parent centers, conduct ongoing staff and parent trainings, and build community-school partnerships.

J. Describe how it will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Coosa County Schools will coordinate and integrate Title I parent and family engagement strategies with parent and family engagement strategies found in other programs. Organizations where such coordination will occur include:

- Coosa County DHR;
- Coosa County Extension Center;
- Coosa County Health Department;
- Department of Human Resources;
- Helping Families Initiative with the DA's Office (New This Year);
- Alabama Youth Home; and
- Head Start.

Information and presentations are made available for the counselors, Title I staff, principals, and individual schools' staff. Coosa County Schools will also collaborate with presenters from the above listed agencies to provide parents information and present a series of parent workshops on parenting strategies. Furthermore, the Title I Parent and Engagement Policy was written in conjunction with the LEA Parent Engagement Plan required by the ALSDE (Program Review).

K. Describe how it will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand.

The school district will ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand. Each Title I school distributes both the local school and the LEA Parent and Family Engagement Plans to families at the beginning of each school year. There is a small population of Spanish students. These plans are generally translated into Spanish. Notices for parent meetings are translated in Spanish by the EL Specialist and are available in other languages in TransACT, the online compliance and communication center. LEA parent meetings are held throughout the year for parents and families of EL students. During these meetings, the EL Specialist discusses areas such as school culture, state and county required assessments, Title I program, how to help your child at home, and the Coosa County Code of Conduct and Student Handbook. Presentations are translated for Spanish speaking parents verbally and on the PowerPoint slides. Handouts and the Coosa County Code of Conduct and Student Handbook are sent home to all parents requesting a copy in Spanish. The LEA maintains contacts for interpreters in Spanish.

L. Describe how it will ensure provide such other reasonable support for parental involvement activities under this section as parents may request.

Throughout the year, parents may request other support for parental involvement activities. As these needs arise, Central Elementary, Central High School and the Coosa County Central Office will provide the reasonable support as needed. We will maintain open lines of communication with all parents and encourage them to voice their concerns and their needs. To ensure that the framework for support is in place, we will make certain that at least two parents are included as members of the Continuous Improvement Plan (CIP) team at each school to assist in developing the CIP. The LEA Parent Advisory Committee will have representation from every school. We will encourage parents to participate in other LEA committees such as the Professional Development Planning Committee, LEA'S Strategic Planning Committee, the Advanced Accreditation Committee and the At-Risk Advisory Council. At the beginning of each school year the Coosa County Board of Education will notify the parents of each student attending any school in the school system that the parent/guardian may request information regarding the professional qualifications of the student's classroom teacher. Also, the school will provide timely notice to parents/guardians that their student has been assigned to or is being taught for four or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

M. Describe how the LEA may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.

To build and support school staff capacity, parent feedback will be utilized in the development of training for teachers, principals, and other educators.

Professional learning will be tailored to focus on responses generated from parent surveys in regard to how schools and parents can effectively collaborate to impact student academic success. Professional learning activities which will include:

- Supporting a minimum of three professional learning opportunities for staff to take place throughout the year on topics identified in surveys and evaluations;
- Family-friendly school environment (parent presentation);
- Effective communication strategies;
- Sharing data with parents and setting student academic goals; and
- Providing informal professional learning (such as providing tips on effective parent newsletters, inspirational and informative posters for display, providing informative brochures, etc.)

N. Describe how the LEA may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training.

Literacy training is always provided to teachers and administrators each year because knowing strategies is critical to the success of the students. Federal funds available will have a professional development component to ensure literacy training occurs.

O. Describe how the LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.

The LEA may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions. This will occur if it is found to be a need. At this time, it has not been identified as a need.

P. Describe how the LEA may train parents to enhance the involvement of other parents.

Coosa County will develop and utilize a District Title I Parent Leadership Team. The purpose of the team is for parents from each school to come together quarterly throughout the school year to collaborate and provide support and ideas for one another in taking a leadership role at their school. The mission of the team is to create opportunities to work with parents and school staff in removing barriers, in effort to strengthen family-school partnership, to impact student academic success. The role of District Title I Coordinator is to provide opportunities for quarterly meetings, provide current research, resources, and guest speakers in support of family-school engagement, and receive recommendations and advice from the group to understand what the district can provide to help schools nurture family-school engagement. Team members will actively participate by taking action at their school through sharing information with schools, reaching out to encourage and include parents in school-based opportunities that are offered, and working with Title I school contacts and principals as key planners and decision makers in increasing parent and school staff capacity.

Q. Describe how the LEA may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation.

The LEA has had a procedure in place in offer multiple sessions of workshops or trainings for parents to accommodate work schedules. Since we are the only school system in Coosa County, we have also carried the meetings to the different communities. We will continue these efforts in the future.

R. Describe how the LEA may adopt and implement model approaches to improving parental involvement.

The Coosa County School System will seek model approaches to improving parental involvement by seeking vendors that have had programs with success rates for rural Alabama schools. The school system has utilized all resources available through Title I in the past. Seeking the support of the community with outreach from the faith-based community will also increase support of programs.

S. Describe how the LEA may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section.

Coosa County Schools will establish a Parent Advisory Committee to provide advice on all matters related to parental involvement throughout the Title I program. The committee will meet quarterly to discuss both school and district parent and family engagement activities and to discuss revisions needed to the parent and family engagement policy. Members of the Parent Advisory Committee will be comprised of parents and family members from all participating Title I schools and will adequately represent the needs of the population to be served. The district will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and when applicable, parents of migratory children.

T. Describe how the LEA may develop appropriate roles for community-based organizations and businesses in parent involvement activities.

To further develop our parent and family engagement plan, partnerships among community-based organizations and business will be established. Community organizations and businesses will be encouraged to offer support in identifying needs and implementing strategies for improved parent and family engagement. They may provide guest speakers, locations for meetings, and monetary donations for parent needs. Community-based organizations and businesses will be key partners in our support network and will be provided multiple opportunities to share strategies to build knowledge and improve our efforts.

Sec. 1116(f)

U. Describe how the Local Education Agency will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, to the extent practicable, in a language such parents understand.

Coosa County Schools and each Title I school, will provide opportunities for the engagement of all parents and family members. Provisions will be made for informed participation of parents and family members with limited English proficiency, disabilities, and parents of migratory children, as practicable. District and school staff will collaborate with the EL Specialist and community partners in an effort to accommodate removing barriers to full participation of families.

Information and required school reports (as established by Section 1116 of the ESSA) will be provided, as feasible, in a language and format parents understand. Language accommodation provisions will include:

- Translation services through the Coosa County EL Specialist
- Various community support systems such as Family Support Center
- Hiring of services as needed
- Coosa County website content translation (generated by website)

This LEA Parent and Family Engagement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs as evidenced by

This LEA Parent and Family Engagement Plan has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by agendas and sign in sheets from the Federal Programs Advisory Committee meetings.

This plan was approved by Coosa County Schools and will be in effect for the period of one year. The school district will make this plan available to all parents of participating Title I, Part A children on or before October 3, 2022.

Coosa County Schools recognize parents as partners in the planning process for Title I programs. Therefore, parents are encouraged to submit comments of approval or disapproval of this parental involvement plan. If you disagree with the components of this plan or the implementation of the Federal Programs in Coosa County, please complete a Letter of Discontent or Disagreement and mail it to the following:

William Adam Hopper, Federal Programs Director
Coosa County Board of Education Alabama State Department of Education
73 Nixburg Road
Rockford, AL 35136

Coosa County Schools ensures that all persons will be afforded equal access or participation on the basis of selection criteria included in the law. This includes gender, race, national origin, color, disability, age, or migrant, ESL, neglected or delinquent, and homeless children.

The school district will distribute this policy to all parents of participating Title I, Part A children on or before

09/25/2023

PLAN APPROVED BY (Person or Entity)

William Adam Hopper

DATE OF APPROVAL

09/11/2023

Parents Right-to-Know Required Information

(1) INFORMATION FOR PARENTS

(A) IN GENERAL.-At the beginning of each school year, a local educational agency that receives funds under this part shall notify the parents of each student attending any school receiving funds under this part that the parents may request, and the agency will provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including at a minimum, the following:

(i) Whether the student's teacher-

(I) has met State qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction

(II) is teaching under emergency or other provisional status through which State qualification nor licensing criteria have been waived; and

(III) is teaching in the field of discipline of the certification of the teacher.

(ii) Whether the child is provided services by paraprofessionals and, if so, their qualifications.

(B) ADDITIONAL INFORMATION.-In addition to the information that parents may request under subparagraph(A), a school that receives funds under this part shall provide to each individual parent of a child who is a student in such school, with respect to such student-

(i) information on the level of achievement and academic growth of the student, if applicable and available, on each of the State academic assessments required under this part; and

(ii) timely notice that the student has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who does not meet applicable State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned

Assurances

LEA Consolidated Plan Assurances

Each local educational agency plan shall provide assurances that the local educational agency will-

(1) ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part

(2) provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1117, and timely and meaningful consultation with private school officials regarding such services

(3) participate, if selected, in the National Assessment of Educational Progress in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act (20 U.S.C.9622(b)(3))

(4) coordinate and integrate services provided under this part with other educational services at the local educational agency or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program

(5) collaborate with the State or local child welfare agency to

(A) designate a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated

an employee to serve as a point of contact for the local educational agency

(B) by not later than 1 year after the date of enactment of the Every Student Succeeds Act, develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time in foster care, which procedures shall

(i) ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A))

(ii) ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the local educational agency will provide transportation to the school of origin if-

(I) the local child welfare agency agrees to reimburse the local educational agency for the cost of such transportation;

(II) the local educational agency agrees to pay for the cost of such transportation; or

(III) the local educational agency and the local child welfare agency agree to share the cost of such transportation

(6) ensure that all teachers and paraprofessionals working in a program supported with funds under this part meet applicable State certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification

(7) in the case of a local educational agency that chooses to use funds under this part to provide early childhood education services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act (42 U.S.C. 9836a(a))

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Section I Coversheet, Assurances, Signature Page

EL District Plan Cover Sheet

Local Education Agency (LEA) Name:

Coosa County Board of Education

LEA Contact for ELs:

Adam Hopper

Name:

Adam Hopper

Signature:

William Adam Hopper

Position and Office:

Coosa County Federal Programs Coordinator

Email Address:

ahopper@coosaschools.org

Telephone:

256-377-4913

Fax:

256-377-2385

Check box if LEA receives Title III Funds

Check box if LEA receives an Immigrant Grant

Assurances

The LEA will:

- Assure that the LEA consulted with teachers, school administrators, parents, and, if appropriate, education-related community groups and institutions of higher education in developing the plan

Assure that all teachers in any language instruction educational program for English Learners (ELs) that is funded with any source of federal funds are **fluent in English**, including having written and oral communication skills

Assure that all schools in the LEA are in compliance for serving English learners

Assure that all individuals used as **translators or interpreters are fluent** in the language they are translating.

Assure ELs **have equal access to appropriate categorical and other programs** and are selected on the same basis as other children

(The following assurances **apply only to LEAs that receive Title III funds**)

Assure that the LEA has a process for parents to **waive Title III** Supplemental Services.

Assure that the LEA has an **Equitable Services Implementation plan**, if applicable.

Assure **timely and meaningful consultation with private school officials** regarding services available to ELs in private schools that are located within the geographic boundaries of the LEA, if applicable

Signatures

EL Program Administrator Signature and Date

LEA Superintendent Signature and Date

*EL Advisory Committee Signatures

Comprehensive English Learner District Plan

Each LEA in Alabama must develop and implement a Comprehensive English Learner (EL) District Plan, in accordance with Section 3115 of Title III of the *Every Student Succeeds Act* (ESSA) for serving students who are English learners and immigrant students, where one or more students are determined to need support. **The LEA is required to have a Comprehensive EL District Plan whether or not the LEA currently has ELs enrolled and regardless of Title III eligibility.**

The Comprehensive EL District Plan should address each aspect of the instructional program for all ELs, at all grade levels, and in all schools in the school system. The Comprehensive EL District Plan should: contain sufficient detail and specificity so that all employees can understand how the plan is to be implemented; and should contain the procedural guidance and forms used to carry out responsibilities under the plan.

To facilitate LEA compliance and the Alabama State Department of Education (SDE) review of the plan, LEAs will develop the Comprehensive EL District Plan using the template included at the end of the checklist. LEAs may refer to the EL Policy and Procedures Manual when developing and revising the plan for a clear understanding of the requirements for serving ELs. The EL Policy and Procedures Manual was developed by the Alabama State Department of Education and is available for downloading at www.alsde.edu/departments/offices/federalprograms.

***THIS SIGN-IN SHEET IS TO BE USED BY LEAS THAT RECEIVE TITLE III AND THOSE THAT DON'T.**

Section II Checklist - ALL LEAS MUST USE THIS PLAN TEMPLATE

A. Required Theory and Goals

The LEA's educational **theory and goals** for its program of services - **to improve the education of English learners by assisting the children to learn English and meet the challenging state academic standards. (Sec. 3102)**

B. Identification and Placement Procedures

1) Include the LEA's procedures for identifying members for the EL Advisory Committee.

Central Elementary and Central High School must have an EL Committee to oversee placement of ELs, the I-ELP for each student, testing and other issues related to English Learners. The EL Team consists of a classroom teacher, an administrator of the school or designee, a counselor, EL Resource Personnel, parents and other members. These other members may include the homeroom teacher, special education teachers, and other staff as needed. The committee reviews pertinent information about each EL student and performs the following tasks:

- A. Make recommendations and complete documents (EL Placement and Program Recommendations) concerning the placement of each student in the ESL program.
- B. Send written notice to parents who were unable to attend recommending placement of students in the ESL program.
- C. Recommend and monitor the participation of eligible EL students in any other applicable program.
- D. Monitor students' progress and recommend exit from the ESL program when ELs become proficient in English and meet exit criteria.
- E. Monitor (for a minimum of four years) the academic progress of students who exit the ESL program. When exited students are not achieving academic success, consider other programs or re-entry into the ESL program.
- F. Follow the process for determining students' accommodations for state and district mandated achievement tests based on ALSDE guidelines.
- G. Monitor the academic progress of all ELs in the program and make recommendations to the regular classroom teachers concerning accommodations for ELs in the program.

All members of the EL Team observe the rules and laws governing the confidentiality of information concerning individual students. The EL Team reviews all pertinent information on each EL student and makes the determination required regarding the placement in and exit from the ESL program.

2) Include the LEA's **methods for identifying, placing, and assessing** the students to be included in the English language instruction educational program. The following components must be explained in the plan.

- Home Language Survey
- WIDA Online Screener (1st-12th Grade)
- WIDA-ACCESS Placement Test (W-APT) for Kindergarten
- ACCESS for ELLs 2.0®

1. Include the LEA's methods for identifying and assessing the students to be included in the English language instruction educational program. The following components must be evident in the plan.
 - a. Home Language Survey

- b. WIDA-ACCESS for ELLs 2.0 annual test, WIDA Screener Online (Grades 1 – 12), and/or the WIDA Screener for Kindergarten.
- c. EL Committee Placement

The Coosa County System strives to provide students with immediate access to public education regardless of their immigrant, EL, migrant or homeless status. School personnel will provide assistance in obtaining the necessary documents for enrollment.

- A. During the enrollment process, the parent/guardian or student completes the Home Language Survey (HLS). When a language other than English is indicated on the HLS, the school staff member collecting the enrollment information faxes or emails any Home Language Surveys that indicate a language other than English to the EL Specialist, and gives a copy of the HLS to the EL Contact at the school. Completed surveys are filed in each student's permanent record folder. The permanent record folders are kept in the records room at the school. Copies of the Home Language Survey are also kept in the students EL records kept with the school's EL Contact.
- B. When it is indicated that English is not the student's home language by the Home Language Survey, the student is screened within thirty (30) days of enrollment if the student enrolls prior to the beginning of school or ten (10) days after enrollment if the student enrolls during the school year. He/she is administered the WIDA Screener for Kindergarten (Grade K) and the WIDA Screener in Grades 1 – 12 by staff certified to administer these instruments. For students scoring below 5.0 on the composite of the WIDA Screener Online or below 4.5 on the WIDA Screener for Kindergarten, the student will be identified as an English Learner/Multilingual Learner (EL/ML).
- C. If further assessment is needed to determine appropriate placement, the EL Committee will consider teacher judgment, other assessments and school history/previous schooling will also be used to determine placement.

Placement:

Coosa County recommends age-appropriate grade placement for EL students unless special circumstances indicate a closer look at the individual child. The Principal and the EL Committee at the school level must approve any special decision on grade placement.

If a student or parent speaks a language other than English, every effort is made to find an interpreter or someone who can communicate in some way with the student and/or parents. A current list of potential interpreters is sent to all schools. An interpreter may help the parent fill out the enrollment forms.

3) Include the **method and procedures for exiting students from the English Language Instruction Educational program (LIEP) and for monitoring their progress** for a period of at least four years (new in ESSA), and at a minimum, follow SDE exiting requirements for ELs. All school personnel should be aware of the State established exit criteria of a composite score of 4.8 on the ACCESS for ELLs 2.0® English language proficiency test.

Students may be categorized as non-English proficient or English proficient. The appropriate codes are entered or updated in PowerSchool by the EL Specialist. For educational purposes, students who are other than English proficient speakers are considered to be English Learners/Multilingual Learners (EL/ML) and are provided services based on the following codes:

English Learner 1 (EL – 1): Students are those who have entered Coosa County and have attended U.S. schools less than one year. Some of these students are not literate in their primary language. These students are deferred for one year on reading portions of state mandated testing. These students receive services from an EL Resource Teacher or designee.

English Learner 2 (EL – 2): Students in Year 2 or more. Students exhibit good oral skills in English but have difficulty in reading and writing skills. These students will take all norm-referenced tests and remain in the EL program until they have met exit criteria. They receive support services from the EL Resource Teacher. Students scoring 4.0 or higher will not be pulled from core instructional time weekly; only on an as needed basis.

ELs remain in the EL program until achieving an overall proficiency score of 4.8 or higher on the ACCESS for ELs 2.00 language proficiency test. This assessment is scheduled for spring administration. Students scoring 4.8 or higher on the composite score exit the program.

A meeting is held to discuss the student exiting the program and the progress the student has made. Parents are given an exit letter letting them know the status of their child's success in the EL Program. The parent signs the letter. Each student who exits the EL program is monitored for four years. Students in the monitoring phase are categorized as follows:

- FEL-1 is a Former English Learner in Year 1 of monitoring
- FEL-2 is a Former English Learner in Year 2 of monitoring
- FEL-3 is a Former English Learner in Year 3 of monitoring
- FEL-4 is a Former English Learner in Year 4 of monitoring
- FEL Complete –Completed four years of monitoring

At the end of four years, a determination of the student's academic achievement is made. If monitoring indicates that the student is academically successful, further monitoring is discontinued. The EL Committee will review the information and then make a decision on the student's status. If after a student exits the program, the student begins to experience difficulty in the classroom, the EL committee will convene and determine the best avenue to pursue in helping the student. The decision may be to place the student back in the EL Program or to begin the RTI process. Parents are invited to attend any meeting concerning the status of their child's progress in the EL program.

C. Programs and Instruction

1) Describe the programs and activities that will be **developed, implemented, and administered to ensure** that ELs acquire academic language as part of the core LIEP.

- Process the system uses to conduct a comprehensive needs assessment
- Rationale for selecting the particular EL program/s and how they are evidence-based

The EL Teacher along with each school's EL Committee review pertinent academic assessments both those administered by the district (benchmark and unit assessments) and the state (Language proficiency and standardized standards-based assessments) as well as survey data, and attendance and graduation

data to determine program needs. This work is done annually and reflected in continuous improvement plans as well as the District EL Plan.

Students are placed in the EL program based upon their performance on an English language proficiency test of listening, speaking, reading and writing, as well as their academic achievement and other formal and informal measures. The decision on the amount of instructional time that a student receives is based on formal as well as informal assessment. The time spent in EL classes depends upon the grade level of the child, the instructional program being used, and the time of classes at individual schools. The plan for each student is as individual as each student.

The core Language Instruction Education Program for Coosa County is based on an EL approach that focuses on instruction in English as the primary method of helping ELs acquire language and to meet academic standards. The core program is English as a Second Language. Additional supplemental services include pullout EL, and EL electives at Central High School. These models for instruction were selected for use in the school district based on several factors including, an EL population that is diverse in age and grade levels and the formal education background and English language proficiency of students.

EL instruction begins at the student's individual level of English language knowledge. Many different strategies are used to teach English skills in the four language domains of listening, speaking, reading, and writing. Specific classroom level practices recognize EL's unique needs as multilingual language learners and support learning and comprehension. These include the use of programs that integrate language and specialized content instruction.

Some examples of specialized instruction for ELs include the following:

- Individualized instruction
- Use of visuals
- Cooperative learning
- Total Physical Response (TPR)
- Journaling
- Repetition, rephrasing, and reiterating of instructions and content, slower speech
- Hands-on activities, student-centered learning activities
- Building background knowledge by connecting to previous learning
- Chunking and webbing
- Primary language support if available
- Use of scaffolding techniques
- Use of a variety of grouping configurations, and modeling
- Alternative assessments

In addition to the classroom instruction, the EL student may receive regularly scheduled instructional support with the EL Resource Personnel or designee.

Students are placed in the EL program based upon their performance on an English language proficiency test of listening, speaking, reading, and writing, as well as their academic achievement and other formal and informal measures. Depending upon the grade level and ability level of the individual student, EL services are provided to meet specific needs.

In grades K-12, ELs receive instruction based upon their language proficiency. Instruction begins at the student's individual English language level of proficiency. The level of English language proficiency determines the amount of specialized instructional time needed for that student. EL instruction in Kindergarten consists of classroom inclusion with EL support as needed. In grades 1-12, students are placed in classes based upon their performance on an English language proficiency test of listening, speaking, reading, writing, and comprehension. For students in grades 1—6 EL services are provided through pullout and inclusion with strategies utilized by classroom teachers working with ELs. Grades 7-12 may attend an EL elective class. This is combined with classroom support services in the core classes. Strategies are used in all core classes as well as electives.

A combination of strategies is used to teach English phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four communication skills: listening, speaking, reading and writing. A variety of materials and equipment is used in instruction. This includes textbooks, computers, videos, listening stations, games, purchased EL programs and materials, and language development activities. Curricula and instructional materials used in the EL program are scientifically research-based and aligned with WIDA Standards and the Alabama College and Career and Readiness Skills.

All teachers providing instruction for ELs should use a variety of approaches in organizing the classroom, designing a curriculum, and presenting lessons.

There are several basic elements underlying good language instruction:

- Versatility and flexibility
- Interactive lessons with hands-on activities and cooperative learning
- Opportunities for all students to feel successful by providing appropriate accommodations for the needs of students' different levels of abilities

The following methodologies are promoted as good teaching strategies for ELs as well as all students.

- Total Physical Response (TPR)
- Cooperative Learning
- Language Experience
- Specially Designed Academic Instruction of English (SDAIE)

EL and Regular classroom teachers should:

- Allow for student wait time to respond to questions
- Announce the lesson's objectives and activities
- Face the student when speaking
- Write legibly and grammatically correct in print
- Develop and maintain classroom routines
- Review instructions
- Present frequent summations of the main points of the lesson
- Use visuals, lists, charts, and other graphic organizers
- Build background knowledge
- Control rate of speech
- Pre-teach academic vocabulary
- Utilize frequent checks for comprehension

- Repeat, Reword, Rephrase, and Reiterate

Materials for Instruction

- **EL Instruction:** The Finish Line for ELs 2.0 curriculum will be used in Grades 1 – 12. In Kindergarten and in the content classes, the EL Program is using regular classroom textbooks, as well as ideas from workshops and other purchased materials designed for ELs.
- **Regular Program Instruction:** The regular classroom teacher makes accommodations in the regular program to meet the needs of the EL students. The teacher also utilizes WIDA Standards and strategies for meeting the needs of ELs in the classroom.
- **Other Programs:** Summer school programs and tutoring services are provided for ELs who demonstrate a need.

2) Describe how language instruction educational programs will ensure that ELs develop English proficiency:

- How data is used to improve the rate of language acquisition for ELs
- How the LEA supports each school with respect to continuous improvement practices and specific professional development
- How World-class Instructional Design and Assessment English language proficiency (WIDA ELP) standards are integrated into the curriculum

The EL Resource Teacher or EL Contact monitors all ELs throughout the year. Assessment information from the ACCESS for ELLs 2.0? is compiled each year to determine if a student achieved progress. For those students not meeting their goals, revisions to the I-ELP are implemented to ensure additional support for these students, if necessary. Professional development is also offered to teachers working with ELs in the classroom each year to address implementation of strategies and accommodations in the classroom.

3) Describe the **grading and retention** policy and procedures. NOTE: ELs cannot fail or be retained if language is the barrier.

Grading guidelines for elementary and secondary ELs include grading on improvement in the content areas for any beginning EL scoring levels 1 or 2 on the WIDA Screener for Kindergarten, WIDA Screener Online, or ACCESS for ELLs 2.0?. For intermediate ELs scoring at levels 3 or 4 on the WIDA Screener for Kindergarten, WIDA Screener Online, or ACCESS for ELLs 2.0?, teachers grade on improvement as well as knowledge of content. Lack of ability to read and write in English is not the basis for a failing grade. A student cannot be given a failing grade because he/she is not proficient in English.

The system uses a variety of methods to measure the progress of all students, including the EL students, in meeting the education goals of the regular instructional program and the EL program. Progress is measured using the following instruments:

- Report Cards – Student report cards are sent to the parents at the end of each nine weeks of school. The criteria used in these reports include achievement, attendance, and citizenship progress for the preceding nine-week period. At the end of each semester the grades are averaged and a semester grade is given. The semester grade is recorded in the student's cumulative folder, which is kept on file in a central location in each school and filed in each student's EL folder.
- Teacher Input-Teachers provide additional information about a student's classroom performance. WIDA Kindergarten Screener and/or WIDA Screener Scores – Each student in the ESL program is given the WIDA Screener for Kindergarten or WIDA Screener Online upon entering the system. This assessment provides information on a student's initial language proficiency levels.
- Progress Reports - EL personnel keep an EL record on each student that indicates progress in learning English and progress in the regular program. The

regular classroom teacher and EL Resource Teacher supply this information.

- Alabama Student Assessment Program – All EL students participate in all state assessments. The student’s EL Committee is responsible for determining if accommodations are needed.
- English Language Development Test – All ELs will be assessed each spring to determine adequate yearly progress using Assessing Comprehension and Communication in English State to State Proficiency Test (ACCESS for ELs 2.0?).

Guidelines for Grading

General education classroom teacher’s grade in the content areas on improvement for any beginning English Language Learner (EL) designated as EL-1 (Year 1) or (EL-2 Year 2 or more) scoring levels 1 or 2 on the WIDA Screener for Kindergarten, WIDA Screener Online, or ACCESS for ELs. Students may receive an S for Satisfactory or N for needs improvement for a period of time to allow the student to gain some English skills. The grades must be converted to regular grades on the Report Card. For students in kindergarten, students may receive the grades of ESPN. E is for Exceeding; S is for Satisfactory; P is for Progressing; and N is for Needs Improvement. Students’ levels of English Proficiency should be considered when assigning grades. All teachers working with ELs should use strategies such as scaffolding, accessing prior knowledge, building background knowledge, and other strategies that are part of the core ESL program.

- Lack of ability to read and write in English is not the basis for an “F” or “U.” A student cannot be given a failing grade because he/she is not proficient in English.

- Grade of “F” cannot be assigned to an EL student without full documentation of accommodations having been made to assure the student’s full access to the content.

4) Include details on the **specific staffing and other resources** to be provided to English learners under the LIEP in the district. ESL staff should be qualified with academic preparation in English-as-a-second-language, e.g. as documented in the 1991 Office of Civil Rights (OCR) Memorandum.

- Qualified personnel (state certification and/or ESL licensure)
- ESL staff development
- Content teacher and administrator staff development

Presently, the Coosa County School System EL instructor is certified. The Coosa County School System will continue to strive to employ educational personnel who have formal training in teaching second language learners to implement the English language instruction educational program (EL Program). All teachers and instructional aides in the English language instruction educational program are fluent in English. Certified teachers in the area of EL will be recruited. Non-EL certified teachers will be encouraged to work toward the attainment of EL certification.

Professional development opportunities and training will be provided for all EL staff and administrators to address specific areas of need as required.

Content area and elective teachers will receive training in the instruction of second language learners through workshops, conferences, contracted consultants, and information provided by the EL Department and school personnel. Individual assistance will be provided by the EL Department as necessary.

5) Describe how the LEA will **collect and submit data** in accordance with SDE requirements.

- How schools are trained to use the state system/database to code ELs and enter reliable and accurate data

Data will be collected and submitted according to SDE requirements. The purpose of this record keeping includes but is not limited to comparing ELs to students outside of the EL program and evaluating the EL program. The Counselors at each school will receive training in the use of PowerSchool to enable them to code EL and enter reliable and accurate data during summer institutes and continuing throughout the school year as necessary.

Upon identification and placement students will be given a student code in PowerSchool.

6) Include the LEA's method for **evaluating the effectiveness of its program** for English learners

- LEA engagement in the continuous improvement cycle

- In relation to English proficiency and challenging state academic standards

The EL program is included in the monitoring and application of the Continuous Improvement Plan for Central Elementary School and Central High School. Meetings with local administrators and EL Specialist/Teacher are routinely conducted to evaluate and assess program effectiveness. If needed, revisions and suggestions are addressed at that time.

The Coosa County School System does not service any non-public schools at this time, as there are no private schools in Coosa County. Goals and assessments, as well as academic achievement and EL assessment tools, will be used to evaluate the effectiveness of the EL program in relation to English proficiency and challenging state academic standards.

7) Include LEA's **method of identification and referral of ELs for special services (including Gifted Ed)** Note that the Individual English Language Plan must describe how the school will communicate with the child and parent in their native language.

A special education referral for ELs can only proceed once language has been eliminated as the problem. EL students in need of additional academic or behavioral support are initially referred to the EL Team at their school. EL students are required to receive accommodations within the general education classroom and special assistance from EL staff members.

When an EL is experiencing academic or behavior problems, the RTI process can be implemented at the local school level. Various interventions at Tier 1, 2 and 3 will be implemented. A special education referral may be initiated based on the results of data from the interventions. The EL Resource Teacher is a member of the EL Problem Solving Team.

The materials and procedures used to assess ELs must be selected and administered to ensure that they measure the extent to which the student has a disability and needs special education, rather than measuring the student's English language skills. Tests, administered to ELs, are presented in the native language of the student when such a test format is available. Testing with the use of an interpreter is also an option. Tests that are often used with EL students are non-verbal assessments. Personnel who are properly trained administer all tests. Upon completion of all evaluation material and information, the IEP Eligibility Team meets to determine if the student qualifies for special education services. The EL Resource Teacher participates as a member of the eligibility team. A child may not be determined to be eligible for special education if the determinant factor is the child's lack of English proficiency. An EL can have special needs in addition to being an EL. Every effort is made to determine the best program for ELs.

EL students with disabilities have a right to the same individual special education services as other students with disabilities. The IEP team shall consider the language needs of the student as those needs relate to the student's IEP. Those ELs qualifying for special education services are provided with alternative language services based on the individualized education plan (IEP). Accommodations are made at the IEP meeting and in written communication for the non-English speaking parent to ensure their active participation.

Gifted and Talented Services:

All ELs served by the system's ESL program are considered for gifted and talented services on the same basis as English-speaking students. All second grade students in the district participate in a state mandated gifted screening process during the first semester of the school year. Other students are referred for gifted evaluation in the same manner as all other students.

Tests administered to ELs, are presented in the native language of the student when such a test format is available and necessary. Testing with the use of an interpreter is also an option. Personnel who are properly trained administer all tests.

Upon completion of all evaluation material and information, the Gifted Eligibility Team meets to determine if the student qualifies for gifted and talented services

Additional Programs, Services, and Facilities: All ELs have access to student support programs and services on the same basis as other students. Such programs include, but are not limited to, pre-school programs, career/technical programs, and extracurricular activities.

Information regarding a special education referral is communicated to the parent in a language they can understand. Interpreters are available for these meetings with parents. If an interpreter is not available in person, a Language Line telephone interpreter can be used.

D. Assessment and Accountability

1) Describe how the LEA will encourage and hold schools accountable for **annually measuring the English proficiency** of ELs and for participating in the state-administered testing program.

- Including coordination with the LEA Test Coordinator/Director
- Including communication of assessment and accountability requirements to schools

Accountability

Annual increases in the number or percentage of students making progress in learning English.

Annual increases in the number or percentage of students attaining English proficiency by the end of each school year.

ELs meet Annual Measurable Achievement Objectives as set forth by the Alabama Department of Education.

The Coosa County School System Test Coordinator will coordinate with the EL teacher to ensure that the percentage of Limited-English proficient students who participate in the State's student assessment system are not less than 95 percent of each school's Limited-English proficient students, unless the number of such students is insufficient to yield statistically reliable information.

2) Describe how the LEA will **hold schools accountable** for meeting proficiency and long term goals.

- Monitoring and evaluating school engagement with continuous improvement plan

The instructional goals of the Coosa County School's EL Program as stated at the beginning of this document are as follows:

- To increase the English language proficiency of second language learners to the degree necessary to allow independent functioning in the regular school program
- To provide the EL student the opportunity to reach his/her full potential.

The system utilizes both formal and informal evaluations of the program in order to determine progress in meeting these goals.

The evaluation is an ongoing process. The progress of each EL student is assessed at the end of each nine-week period using the academic progress report. These progress reports are kept in the student's EL folder with the EL Resource Teacher for that service area. Progress Reports are used to determine if changes need to be made in the student's EL instructional program.

A formal evaluation of the EL program is conducted at the end of each school year. This information is reviewed by the district and submitted to the State Department of Education. The following data is included in the formal evaluation:

General Information:

- Student Population, by race and national origin, for each school
- Number of Limited English Proficient students at each school, by grade level, and by language spoken

Identification and Assessment:

- Information on the administration and completion of Home Language Surveys
- Number of students having a primary language other than English
- Number of newly identified students assessed for English proficiency
- Number of new students enrolled in the EL program
- Number of parents/legal guardians who waived EL student services

EL Program Information:

- Beginning English proficiency level, beginning academic level and number of years in the EL program for all EL students
- Type of English language instruction educational program received
- Current English proficiency level, current academic level and current number of hours spent in the English language instruction educational program for all EL students

- Criteria used to determine when a student is ready to exit the EL program and transitional services provided to students who have exited the program
- Number of students who exited the program, those requiring classroom modifications, and the number of those students who reentered the program
- Number of years the district monitors the progress of EL students who have exited the EL program with appropriate documentation

Staffing and Training:

- Names of all certified EL teachers
- Names and qualifications of all EL instructional assistants
- List and description of all EL training provided to district personnel
- Number of district personnel who attended EL training

Participation in Other Programs:

- Number of EL students referred for special education and the number who qualified for special education programs and services
- Total number of students currently enrolled in the district's special education program and the number of EL students currently enrolled in special education programs
- Number of EL students referred for the gifted and talented program and the number who qualified for gifted and talented services
- Total number of students currently enrolled in the district's gifted and talented program
- Total number of students currently enrolled in the district's career-technical program and the number of EL students enrolled in this program
- Number of EL students participating in extracurricular activities at their respective schools
- Number of EL students who received honors or awards at their respective schools

Parent/School Communication:

- Number of different languages for which the district has written school-related documents
- List of interpreters available to assist in parent/school communications
- Description of parent involvement activities
- Description of community activities and resources available

General Comparison Information:

- The district dropout rate among all students and among current and former EL students
- The total number of truancy petitions issued by the district and number of petitions issued for EL students
- Overall graduation rate of the district and the overall graduation rate of current and former EL students
- Number and percentage of EL students who participated in applicable state assessments
- Retention rate among all students in the district and the rate among current and former EL students

All of this information is compiled into a system report to be completed by the EL Program Director. Areas of deficiencies are identified. The EL program staff then develops a plan of action to correct any deficiencies for the upcoming school year. Methods used may include, but are not limited to, workshops, in-service for EL staff or regular staff, purchasing updated and/or new materials and teaching supplies, employing additional staff, and research on specific areas that need to be addressed.

POLICY CONCERNING COMPLAINTS

Parental dissatisfaction with the LEA EL Plan should be addressed by submitting a letter to the EL Specialist including the parent's name, address, telephone numbers, child's name, and the specific nature of the concern. Upon the receipt of the letter, the EL Specialist will contact the parent by telephone, letter, or conference. If there are still concerns, the parent may contact the Federal Programs Director.

E. Parent, Family, and Community Engagement

1) Describe how the LEA will inform EL parents using information and notification in the following format:

According to current federal requirements, LEAs must, not later than 30 days after the beginning of the school year, provide notification to parents related to

1. The reasons for the identification.
2. The child's level of English proficiency.
 - a. How such level was assessed.
 - b. The status of the child's academic achievement.
3. The status of the child's academic achievement.
4. The method of instruction used in the program
5. How the program will meet the educational strengths and needs of the child.
6. How the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.
7. The specific exit requirements for such program, expected rate of transition from such program into the regular education classroom, and the expected rate of graduation from secondary school.
8. How the program will meet the educational strengths and needs of the child.
9. Information pertaining to parental rights that includes written guidance detailing:
 - a. The right of the parents to have their child immediately removed from supplemental Title III programs upon request. (IF APPLICABLE)
 - b. The options that parents have to decline to enroll their child in such supplemental Title III programs or to choose another program or method of instruction if available. (IF APPLICABLE)
 - c. The various programs and methods of instruction if more than one program or method is offered by the eligible entity.

Coosa County Schools will:

Evaluate annually its educational programs to identify and eliminate barriers that may prevent parents of Limited-English proficient students from participating in school activities.

Provide an interpreter to assist in the registration of a Limited-English or non-English speaking student when possible.

Provide an interpreter for parent/teacher conferences when possible.

Ensure, to the extent possible, that information related to school and parent programs, meetings, and other activities is provided in the child's home language.

Provide meaningful opportunities for the participation of parents with Limited-English proficiency in the education of their children, including providing information and school profiles in a language and form parents can understand.

Include parents of ELs to the extent practicable and possible, in the development of system-wide or individual school Parent Involvement Plans and Title I School-wide Plans, if possible.

The reasons for the identification of the student as Limited-English proficient and in need of placement in an English language instruction educational program.

The student's level of English proficiency, how such level was assessed, and the status of the student's academic achievement, to the extent known.

The method of instruction to be used in the English language instruction educational program and how the program differs in content, instructional goals, and use of English from "regular" programs in the school.

How the program will specifically help the student learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

Specific exit requirements for the program, the expected rate of transition from the program into regular classrooms, and the expected rate of graduation from high school, if appropriate.

If applicable, how the program meets objectives of the student's individualized education plan.

Parental rights must be provided in writing:

The right of parents to have their child immediately removed, upon their request, from the English language instruction educational program.

The options that parents have to decline to enroll their child in an English language educational program or to choose another program or method of instruction if another program or method is available.

The assistance that will be provided for parents in selecting scheduling, programs, and methods of instruction if more than one schedule or method is offered by the LEA.

Outreach

Be involved in the education of their children.

Be active participants in assisting their children to learn English, to achieve at high levels in core academic subjects, and to meet the same challenging state content and student achievement standards as all children are expected to meet.

If a student has not been identified for participation in an English language instruction educational program prior to the beginning of the school year, the EL Committee must carry out the parent notification requirements within two (2) weeks of a student being placed in such a program.

Foster Care Plan

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Improvement Planning

Alabama Education Stability for Foster Students

LEA Student in Foster Care Overview

Number of Students in Foster Care (Enrolled for Previous School Year)

Number of Students in Foster Care (Currently Enrolled)

List Agencies in Collaboration:

DHR Coosa County and Coosa County School System

Policy Review and Revision (Describe how each agency in collaboration reviewed policies and the revisions made to policies as a result of reviews.)

The Foster Care Program focuses on school access, improved educational outcomes, and enhanced academic stability for children and youth in foster care. The provisions derived from the Every Student Succeeds Act (ESSA) establish guidelines for recognizing and addressing the unique needs of foster care children and youth. The Foster Care Program has the responsibility of working closely with local child welfare agencies and local educational agencies to identify children and youth in foster care and to ensure the successful implementation of ESSA provisions. The Coosa County DHR and School System worked together to develop a protocol for enrollment and placement procedures. Those in attendance met at the DHR office to review and accept the information.

Describe Collaboration and Coordination with Agencies (Include a list of team members, positions, signatures, and agencies.):

The Coosa County School System works closely with the Alabama Department of Human Resources in Coosa County to provide the best educational plan for students in foster care.

David Stover, Superintendent, Coosa County Schools

Kara B. Forbus, Principal, Central Elementary School

Brandi Lee, Principal Central High School

Autumn White, Director, DHR, Coosa County

Adam Hopper, Federal Programs Coordinator, Coosa County Schools

LEA(s) Point(s) of Contact:

Adam Hopper

DHR(s) Point(s) of Contact:

Autumn White

LEA Student in Foster Care Responses

2 C. F. R. §§ 200.331(d), 200.328(a); 34 C.F.R. §76.770; ESSA SECTION 1111(1)(e) - LEAs must implement the Title I educational stability requirements of children in foster care, including ensuring that:

- A child in foster care remains in his or her school of origin, unless it is determined that remaining in the school of origin is not in that child's best interest;
- If it is not in the child's best interest to stay in his or her school of origin the child is immediately enrolled in the new school even if the child is unable to produce records normally required for enrollment; and
- That the new (enrolling) school immediately contacts the school of origin, to obtain relevant academic and other records.

Describe procedures for implementing the above provisions.

Based upon the placement and availability to homes in the city of origin, DHR will do its best to place students in the system from which the child is currently enrolled. If this is not a possibility, DHR will place students in a home to meet the child's needs. The school system will enroll the student as immediately without the delay of necessary records. The school counselor will then contact the school of origin and request records, including special education record, if applicable. If it is determined that it is not in the best interest of the child to stay in their school of origin, the student will be enrolled immediately in the school that is determined to be in the best interest of the child.

ESSA Section 1111(g)(1)(E)(i) - A description of how the LEA in collaboration with the local child welfare agency will ensure that in determining whether it is in the child's best interest to remain in his or her school of origin, and LEA takes into consideration all factors relating to a child's best interest. Description of how the LEA will work with child welfare agencies to develop a clear policy or protocol on how to make best interest determinations including making every effort to gather meaningful input from relevant parties, in addition to required child welfare and school representatives, in deciding what school placement is in a child's best interest. Include a description of protocols in this description.

A committee will meet to determine the appropriate placement based on the best interest of each foster care child. The committee will be comprised of the site administrator or LEA representative, the Foster Care Liaison (POC), a member of DHR and others who may have knowledge of the child. The Foster Care Liaison will attend ISP meetings for the family to address the child's educational needs. In emergency circumstances, DHR has the authority to make an immediate decision regarding the school placement and then consult with the LEA and revisit the best interest determination of the child. The determining factors that may be evaluated include:

- Proximity of the resource family home to the child's present school;
- Safety considerations;
- Age and grade level of the child as it relates to the other best interest factors;
- Needs of the child, including social adjustment and well-being;
- Child's performance, continuity of education and engagement in the school the child presently attends;
- Child's special educational programming if the child is classified;

- Point of time in the year;
 - Child's permanency goal and likelihood of reunification;
 - Anticipated duration of the placement;
 - Preferences of the child;
 - Preferences of the child's parent(s) or educational decision maker(s)
 - The child's attachment to the school, including meaningful relationships with staff and peers;
 - Placement of the child's sibling(s);
 - Influence of the school climate on the child, including safety;
 - Availability and quality of the services in the school to meet the child's educational and socioemotional needs;
 - History of school transfers and how they have impacted the child;
 - How the length of the commute would impact the child, based on the child's developmental stage;
 - Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so the availability of those required services in a school other than the school of origin; and
 - Whether the child is an EL and is receiving language services, and if so, the availability of those required services in a school other than the school of origin.
- In the event of a disagreement between Coosa County and DHR regarding school placement for a child in foster care, DHR makes the final best interest decision due to factors beyond the scope of the educational arena, including but not limited to court-ordered requirements, family dynamics, previous trauma, safety concerns, sibling placements, socio-economic needs, etc. DHR also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties including parents, children, schools and the court in making these decisions. Transportation costs will not be considered when determining a child's best interest.
- If the decision is made to place a child in foster care in a school other than the school of origin or the school requested by the parent or educational decision-maker, the parent or educational decision-maker will be provided a written notice of his/her right to appeal the decision including:
- The contact information for the LEA's foster care POC and the ALSDE foster care point of contact;
 - An explanation of the reasons for the LEA's decision;
 - A step-by-step description of how to appeal the LEA's decision, including an appeal form;
 - An explanation that if the educational decision-maker chooses to initiate an appeal, the student shall remain in the school of origin, receiving all appropriate educational services, until the appeal reaches its final resolution;
 - Timelines for resolution of the appeal at each level; and
 - Notice of the right to appeal to the ALSDE if the local-level resolution is not satisfactory.
- A committee will meet to determine the appropriate placement based on the best interest of each foster care child. The committee will be comprised of the site administrator or LEA representative, the Foster Care Liaison (POC), and a member of DHR. The Foster Care Liaison will attend ISP meetings for the family to address the child's educational needs. In emergency circumstances, DHR has the authority to make an immediate decision regarding the school placement and then consult with the LEA and revisit the best interest determination of the child. The determining factors that may be evaluated include:
- Proximity of the resource family home to the child's present school;

- Safety considerations;
- Age and grade level of the child as it relates to the other best interest factors;
- Needs of the child, including social adjustment and well-being;
- Child's performance, continuity of education and engagement in the school the child presently attends;
- Child's special educational programming if the child is classified;
- Point of time in the year;
- Child's permanency goal and likelihood of reunification;
- Anticipated duration of the placement;
- Preferences of the child;
- Preferences of the child's parent(s) or educational decision maker(s)
- The child's attachment to the school, including meaningful relationships with staff and peers;
- Placement of the child's sibling(s);
- Influence of the school climate on the child, including safety;
- Availability and quality of the services in the school to meet the child's educational and socioemotional needs;
- History of school transfers and how they have impacted the child;
- How the length of the commute would impact the child, based on the child's developmental stage;
- Whether the child is a student with a disability under the IDEA who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so the availability of those required services in a school other than the school of origin; and
- Whether the child is an EL and is receiving language services, and if so, the availability of those required services in a school other than the school of origin.

In the event of a disagreement between Coosa County and DHR regarding school placement for a child in foster care, DHR makes the final best interest decision due to factors beyond the scope of the educational arena, including but not limited to court-ordered requirements, family dynamics, previous trauma, safety concerns, sibling placements, socio-economic needs, etc. DHR also has the authority, capacity, and responsibility to collaborate with and gain information from multiple parties including parents, children, schools and the court in making these decisions. Transportation costs will not be considered when determining a child's best interest.

ESSA Section 1112(c)(5)(B) Description of transportation protocols and procedures to include how additional costs for transportation will be calculated and funded as well as a policy for LEAs to resolve best interest disputes and interagency disputes related to transportation costs. Description must include how transportation and transportation costs will be monitored. (Include LEA and welfare responsibilities for providing transportation.)

Description of Dispute Resolution Policy

Children in foster care will be entitled to transportation services in the same manner as all other children in the school district. In addition to regular transportation routes, the school district will collaborate with the DHR when transportation is required to maintain children placed in foster care in a school of origin outside their usual attendance area or district when it is in the best interest of the student. Under supervision of the superintendent the POC will invite appropriate district officials, the DHR, and officials from other districts or agencies to promptly arrange cost effect transportation for the student, Responsibilities and costs related to student transportation: Coosa County Public Schools will collaborate with the DHR to develop and implement clear, written procedures governing how transportation is provided to maintain children in foster care in their schools of origin. The school district will also work with the DHR to reach an agreement in regards to covering the transportation costs. The agreement will cover how the transportation will be provided,

arranged, and funded for the duration of the child's time in foster care. Each agreement can/will vary greatly because the unique needs of each child should be considered in making the decision on transportation, Clear, written policies that will remove barriers to immediate enrollment and record transfers for children in foster care.

ESSA Section 1111(g)(1)(E)(ii)-(iii) Describe protocol for a child in foster care to be immediately enrolled in a new school.

Once a child is brought into the school system for enrollment, the child will be enrolled immediately without delay without any barriers including lack of documents typically required for enrollment. The school system will work with DHR to collect the necessary enrollment information as it becomes available.

Review of 2023-2024 Foster Care Plan - Date 8/28/2023

Coosa County Schools Federal Programs and Special Education Coordinator: William Adam Hopper

Coosa County Department of Human Resources Director: Autumn White

Related Documents

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Improvement Planning

Required Documents		
Type	Document Template	Document/Link
Supplement Not Supplant Methodology Assurance [Upload 1 document(s)]	 Supplement not Supplant Template	 Supplement Not Supplant-Coosa County-FY24
Foster Care Interagency Collaboration Signature Page [Upload 1 document(s)]	N/A	 LEA STUDENT IN FOSTER CARE OVERVIEW-FY24
Migrant Parent Employment Survey Receipt (Most Current) [Upload between 1 and 2 document(s)]	N/A	 Coosa County Verification Form - Fall 2023
Neglected or Delinquent Transition Plan [Upload at least 1 document(s)]	 N or D Transition Plan	 N or D Transition Plan-Coosa County-FY24
EL Plan Coversheet [Upload 1 document(s)]	N/A	 EL DISTRICT PLAN COVER SHEET-FY24
EL Language Instruction Educational Program Evaluation (EL Core) [Upload at least 1 document(s)]	N/A	 EL Program Evaluation-Coosa County-FY24

Additional Documents		
Type	Document Template	Document/Link
Additional Documents Related to Foster Care Plan	N/A	 Foster Care Plan-FY24 Foster Care Transportation-FY24 Foster Care Dispute Resolution-FY24 Foster Care Best Interest Form-FY24
EL Plan Template (optional)	 Title III EL Plan	

Primary Approval

Coosa County (019) Public District - FY 2024 - Consolidated - Rev 0 - Primary Approval

Grant Name	Program Specialist Approval	Director Approval
Title I-A	No ▼	No ▼
Title II-A, Supporting Effective Instruction	Yes ▼	Yes ▼
Title IV, Part A	No ▼	No ▼
Title V-B, Rural and Low Income	Yes ▼	Yes ▼