**DISTRICT NAME: Mountain Education Charter High School**

DISTRICT TEAM LEAD: Victoria Stroud

FY21 DISTRICT PLAN

As an alternative to completing its Consolidated Local Educational Agency (LEA) Improvement Plan (CLIP) through the Statewide Longitudinal Data System (SLDS) format, an LEA that gives the assurance below that it has implemented a locally-developed school improvement process may submit this Streamlined Consolidated LEA Improvement Plan (S-CLIP) for funding under Section 8305 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. An LEA will complete and submit the responses below to the S-CLIP questions as the first component of the S-CLIP for federal funding.

An LEA's completed application submission under the S-CLIP will include the following:
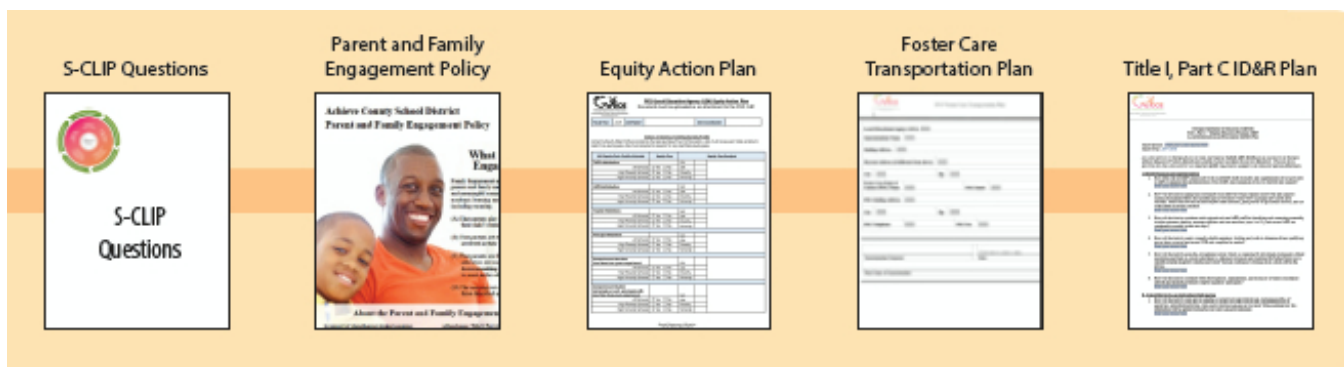
 FORMCHECKBOX   ASSURANCE: The LEA has in place a locally-developed school improvement process and/or current strategic plan and/or charter system contract.

The following prompts include both text space for narrative and, where appropriate, checkboxes for identifying options related to responding to the prompts. Responses to all prompts must be completed.

1. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) in planning for continuous improvement through its locally-developed school improvement process and/or current strategic plan and/or charter system contract.

MECHS has an intensive process when developing and updating the Strategic Plan. Multiple meetings with department heads, site administrators, board members, parent meetings, and community meetings are conducted through the year. Throughout these meetings, team members have specific tasks to engage parents, community members, teachers, and local representatives in the strategic planning process. The strategic planning process includes surveys to vote on top needs, delving into observation feedback, and including all voices at the planning table. Two times a year MECHS conducts a meeting specific to parents and community members to target our Strategic Plan and Federal documents. The first meeting is more informational to let parents know data on MECHS. Then, the second meeting targets obtaining feedback from parents and community members. Areas with high EL percentages have translated documents on site and access to translators as needed. Monthly MECHS newsletters are

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sent to school and district staff/leaders, parents and families, community-based organizations, and other charter representatives. A Public Information Officer speaks regularly to specific organizations (rotary, kiwanis, lions club, family connections, chamber of commerce, ministerial associations) regarding school history, updates, and data. The involvement of the community has made a major impact on the success of our students through attendance and progress initiatives/incentives. Family Connections provide many social and emotional supports through transportation efforts, scholarships, childcare, and wellness checks. Georgia Mountain Health is one partner where students and families can receive wellness and mental health visits. Georgia HOPE and use of the APEX grant provide students with mental health alternatives without issues to transportation. MECHS has been working with our local RESA to expand wrap around services and through Title I School Improvement/CSI grant funds based on student interviews and staff assessed needs. In addition, we have provided 7 of the 13 programs to MECHS staff and collaborative districts offered by NAMI through our RESA and locally trained staff.

The CLIP is assessed through the Strategic Planning process with multiple district and staff leaders. MECHS has added Regional Wrap Around Services Liaisons to continue to expand wraparound services at the sites. We are working in conjunction with area RESAs from other districts to better utilize the programs available for wraparound services in each region. As well, MECHS has added the use of the Purposity program to increase community involvement at the site level.

2. Describe the process the LEA used to engage required stakeholders (families, community-based organizations, school and district staff/leaders, local government representatives/agencies) as part of its locally-developed school improvement process to address the needs of subgroups.

Department heads from all subgroups and site-level feedback specifying each subgroup is analyzed through the strategic planning process to ensure all subgroup needs are addressed. During the strategic planning meetings, each subgroup is analyzed through survey data, internal achievement data, EOC data, attendance data, and more. Many students at MECHS are from low income areas and are low achieving or a student with a disability due to the nature of MECHS. The Strategic Planning committee determined that most or all areas are low, so all goals should address every subgroup conclusively. To further identify areas of need, a survey is sent out to school personnel, parents, and families specifically identifying low income, low achieving, english learners, students with disabilities, foster care students, migratory students, youth experiencing homelessness and immigrant students. MECHS works with our collaborative districts to reach out regarding neglected and delinquent. When our Public Information Officer delivers information and data to community partners a link to our Needs Assessment specifying each subgroup is distributed via presentation. As well, the newsletter posts the Needs Assessment during the Spring Time when parents are coming in for their feedback meetings.

1.
2.
3. Describe how the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the state's ESSA plan for continuous improvement within the:
- problem solving process: identify needs, select evidence-based interventions, plan implementation, implement plan, and examine progress
- Georgia Systems of Continuous Improvement: coherent instruction, professional capacity, supportive learning environment, family & community engagement, and effective leadership.

Response options (choose one or more):
 FORMCHECKBOX Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address continuous improvement and problem solving; or

 FORMCHECKBOX Highlight (in blue) selected excerpts from the school improvement process and/or current strategic plan and/or

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charter system contract that specifically address continuous improvement and problem solving and submit with this template; or

FORMCHECKBOX Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 3.

MECHS has addressed 9 Critical Issues that were brought up during the Strategic Planning meetings with detailed action plans for each critical issue. Within each of the 9 Critical issues one can see Georgia Systems of Continuous Improvement embedded throughout. Prior year documentation with needs assessment data is reviewed during the first couple meetings to determine which needs still should to be addressed or if new areas arise. While the school/system team collaborates on identifying the top needs, surveys and perception data are collected for review. The Federal Programs Director is and was present for each Strategic Planning meeting to further ensure federal guidelines are followed. Members of the Federal Department team play an important role in impact check meetings to ensure interventions including federal dollars are implemented in an evidence based practice. Through a voting process including all stakeholders, needs are prioritized. Then, impact check meetings commense to maintain benchmarks for the written action plans and examine progress along the way.

MECHS Title II funds will support professional growth and improvement stages of career development and performance for teachers and leaders through the use of evidence-based strategies. Teachers and leaders will have the opportunity to participate in a wide variety of professional growth topics that tie to their professional learning goals for the year. Professional learning topics were identified through our CNA process, through analyzing student data, through employee evaluation data, and through district initiatives. Courses offered will include data usage, instructional technology, strategies for motivating students, ways to better support our students with disabilities and our EL population, instructional strategies, navigating stakeholder communication in the modern world, trauma sensitive behavior strategies, continued work in understanding poverty and its effects on learning and behavior, how to support wounded students and educators, and social and emotional learning. In addition, we will offer courses specific to developing leaders within our organization by offering professional growth courses tailored just for our site administrators and district leadership staff. Title II funds will support these professional growth opportunities as well as other dropout prevention professional growth opportunities through funding a Professional Learning Facilitator's salary who will teach multiple professional learning courses, funding registration fees for allowable professional growth opportunities for teachers and leaders (when applicable), funding travel/lodging for allowable professional growth opportunities (when applicable), and through purchasing allowable supplies needed for each course. Effectiveness of each evidence-based strategy will be determined based on participant feedback, student achievement data (when applicable), and other MECHS data (such as attendance data, CCRPI data, dropout rates, etc).

4a. What components of the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract address the ESSA plan requirements for identifying and addressing the needs and achievement gaps of its lowest performing students; and how supplemental federally-funded services for Economically Disadvantaged (ED), EL, migratory, homeless, children in foster care, children with disabilities, those who are neglected and delinquent, are coordinated to support the strategic plan.

Response options (choose one or more):
Copy selected excerpts from the documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above.

Highlight (in green) selected excerpts (as applicable) from the school improvement process and/or current strategic plan and/or charter system contract that specifically address the needs and achievement gaps in the identified subgroups above and submit with this template.

FORMCHECKBOX Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4a.

All subgroups are considered when identifying academic and other needs in the strategic planning process. All subgroups are identified in multiple ways across MECHS. Two main areas of identification are through Search and Rescue (SAR) teams and through the Strategic Planning process. SAR teams separated out by subject area meet monthly to analyze individual student progress and to identify strategies necessary for success. Then, through the

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strategic planning process a needs assessment is conducted. The Needs Assessment includes survey data, observation data, stakeholder feedback, and live quantitative results such as test scores, course completions, and attendance data. Federal Department team members and members of the Strategic Planning Committee view the results of each needs assessment component to update Strategic Planning strategies annually. One specific example of MECHS ensuring all subgroups are addressed with out parents is through our Needs Assessment survey which can be seen with the attached link https://forms.gle/vnZaCAvQFFrZmaf57.
Due to all subgroups requiring additional teacher support MECHS would like to request to transfer some Title II and Title IV funds into our Title I allocation for FY 21.

4b. From the LEA's locally-developed school improvement process and/or current strategic plan and/or charter system contract, how is the LEA ensuring ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA.

Response options (choose one or more):
 FORMCHECKBOX Copy selected excerpts from documents describing the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA; or

 FORMCHECKBOX Highlight (in yellow) selected excerpts from the school improvement process and/or current strategic plan and/or charter system contract that specifically address ongoing and continuous coordination of services, supports, agency/community partnerships, and transition services for children served across its federal programs (Title I, Part A; Title I, Part A - Neglected and Delinquent Part D; Title I, Part A SIG; Title I, Part A and Title IX, Part A - Homeless Education; Title I, Part C; Title II, Part A; Title III, Part A; and IDEA) as well as services provided by Title IV, Part A and Title V, Part B, as required by the ESSA, and submit with this template; or

 Check here to indicate the LEA has a school improvement process and/or current strategic plan and/or charter system contract and is providing additional details below in response to Question 4b.

The Federal Programs Director, Professional Learning Coordinator, Director of Social and Emotioal Learning, ESOL Director, Special Ed. Director, and many other stakeholders were involved in the strategic planning process. By all stakeholders being present at the table continuous coordination of services, supports, partnerships, and more are addressed through the process. Each Critical issue and Strategy in the strategic plan are analyzed thoroughly to identify which area of federal funding and services should be provided and present. Regular Federal Programs Department meetings assess ongiong and continuous coordination of services.

DATA ANALYSIS: MECHS utilizes a variety of means to provide a visual representation of data as the data relates to the System and School Action Plans. All data is disaggregated by subgroup and to the individual site level. The Program Director presents data to the Board of Education at a Fall meeting each school year and provides a summary of all test data in a concise written manual for administration and board members. During the school year, central office personnel and school level personnel analyze progress toward goals. The data is reviewed with parents and community stakeholders ongoing. The stakeholders offer suggestions and approval of the implementation plans. The action plans describe critical issues, goals, timelines, and strategies for implementation.
 FEEDBACK ON PLANS: Quarterly impact check meetings are held in regard to the action plans within the Strategic Plan. As well, an initial, beginning of the year Title meeting, in which all components of the program(s) are discussed. Discussions in the first meeting include what is required for update and addition to the federal documents and plans as related to the Schoolwide Program Checklist. These meetings are held with individual school personnel in the fall using the checklist as a guide. The second meeting is held at the end of the second semester to determine the progress plan in completing the Title I Schoolwide Program Checklist.
MONITORING: Continuous Monitoring of each program is important and on-site visits as well as emailed collaboration hves been found to be effective in supporting the particular needs of MECHS. Program Director/Coordinators meet

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with the site directors, when appropriate, to discuss budget expenditures and other requirements. There is continuing feedback between the Program Director(s) and school level personnel through emails, phone calls, on-site visits, and monthly meetings. Formal Meetings are held to review personnel expenditures and obligations through the end of the grant period.

NEEDS ASSESSMENT: The needs assessment process occurs throughout the entire year. MECHS personnel analyzes site level achievement data, observation data, and stakeholder input through surveys and feedback forms. These needs assessment processes then inform the Strategic Plan: Action Plans, Equity Action Plan, S-CLIP responses, and Program Budgetary decisions.

INVOLVEMENT IN POLICIES AND PROCEDURES: Multiple stakeholders including but not limited to Site Directors, Parents, Community Members, Teachers, Paraprofessionals, Leaders, Department Heads, and Program Directors are involved in Federal programs. They are invited to meetings, provided guidelines and expectations and are requested to provide feedback on those. Program Directors oversee the presentation, review, and revision of their program procedures as related to the strategic plan, parent involvement plan and activities. Samples of required information are provided to school level personnel as needed (i.e., parents' right to know, School Improvement notification, etc.) to utilize with their site needs and the implementation of programs.

1b.
2b.
3b.
4c. If the LEA is consolidating state, local, and federal funds through Fund 150 - the Consolidation of Funds Initiative - or federal funds through Fund 400, provide the intent and purposes statement for those funds that are being consolidated in the table below.

Describe how the Intent and Purpose for each consolidated funding source will be met by the district.	
Program	Intent and Purpose Statement
Title I, Part A	
Title I, Part D	
Title II, Part A	
Title III, Part A, EL	
Title III, Part A, Immigrant	
Title IV, Part A	
Title V, Part B	
Title I, 1003 (a)	
Title I, 1003 (g)	
Title IX, Part A	
Title I, Part C	
IDEA 619/611	

LEAs not consolidating funds must fill out Section 4d below. (An LEA completing Section 4b must also complete section 4d for federal funds not being consolidated through Fund 400, Fund 150, or the schoolwide Consolidation of Funds Initiative.)

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Transferability (ESSA Sec. 5103(b)) – If the LEA is transferring funds, indicate below:

Transfer from:	Allocation	Transfer to:
Transfer Title II, Part A	100% Less than 100%	Title IA Title IC Title IIIA Title IVA Title VB Title ID
Transfer Title IV, Part A	100% Less than 100%	Title IA Title IC Title IIA Title IIIA Title VB Title ID

1d.
2d.
3d.
4d. Please check the activities that the district may include in its detailed program budgets for the LEA's available funds. (For a district that consolidates funds through Fund 400, Fund 150, or the schoolwide Consolidation of Funds Initiative, fill out the tables below only for those funds that are not being consolidated.)

Coherent Instruction (Choose all that apply from the suggested list below.)

Activity							
FORMCHECKBOX Curriculum for additional interventions	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Professional development to teach curriculum with fidelity	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Supplemental curriculum	FORMCHECKBOX Title IA FORMCHECKBOX Title IC FORMCHECKBOX Title IIA FORMCHECKBOX Title IIIA FORMCHECKBOX Title IVA FORMCHECKBOX Title VB FORMCHECKBOX IDEA FORMCHECKBOX Homeless FORMCHECKBOX Title IDTitle IA School Improvement						
FORMCHECKBOX Multi-Tiered System of Supports (MTSS)	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Progress monitoring	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Mid-year review process with each school	Title IA	Title IC	Title IIA			Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Online programs	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Blended learning	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Data and evaluation team	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Early warning systems	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID				
FORMCHECKBOX College and career readiness preparation	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Full-day kindergarten	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Instructional materials	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Positive Behavioral Interventions and Supports (PBIS)	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Extended instructional time during the school year	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Instructional interventionist	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Behavior specialist	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID				
FORMCHECKBOX Intensified instruction (may include materials in a language that the student can understand, interpreters, and translators)	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Instructional coaches	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Supplemental tutoring	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Preschool Services	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Summer school	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Job-embedded professional learning	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Dual-concurrent enrollment programs/courses	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID				
FORMCHECKBOX Efforts to reduce discipline practices that remove students from the classroom	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Career and technical education programs	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
FORMCHECKBOX Supplemental curriculum and instructional materials/personnel	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Interventions and Support for Behavior	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Extended Learning Opportunities	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Technology	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			

2.10.2020

Social Emotional Learning/Programming	Title IA Homeless		Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Academic Based Field Trips	Title IA Homeless	Title IC	Title ID	Title IA School Improvement	Title IVA	Title VB	
FORMCHECKBOX Other FORMTEXT Additional Classroom supports	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Other	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA

Supportive Learning Environment (Choose all that apply from the suggested list below.)

Creating a culture of high expectations	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
School improvement (restructuring, reform, transformation, planning & design)	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Bullying Prevention	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Home school liaison	Title IA Homeless Title ID	Title IC	Title IIIA	Title IVA	Title VB		IDEA
Home visit programs	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA	Title IVA	Title VB	IDEA
Assemblies (e.g., suicide prevention, bullying prevention, etc.)	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Parent, family, and community engagement	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Family surveys	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Restorative justice programs	Title IA Homeless	Title IC	Title IIA Title ID		Title IVA	Title VB	IDEA
Efforts to reduce discipline practices that remove students from the classroom	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Building Parent Capacity	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Building School Staff Capacity	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Continuous communication and meaningful consultation with parents and family members	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA	Title IVA	Title VB	IDEA
Interventions and Supports for Behavior	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
School-Based Mental Health	Title IA Homeless		Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Other	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Other	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA

Family and Community Engagement (Choose all that apply from the suggested list below.)

Non-academic support (socioeconomic/emotional/cultural)	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Dropout prevention and student re-engagement	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Engaging parents/families (may include materials in a language that families understand, interpreters, and translators)	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Family literacy	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
College and career awareness preparation	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Positive Behavioral Interventions and Supports (PBIS)	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Services to facilitate transition from preschool	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Support for children and youth experiencing homelessness	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Classes for parents and families (e.g., ESOL, GED, citizenship, parenting, etc.)	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement		Title VB	IDEA
Internet safety	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Community liaison	Title IA Homeless	Title IC		Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Parent liaison/family engagement coordinator	Title IA Homeless	Title IC	Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Welcome center/community school centers	Title IA Homeless	Title IC	Title IIA Title ID	Title IA School Improvement	Title IVA	Title VB	IDEA
Child care for parent engagement events	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA Title IA School Improvement	Title IVA	Title VB	IDEA
Back-to-school kick-off	Title IA Homeless	Title IC	Title IIA Title ID	Title IIIA		Title VB	IDEA
PD for family engagement liaisons	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA

2.10.2020

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	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID				
Homeless liaison	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID				
Efforts to reduce discipline practices that remove students from the classroom	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Career and technical education (CTAE) programs	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Academic Parent-Teacher Teams (APTT)	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Interventions and Supports for Behavior	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Childcare/transportation for Parent, Family, and Community classes/programs/events	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Transition programs for Pre-K	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID				
Other	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Other	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			

Professional Capacity (Choose all that apply from the suggested list below.)

	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
Differentiated, job-embedded professional learning opportunities	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Professional Development provided by school or district staff	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Recruit and retain effective educators	Title IA	Title IC	Title IIA			Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Teacher advancement initiatives	Title IA	Title IC	Title IIA			Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Improvement of teacher induction program(s)	Title IA	Title IC	Title IIA	Title IIIA		Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Conference attendance (registration, travel, etc.)	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Curriculum specialists	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Improvement of teacher or other school leader induction program(s)	Title IA	Title IC	Title IIA	Title IIIA		Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Preparing and supporting experienced teachers to serve as mentors	Title IA	Title IC	Title IIA			Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Preparing and supporting experienced principals to serve as mentors	Title IA	Title IC	Title IIA			Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Other	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Other	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			

Effective Leadership (Choose all that apply from the suggested list below.)

	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
Leadership Development	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Improvement Planning Development	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Safety and Security Training	Title IA	Title IC	Title IIA		Title IVA	Title VB	IDEA
	Homeless		Title ID				
Training for monitoring and evaluating interventions	Title IA	Title IC	Title IIA	Title IIIA		Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Leadership Conference Attendance	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Other	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			
Other	Title IA	Title IC	Title IIA	Title IIIA	Title IVA	Title VB	IDEA
	Homeless		Title ID	Title IA School Improvement			

NOTE: EVEN THOUGH AN LEA SUBMITS ONLY THE REQUIRED INFORMATION IN ITS CONSOLIDATED APPLICATION, AN LEA MUST STILL MEET ALL ESSA REQUIREMENTS FOR EACH PROGRAM FOR WHICH THE LEA ACCEPTS FUNDS.

5. Professional Qualifications

- Part 1 –For the current fiscal year, using the flexibility granted under Georgia charter law (OCGA 20-2-2065) or State Board Rule - Strategic Waivers (160-5-1-.33), does the district intend to waive teacher certification?
  Yes   No   [ESSA Sec. 1112(e)(1)(B)(ii)]

- Part 2 - If the LEA waives certification, specify whether or not, in the current fiscal year, certification is waived:
  i.   for all teachers (except Special Education service areas in alignment with the student's IEP), or
  ii. for a select group of teachers. If waived for a select group of teachers, the response must address content fields and grade level bands (P-5, 4-8, 6-12, P-12).

  [All educators must hold a GaPSC issued Clearance Certificate.] [O.C.G.A. 20-2-211.1, SBOE 160-4-9-.05, ESSA Sec. 1112(e)(1)(B)(ii)]

MECHS Waives Certification for all teachers except Special Education teachers service areas in alignment with the student's IEP.

- Part 3 - If the LEA waives certification, state the minimum qualifications required for employment of teachers for whom certification is waived (example: bachelor's degree, content assessment, coursework, field experience, etc.). If no requirements exist beyond a Clearance Certificate, please explicitly state so. [Sec. 1112(e)(1)(B)(ii)]

For teachers employed with Mountain Education Charter High School whose certification is waived the
minimum qualifications is a Clearance Certificate. All Special Education teachers, those who do and do not enter grades, minimum qualifications are to hold a Clearance Certificate and Special Education Certificate in their service area teaching assignment.

6. Describe how the district will meet the following IDEA performance goals:
[20 U.S.C. 1416 (a)(3)(A)]; [20 U.S.C. 1416(a)(3)(B)]; [20 U.S.C. 1416(a)(3)(C)]; [1412(a)(22)]; [2 CFR 200.61]

- IDEA Performance Goal 1: Improve graduation rate outcomes for students with disabilities;
  What specific post-secondary outcome activities (school completion, school age transition, and post-secondary transition) are you implementing in your LEA to improve graduation rates?
  Include:
- Description of your district's procedures
- Specific professional learning activities
- Plan to monitor implementation with fidelity

Student data such as module completion, course completion, amount of time spent on modules, EOC scores, and attendance is shared during monthly PLC meetings to help identify students who are not making adequate progress. Teachers and mentors also provide information on students' social and emotional needs. Identified students will then receive direct or small group assistance based on their individual needs.

Parents are contacted on a regular basis by the MEC Mentor and/or Sped. Case Manager to discuss any barriers related to attendance or course completion issues. As well, parents receive IEP Progress reports twice a year where feedback towards student progress is provided. MECHS addresses post school outcomes through the same general education activities such as career and college visits/fairs. In addition to those addressed by counselors and mentors, sped case managers and additional agencies such as GVRA are also available to help our students with disabilities . Each student with a disability has a Transition Service Plan within the IEP that is reviewed throughout the year as students work towards completing transition goals and activities to help prepare for life after graduation. At MECHS, students with disabilities have access to on-line software programs where he or she can participate in career exploration through a virtual setting. Vocational Rehabilitation (GVRA) services are available as another resource for students who need further assistance.

- IDEA Performance Goal 2: Improve services for young children (3-5) with disabilities;

  What specific young children activities (environment, outcomes, and transition) are you implementing in your LEA to improve services for young children (ages 3-5)?
  Include:
- LEA procedures
- Services that are offered and provided within your district as well as where the service options are located. (e.g. local daycares, Head start, homes, community-based classrooms, PreK classrooms)
- Staff that will be designated to support the 3-5 population
- Collaboration with outside agencies, including any trainings conducted by the LEA
- Parent trainings

The federal purpose of Child Find is to identify, locate, and evaluate children, from birth to 21, who are suspected of or have a disability or developmental delay that may result in a need for special education and related services. MECHS serves children ages 14 through 21 with identified special education needs, from 9th - 12th grades and will participate in the Child Find process. Children birth through 13 will be referred to local schools serving birth through eighth grade.

MECHS completes Child Find responsibilities in a variety of ways throughout the year. This includes public announcements through local media via public notice, school website, parent/student handbook, collaboration with other public agencies, and local screenings. Referrals may be made by anyone who has a concern about a child's development. All referrals are considered confidential and the parent retains the right to refuse services.

2.10.2020

MECHS encourages parents of students with disabilities to participate in the parent survey from the DOE to assess the needs of our school and their student's academic achievement. As well, as part of the Federal Programs needs assessment, a parent/community and staff/leader survey is sent to assess the highest area of need in low-income students, lowest achieving students, English Learners, children with disabilities, children and youth in foster care, migratory students, and homeless students. Multiple meetings at the site level and district office level are conducted to analyze survey results, EOC data, and other academic achievement data regarding our students aged 14-21.

- IDEA Performance Goal 3: Improve the provision of a free and appropriate public education to students with disabilities;

  What specific activities align with how you are providing FAPE to children with disabilities?
  - Include:
    - How teachers are trained on IEP/eligibility procedures and instructional practices
    - How LRE is ensured
    - The continuum of service options for all SWDs
    - How IEP accommodations/modifications are shared with teachers who are working with SWDs
    - Supervision and monitoring procedures that are being implemented to ensure that FAPE is being provided

MECHS provides yearly trainings for staff on IEP/eligibility procedures and instructional practices through PL opportunities. Sped. case managers attend a training at the beginning of each school year where special education policies and procedures are reviewed. Teachers have access to the MECHS Special Education Procedures Manual via the MECHS website. Sped. case managers and teachers also have access to training materials and video tutorials related to special education procedures via a shared folder. Sped. Regional Coordinators provide individual training as needed during monthly site visits. The Sped. Director provides monthly reminders to Sped. Case managers via email that provide updates on best practices and general supervision. MECHS contracted psychologists also provide information, guidance, and materials to Sped. Case Managers related to eligibility as needed. When a student with a disability enrolls at MECHS, services are always considered according to the least restrictive environment for the student based on the current IEP team recommendations and student needs. MECHS provides an online curriculum for all SWD, in addition to a new curriculum program for students with significant cognitive disabilities who are identified to be on an alternative assessment pathway.
Paraprofessionals and sped. support staff are available in all content areas as well as related services are provided (ex. Speech, OT, PT) according to the IEP.
Accommodations are provided for all SWD according to his or her individual needs as stated on the IEP. Assistive technology is provided, both standard and individualized according to student needs. This includes software and tools that will read aloud information to students.
Teachers at MECHS have access to student accommodations through our SIS system (Infinite Campus) and through Ontrack. Teachers can also reach out to the special education case manager if there are questions or if further information or assistance is needed. SWD are included in all general education activities including having a mentor to check regularly on their progress and overall well-being. Sped. Regional Coordinators and the Sped. Director provide on-site visits on a regular basis to ensure FAPE is being provided. During visits, a documentation rubric is completed as IEP's are reviewed for compliance purposes.

- IDEA Performance Goal 4: Improve compliance with state and federal laws and regulations.

  How procedures and practices are implemented in your district to ensure overall compliance?
  - Include:
- LEA procedures to address timely and accurate data submission
- LEA procedures to address correction of noncompliance (IEPs, Transition Plans)
- Specific PL offered for overall compliance, timely & accurate data submission, and correction of noncompliance

- Supervision and monitoring procedures that are being implemented to ensure compliance

MECHS will continue to review and revise data, policies, procedures and practices throughout the year. Regular monthly meetings are held within the Central Sped. Dept. team to help insure compliance with regulations as well as to promote consistency and communication across MECHS. The Central Special Education Department consists of a Special Education Compliance Coordinator, Sped. Regional Coordinators, and a Special Education Administrative Assistance who support and assist the Sped. Director. This will allow for greater supervision and accuracy in compliance. The Sped. Director regularly attends monthly GLRS Directors meetings, participates in Sped. Director Webinars with GADOE, and attends monthly SELDA trainings which provide information and reminders on timely and accurate data submissions. The Sped. Director uses the calendar of submission dates provided by the DOE as a resource to help with organization and timely submissions and reaches out to her mentor Sped. Director when questions arise. A next step will be to continue educating MECHS staff on sped laws and regulations through offering PL opportunities throughout the year. This includes IEP laws, 504 guidelines and regulations, and updating the special education section in the Federal Programs handbook. The MECHS Special Education Procedures Manual will also be updated as needed with any changes in internal special education procedures.

Through regular on-site visits and completing a detailed documentation log, Sped. Regional Coordinators and the Sped. Director provides supervision and monitoring of special education procedures to ensure compliance. IEP's are randomly checked during visits as well as each IEP is checked prior to completion by the sites Sped. Regional Coordinator. Each MECHS site administration team also helps to monitor general supervision. The MECHS Central Sped. Department works collaboratively and in a timely manner to address any correction of non compliance that we are aware of.