



JEFFERSON CITY SCHOOLS

345 Storey Lane Jefferson, GA 30549

FY24 Federal Programs Handbook For System and School Administrators

Dr. Donna McMullan, Superintendent



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Purpose of This Handbook

The purpose of Federal education program funding under the Every Student Succeeds Act (ESSA) is to provide LEAs and their schools with supplemental financial resources and assistance in order to ensure equitable access to a high quality education, regardless of student economic status or other equity factors. Monitoring is an essential component of ensuring all facets of federal programs are being implemented as prescribed by the Every Student Succeeds Act (ESSA). Jefferson City School System (JCS) is a small rural school system, therefore monitoring has never been an issue when it comes to meeting with principals and staff to fully support the particular needs of each school. To that end, each federal program in the Jefferson City School System uses monitoring as a means of observation and recording of activities in participating schools.

The information in this handbook will promote uniformity in operations as Federal programs directors/coordinators seek to carry out official duties and responsibilities. The information provided may be used by staff to ensure that Federal programs are being implemented accurately and effectively. The Georgia Department of Education (GaDOE) provides Local Educational Agencies (LEAs) extensive guidance on the overarching programs via the on-site and/or virtual monitoring document used to ensure that LEAs are meeting all statutory requirements of Federal programs. These specific requirements from the GaDOE monitoring document were used to create this handbook. Where applicable, local procedures and Local and State Board policies have been included. It is hoped that this guide will be useful to staff as they strive to comply with all federal programs statutory requirements.

System monitoring addresses the following:

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

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Overview

The Jefferson City Schools Federal Programs Handbook provides guidance and procedures for the implementation and monitoring of Title I Part A; Title I Part C; Title II Part A; Title III Part A; Title IV Part A; Title V Part B; Title IX Part C, McKinney-Vento Act, ESSER; and the Individuals with Disabilities Education Act (IDEA). Supplementing State and Local funding with Federal programs is essential in meeting the educational needs of all students enrolled in JCS. Ensuring that students' needs and Federal regulations are met are the goals of staff and leadership who work with Federal programs. Additional guidance from the Georgia Department of Education for all Federal programs can be found at <https://www.gadoe.org/School-Improvement/Federal-Programs/Pages/default.aspx>

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Section 1: Federal Programs Timeline

DISTRICT TIMELINE FOR MONITORING FEDERAL PROGRAMS

JCS Federal Programs Timeline (Appendix C - Original)

Section 2: Monitoring Process & Procedures

The following procedures have been created and designed to provide reasonable assurance regarding the achievement of objectives in the effectiveness and efficiency of operations.

The Georgia Department of Education requires that the Jefferson City School System monitor the implementation of federal programs and the expenditure of all funds associated with each program. The specific requirements are as follows:

- (a) Each federal program coordinator will conduct self-monitoring of its schools and programs sufficient to ensure compliance with requirements, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners & Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment) and Title X, Part C (McKinney-Vento Education for Homeless).
- (b) Federal program coordinators will undergo training from GaDOE and other sources to maintain proficiency in program compliance requirements.
- (c) Federal program coordinators will provide technical assistance to local schools.
- (d) Federal program coordinators' self-monitoring will include monitoring all program expenditures to verify that all expenditures comply with program requirements.
- (e) Federal program coordinators will maintain all documentation the LEA may need for future auditing/monitoring.
- (f) In years when LEA does not receive an on-site visit, federal program coordinators will complete the Self-Assessment Checklist and submit it to the Georgia Department of Education (GaDOE) as requested.
- (g) LEA will undergo monitoring by GaDOE on a published cycle. LEA federal program coordinators will participate in training and technical assistance updates as provided by GaDOE prior to monitoring visits.
- (h) After the on-site monitoring visit, the LEA will receive a comprehensive monitoring report, which will contain recommendations, findings, and required actions that together provide an analysis of the implementation of the LEA's federal programs. If a Corrective Action Plan is required, the LEA federal program coordinator will respond in a timely manner with a Corrective Action Plan, which must be approved by GaDOE. The appropriate GaDOE Program Specialist will monitor implementation of the Corrective Action Plan.

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

1. Monitoring of Expenditures – Local educational agencies (LEAs) must submit for approval an annual budget through the Consolidated Application process. GaDOE Program Specialists review each application and budget to ensure that expenditures are appropriate for the program area before approving LEA budgets. Once budgets are approved, GaDOE Education Program

Specialists track how well LEAs are requesting funds for expenditures to ensure that LEAs are likely to meet the expenditure requirements for each federal program.

2. Single Audit – LEAs with single audit findings are flagged for technical assistance.
3. On-site Monitoring – A GaDOE on-site Cross-Functional Monitoring Team visits the school system to apply the criteria included in a GaDOE monitoring document.
4. Self-Monitoring Checklist – LEAs not receiving an on-site visit complete the Self-Assessment Checklist and submit it to the Georgia Department of Education (GaDOE) as requested.

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

- Selection of LEAs to be monitored.
 - LEAs are currently cross functionally monitored on a five-year cycle.
 - LEAs were initially randomly selected from each of Georgia's service areas.
 - LEAs with audit or monitoring findings requiring a return of monies, or receiving a high number of stakeholder complaints are monitored within the year of the LEA audit or monitoring report and the written complaint. In addition, on-site monitoring outside of the scheduled cycle may be arranged as needed if an LEA evidences serious or chronic compliance problems.

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

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

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

2.1 Positions Responsible for Implementation and Monitoring of Procedures

The Director of Federal Programs will coordinate and provide support to the coordinators for each federal program. The Director of Federal Programs is responsible for all ESEA and ESSER Programs and monitors the implementation and effectiveness of all ESEA and ESSER Federal Programs. Where applicable, assistance is provided by the System Social Worker (Foster Care, Homeless), Director of Teaching & Learning, Director of Technology & Data, and Associate Superintendent. All IDEA Programs are monitored for implementation and effectiveness by the Director of Special Education.

2.2 Frequency of Monitoring ([JCS Federal Programs Timeline - Appendix C](#))

Overview

- June-September - Provide a technical assistance session for all participating schools on the (e.g., GaDOE Federal Programs Conference) to update principals on any new guidelines and to provide guidance for new principals. Sessions will include following topics: budgets, ordering, compliance, parental involvement, professional learning, meeting the needs of students,

schoolwide programs, monitoring, academic achievement, inventory, scheduling, ethics, fraud and waste, and complaint procedures. Sessions will include representation from the following programs: Title I, Part A (Disadvantaged Students), Title I, Part C (Migrant Education Program), Title II, Part A (Teacher and Leader Quality), Title III (English Learners & Immigrant Students), and Title X, Part C (McKinney-Vento Education for Homeless).

- June/July - Work with principals on annual revision of compacts and school improvement and parent involvement plans and budgets. All federal program coordinators will review plans and budgets to ensure that funds are being spent according to plans and that plans have all the necessary components.
- July/August - Notify any schools if required to provide intervention services as a result of needs improvement status, assist schools with creating and mailing any required notifications to parents.
- August to June – Meet quarterly with principals. Provide additional training as needed. Federal Program needs are highlighted at every monthly administrator meeting (Instructional Services)
- August to December - Inventory items purchased with federal funds. Monitor schools, provide feedback.
- August to June – All federal programs are monitored by the Federal Program Director and other program coordinators. Ongoing review of school improvement data and plans in conjunction with members of Instructional Services
- January/February – Federal Program Coordinator/Director conducts monitoring/technical assistance visits to ensure school improvement plans and budgets are being implemented with fidelity.
- August-June - Federal program Director attends RESA and GaDOE sessions throughout the year. Ongoing - Budgets are reviewed and each purchase order is examined by federal program staff to ensure purchases are allocable, reasonable, and necessary and that items purchased are supporting strategies contained in the system and/or school improvement plans.
- February/March – Conduct annual comprehensive needs assessment. Data is provided to system and school leaders so each can compile data to determine prioritized needs for the following year.
- Ongoing – Federal program director provide technical assistance and meet regularly with principals (e.g., administrator meetings and instructional rounds).

Schedules for equipment inventory monitoring, progress checks, instructional rounds, and compliance with all federal guidelines are created on JCS Federal Programs Timeline and communicated through administrator meetings, instructional rounds, and technical assistance meetings. Monitoring meetings dates are established by the System CNA Team and the Federal Programs Coordinator during the Spring and early summer planning so school leaders can plan accordingly and select dates as they begin work on their schoolwide plans. Equipment inventory monitoring, progress checks, and compliance with all federal guidelines are completed at least two times a year. All information is shared on Google Drive to the Federal Program Director by technology team leaders. Equipment is also managed within the district electronic inventory system.

2.3 Technical Assistance

Technical assistance is offered at all times through meetings, email, and phone communication, as well as school visits, to assist schools in analyzing data to identify priorities in instruction, professional learning, and effective budgeting. Documentation of professional learning sessions, technical assistance, and meetings is maintained by the Director of Federal Programs. Ongoing monitoring after training is conducted by the appropriate system federal programs directors to ensure compliance.

2.4 List of Documentation to Verify Monitoring of Title Programs

Jefferson City Schools will maintain the following documentation as evidence of monitoring the implementation of all Federal programs: Schoolwide Plans, GaDOE-approved budgets, budget reports, JCS SWP/SIP Progress Monitoring Documents (e.g., [Instructional Rounds Template](#) and [Federal Programs Monitoring Checklist](#)), emails, sign-in and agendas, and checklists. Documentation will be collected from district and school administration meetings, board meetings and retreats, School council meetings, parent involvement meetings, and budget reviews. Documentation should reflect relevant stakeholder involvement (district, school and family). Additionally, every six months, documentation will be submitted to an electronic shared folder (e.g., Google Drive; GaDOE SLDS) to verify required input and reviews. Printed school budgets will reflect MOE.

2.5 Data Review

Data is compiled, reviewed, and discussed during administrative monthly meetings for the purposes of improving instruction and student learning. Data can include but is not limited to: current student assessment results, stakeholder perception data, attendance data, and process revision. School staff meet with content teams and grade level teams with intent of improving instruction. Principals review data with their teams to identify and address areas in need of improvement. Data review may occur at district-wide monthly administrative meetings and during an annual summer leadership work session. Data is also reviewed at each school during PLCs and school leadership meetings, as well as at established intervals with the Instructional Services and Federal Programs Director (e.g., Instructional Rounds). All schools have access to system and/or school generated data which is used during the data analysis process and during LKES/CCRPI principal meetings with the superintendent throughout the year.

2.6 Needed Corrective Actions at Schools (Identified by LEA)

Appropriate Federal Program staff will provide regular support and technical assistance to local schools based on all training information. Both parties are responsible for maintaining documentation of each support/technical assistance session. All Federal program directors work with principals to ensure that documentation is correct. All support and technical assistance is intended to avoid the need for formal corrective actions. When a problem is identified through regular self-monitoring, technical assistance is provided to correct the problem (i.e., resubmission of the documentation). This can be done via email, phone call, and/or in-person or virtual meetings. Specific Federal program directors are responsible for follow-up to ensure the problem has been corrected. As with technical assistance, this follow-up may be done via phone, email, and/or in-person or virtual meetings. In the event of a necessary formal corrective action, this would be communicated via email and corrected with technical assistance and support from the appropriate Federal program director using the same process. Verification is done by the appropriate Federal program director reviewing all documentation that has been submitted.

At established deadlines, the program director reviews evidence of compliance with the ESSA requirements. Likewise, following annual reviews by the Georgia Department of Audits and Accounts as well as monitoring by the Georgia Department of Education (GaDOE), all monitoring reports, audit findings, and/or required corrective actions are reviewed with system and school level leaders. A

Corrective Action Plan is submitted to the Georgia Department of Education (GaDOE) if required, and the program director is designated to monitor its implementation. In addition, training is used as a preventative measure to ensure compliance with program requirements.

Georgia Department of Education (GaDOE) expectations and requirements are proactively communicated to and shared with leaders. Upon completion of on-site visits and/or a review of documented program, the director's note areas in need of completion and/or correction and provides detailed feedback to school principals, clearly articulating required corrective action with due dates.

2.7 Verification of Corrective Actions at Schools

Corrective actions, findings, areas of concern, and recommendations received through monitoring feedback are discussed with principals in order to assist them in understanding the critical need for compliance with federal guidelines. Verification of corrective action will be determined through ongoing technical assistance provided to the school and documented on the Federal Programs School Monitoring Checklist.

2.8 District Review of Applicable Federal Program Budgets

Each federal fund program coordinator prepares a yearly budget showing the distributions for district, per school and /or per program/function/object code. Federal program coordinators ensure that all funds budgeted are allowable per funding source. Federal program coordinators will examine budget summary and detailed expenditure reports for their respective budgets. Completion reports are annual reports required by Georgia Department of Education (GaDOE) for all grant funds. Reports are due thirty days after the end date for each grant. Prior to preparing the completion report, the general ledger report for each grant will be reviewed to ensure that all expenditure postings are correctly recorded.

2.9 Identification of High Risk Schools

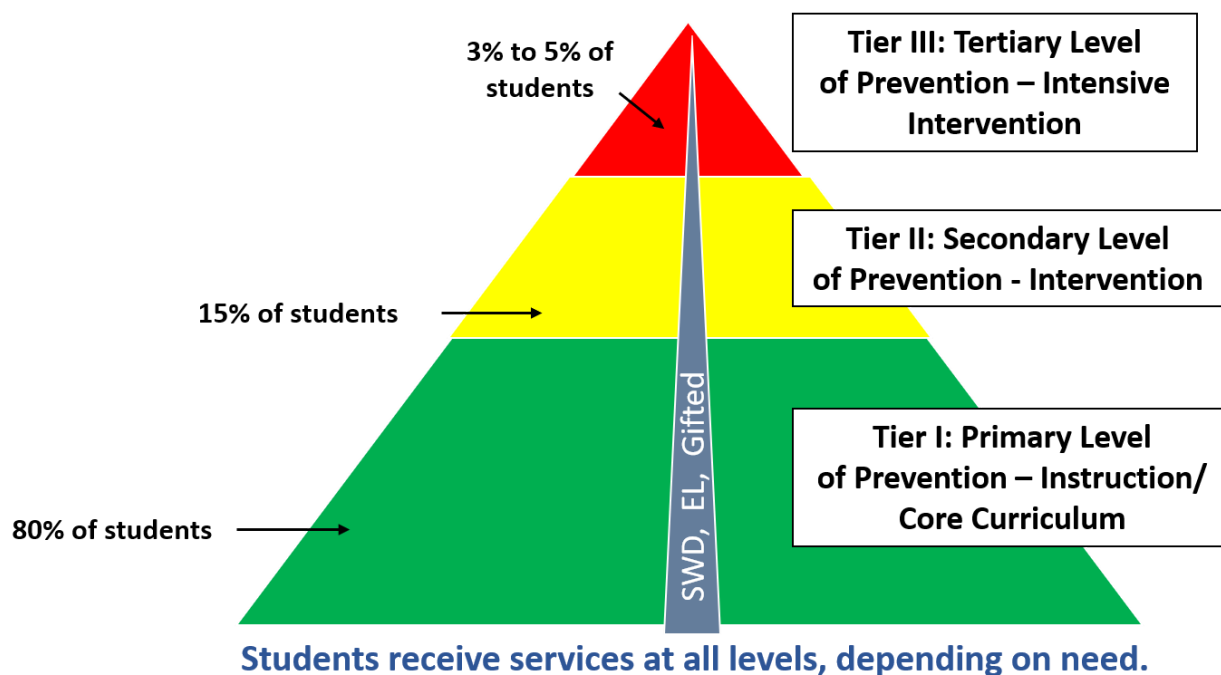
Based on current review of data, Jefferson City Schools has not determined any of its schools to be high-risk, or comparatively high risk relative to other schools in the district. CCRPI scores and other data are carefully monitored and each school principal works with their team to identify and address areas of concern based on data analysis. Data review and analysis is part of the normal meeting structure, culture, and professional learning of each school/department/grade level. Data discussions are held regularly during various leadership meetings and any support needed by schools is provided to the extent possible by the appropriate Federal program or departmental director/staff. The Instructional Rounds Template and Federal Programs School Monitoring Checklist will be used to identify schools that are at high risk of not properly operating various federal programs once data and trends are identified during the data review processes. Any school failing to achieve check off on ten or more required components will be considered at risk and will be required to develop a more comprehensive short-term corrective action plan with specific dates for accomplishing corrective action steps.

2.10 IDEA Procedures for Monitoring Schools and Programs

Multi-Tiered System of Support and Student Support Team

To ensure the educational success of each of our students, Jefferson City Schools (JCS) utilizes the [Multi-Tiered System of Supports \(MTSS\)](#). This framework for instruction integrates assessment and

intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems. Within MTSS, schools identify students who are in need of enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes, provide evidence-based interventions, monitor student progress, and continue/adjust the intensity and nature of those interventions based on a student's responsiveness. The visual below outlines the MTSS Tiers of Intervention.



A student is typically referred for an evaluation by a Student Support Team (SST) when the team has documented sufficient evidence to suspect that a disability may be the primary cause of the student's learning or behavior problem(s). This usually occurs after appropriate interventions in the general education classroom have failed to find a satisfactory solution. A parent may also request an evaluation to school personnel at any time.

Child Find

JCS completes Child Find responsibilities in a variety of ways. These measures include public announcements through local media, meetings with private and homeschool representatives, [Child Find Notice](#) shared with multiple agencies and schools, and through the [website](#). JCS collaborates with public agencies such as the Department of Family and Children's Services, community health, daycares, parents, and through our Multi-Tiered System of Supports process in each school.

The purpose of Child Find is to identify, locate, and evaluate all children in the district, birth through 21, who are suspected of having or have a disability or developmental delay that may result in a need for special education and related services. JCS serves children ages 3 through 21 with identified special

education needs and the Babies Can't Wait program serves children birth through two years of age. If you suspect a child ages 3 through 21 may have a disability you should contact the school principal ([contact list](#)) or the Director of Special Education at 706-367-2880. If you suspect a child, birth through two years of age, is a child with a disability, you should contact the Babies Can't Wait Coordinator at 706-369-6101 to initiate a referral for evaluation. [Department of Public Health - Babies Can't Wait](#).

JCS provides screening and evaluations for all children with a suspected disability between the ages of 3-21. This includes preschool children ages 3-5 enrolled in the JCS district including public charter schools, highly mobile children, migrant children, children who are detained or incarcerated in jails or correctional facilities located in the school district, children enrolled in homeschool/study programs, and parentally-placed private school children, including religious, elementary, and secondary schools.

JCS may use screeners to determine appropriate educational strategies, but the screening will not be considered an evaluation for eligibility purposes. All student referrals must be accompanied by documentation of scientific, research or evidence based academic or behavioral interventions that demonstrate insufficient rate of progress. An exception to this requirement is allowed only when an immediate evaluation and/or placement is required due to the severity of the disability. A school based team must consult with the school psychologist and/or the special education coordinator when this exception is being considered.

Evaluation/Re-evaluation

A student is often referred for an evaluation by a Student Support Team (SST) when it has documented sufficient evidence to suspect that a disability may be the primary cause of the student's learning or behavior problem(s). Refer to the [MTSS Referral Flowchart](#). This usually occurs after appropriate interventions in the general education classroom have failed to find a satisfactory solution. A parent may also request an evaluation at any time. Refer to [Parent Requests for Evaluation Procedures](#)

Once a child is eligible for special education services the child must be reevaluated at least every three years. IEP teams should address the need for the reevaluation **at least six months** in advance of the due date. The three year reevaluation must be completed no later than the day before the third anniversary of the most recent eligibility/redetermination meeting.

JCS follows the [Reevaluation/Redetermination Process](#). If the team determines that a comprehensive evaluation is needed, then a variety of evaluation tools will be administered by trained and knowledgeable staff. Once all assessments are completed and data gathered, the eligibility team will reconvene to discuss the results of the evaluations. The parent will be invited to the meeting. The team will determine if the child continues to qualify for special education services using the eligibility criteria and exclusionary factors found in [160-4-7-.05](#)

Before a team can dismiss a student from special education, the student must be evaluated and the IEP team determines that the child no longer requires special education services.

Eligibility

Students' ages 3 through 21 years of age may be determined eligible for special education services under one or numerous [Special Education Eligibility Categories](#). Every student placed in special education must first be determined eligible for services by the eligibility/IEP team after an evaluation has been completed. The eligibility/IEP team members are the parent(s), a regular education teacher, a person knowledgeable of the evaluation results, a special education teacher, local education Agency (LEA) representative, and the student (when appropriate). Other individuals may be invited as deemed appropriate. Once the parent has signed consent for JCS personnel to conduct assessments, all evaluations must be completed and an eligibility meeting held within 60 calendar days. However, holiday periods and other circumstances when children are not in attendance for five consecutive school days shall not be counted toward the 60 calendar day timeline, including the weekend days before and after such holiday periods, if contiguous to the holidays except: any summer vacation period in which the majority of an LEA's teachers are not under contract shall not be included in the 60 day timeline for evaluation. However, an LEA is not prohibited from conducting evaluations over a summer vacation period.

Consent received 30 days or more prior to the end of the school year must be completed within the 60 calendar day evaluation timeframe

The initial evaluation must look at the needs of the whole child, regardless of the reason for the referral. A comprehensive evaluation may include:

- Individually administered tests and tools such as cognitive ability, academic achievement, social/emotional/behavioral, speech/language, OT/PT, etc
- Parent, Teacher, and Child rating scales regarding social/emotional/behavioral and/or adaptive
- Parent information and input including parent questionnaires/interviews
- Teacher input including teacher questionnaires/interviews, observations, analyzed classroom work samples
- School wide standardized testing results
- Medical information, as appropriate
- Classroom observations
- Prior testing done in other schools and/or private settings
- Progress Monitoring data

Discipline

Disciplinary procedures pertain to all students with disabilities in any category of eligibility who violate the code of student conduct; however, there are [specific procedures](#) that school personnel must follow when disciplining students with disabilities. In most cases, disciplining students who have IEPs is no different than disciplining other students. However, IEPs afford these students and students identified but deemed [not yet eligible](#) for some protections.

1) One protection includes the right to continuation of services indicated by the IEP if the student is removed (i.e. out of school suspended or being expelled) from school for more than 10 consecutive or cumulative days within a school year.

2) In addition to the right to continue special education services, students with an IEP may receive a consequence different from that of other students if the IEP team decides that the student's misbehavior was related to or caused by the student's disability. This team also examines the student's IEP and BIP, and it reviews details of the misconduct. In this same meeting, the IEP team decides if the school implemented the student's IEP/BIP correctly. This type of meeting must be held anytime a student with an IEP is under consideration for a "change in placement" due to his/her misconduct. [This is referred to as the manifestation determination meeting.](#)

Disciplinary Actions of 10 School Days or Less

Students with disabilities should be expected to follow the code of conduct. A student with a disability, who has an Individualized Education Program (IEP), can be removed to Out of School Suspension (OSS), another setting, or an appropriate interim alternative educational setting (IAES), just as any other student without a disability can, for up to a total 10 school days, for violations of the code of conduct or school rules. The 10 days can be consecutive or cumulative and can occur during one school year. It is not necessary for the IEP team to meet when this occurs. Likewise, it is not necessary for a manifestation determination to be completed, a functional behavior assessment to be conducted, a behavior intervention plan to be developed, or for any special education services to be provided if the removal is for 10 or fewer school days in the school year. However, it is important to consider any behavioral supports, goals, or plans a student might need if behavior is interfering with their success.

Disciplinary Actions beyond 10 Days

When frequent disciplinary actions add up to more than 10 school days in a school year, or when frequent disciplinary actions clearly indicate a pattern that is a change in placement, the IEP team must determine appropriate services that allow the student to continue to participate in the general education curriculum and progress toward meeting the goals outlined in the student's IEP, although in another setting.

After a student has been removed for 10 school days in the same school year, and a subsequent removal is not for more than 10 consecutive days and is not a change in placement, then the district personnel and at least one of the student's teachers must determine the extent of services needed so the student can continue to participate in the general education curriculum and progress toward meeting the goals outlined in the student's IEP, although in another setting.

Section 3: Consolidated LEA Improvement Plan

3.1 Procedures for Creation, Review, and Approval

Jefferson City Schools designated administrators are responsible for conducting an annual review of the CLIP (SLDS) components, at which time revisions are made. The Jefferson City School System is committed to cultivating and sustaining partnerships with parents and community stakeholders, and encourages their participation in the development, implementation, review and evaluation of its Consolidated LEA Improvement Plan (SLDS) and all of the components therein. All parents of Jefferson City School System's students are provided multiple opportunities to be involved in the development and revision of the system's CLIP. These opportunities include access to the components of the CLIP during various meetings, at a district-wide parent meeting and/or JCS District Annual Report held in the fall, and at spring school-based Title planning meetings.

To ensure stakeholder input and timely submission to the GaDOE, the following timeline will be followed:

- August through July – The newly approved CLIP is made available to parents on the website or upon request at the front desk of each school. An electronic or printed feedback form is provided.
- August-October – The current online CLIP is made available during the website and at any district parent meetings.
- February-April – The current CLIP is made available during school Title I Planning Meetings and opportunities are provided on paper. Survey responses will be collected as part of the annual Comprehensive Needs Assessment.
- April-June – Changes are made to the CLIP based on feedback obtained from multiple means and stakeholders.
- May-August – The CLIP is uploaded for GaDOE approval.

3.2 Resolution for Unapproved CLIP

If the GaDOE requests revisions to any portion of the CLIP (CLIP SLDS, Family and Parent Engagement Policy, Foster Care Transportation Plan, and/or Title I, Part C, ID&R Plan), the Director of Federal Programs will retrieve the requested changes from the Audit Trail in the SLDS portal. The Director of Federal Programs will then communicate with the appropriate personnel to ensure that requested changes are completed. The Director of Federal Programs will provide technical assistance as appropriate, make corrections and/or approve corrections to the appropriate CLIP components and then resubmits the plan. This process is continued until the plan has been approved by GaDOE.

3.3 Selection of Evidenced-Based Action Steps in the CLIP

Evidenced-based action steps are addressed in item 3 (a description of the LEA's school improvement process) of the system's Consolidated LEA Improvement Plan. The system has adapted the GaDOE's Systems of Continuous Improvement and the following improvement planning steps: Examine Progress; Identify Needs; Create Goals and Select Evidenced Based Interventions; Plan Implementation; Implement the Plan. The following information is included as part of creating goals and selecting evidenced based interventions: "Schools will then create goals and evidence based action steps to address the prioritized overarching areas in need of improvement using a provided schoolwide improvement plan template. Schools must indicate in their improvement plans the extent to which their interventions are evidenced based by selecting Strong, Moderate, Promising, or Rationale and linking to appropriate supporting documentation. Schools are encouraged to focus on three to five goals and approximately five high

impact action steps per goal that will improve Tier 1 instruction for all students, as well as identify Tier 2-4 action steps that will be taken to provide additional support for students, including subgroups, who are not academically successful after Tier 1 action steps have been implemented.

Section 4: School-wide Improvement Plans

4.1 Creating, Reviewing, and Approving Schoolwide Plans

Schoolwide Improvement Plans are developed each spring for the following school year. Each school leadership team meets during the spring. The CNA and school improvement team is composed of representatives from grade levels, content areas, and departments, as well as other stakeholders. School administrators then present the plan at the annual system leadership work session as they work with other schools and system leaders to develop a system improvement plan. Once the plan is approved by system leaders, it is presented to and approved by the School Council and Leadership Team. It is through this process that the LEA oversees the development of school improvement plans. System leaders also support schools in developing, revising, implementing and coordinating school improvement and schoolwide plans during quarterly administrative meetings. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets. Additionally, system leaders conduct progress checks to evaluate the extent to which improvement plan goals are being met. Parents are sent information inviting them to participate in the revision process at annual Title I Planning meetings held at each school during the spring. Once revisions are made, the plan is placed on the system and each school's website. Principals are responsible for maintaining dated documentation (e.g., detailed agendas, minutes, sign-in sheets, flyers) of all correspondence to parents. Paper copies are also available in the main office at each school.

4.2 Selection of Evidenced-Based Action Steps

- **Definition**
 - The term “evidence-based,” when used with respect to a state, local educational agency, or school activity, means an activity, strategy, or intervention that
 - demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on:
 - strong evidence from at least one well-designed and well-implemented experimental study;
 - moderate evidence from at least one well-designed and well-implemented quasi-experimental study; or
 - promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
 - demonstrates a rationale based on high quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes and includes ongoing efforts to examine the effects of such activity, strategy, or intervention

- **Implications**

- During the annual Jefferson City Schools Administrators Leadership Meetings and Federal Programs Technical Assistance that are held each May/June, school and district leadership teams identify and record the extent to which the activities, strategies, and/or interventions contained in their school improvement/schoolwide plans meet the various levels of qualifying as being evidence based: strong, moderate, promising, or rationale if sufficient research can be located to substantiate the use of the program or strategy to impact instruction. If sufficient research cannot be located, a logic model will be developed that includes a rationale for using the program or strategy and what evidence will be collected to determine impact of the program or strategy. This information will be documented in each school improvement plan.

4.6 Resolution for Unapproved Schoolwide Improvement Plans

Schoolwide improvement plans are maintained on a shared Google Drive and available on the school/district website. This provides access to all stakeholders and allows for opportunities to collaborate. If the plan is in need of revision, comments are placed on the plan with comments or a feedback form can be submitted. Once all comments have been resolved satisfactorily, the following positions will add their name and a date of approval for each schoolwide improvement plan: Principal, School Title/Federal Programs coordinator, Professional Learning Coordinator, Federal Programs/Title I Director, Director of Teaching and Learning, and the Superintendent or designee.

Section 5: Private Schools

Section 8501 of ESEA requires that local educational agencies (LEA) provide to eligible private school students, their teachers, and their families, services that are equitable to the services being provided to similar students, their teachers, and their families, attending public schools. Services for private school students must be developed in meaningful consultation with private school officials. Services provided to private school students by an LEA must be secular, neutral, and non-ideological.

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

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

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

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

To ensure meaningful consultation occurs, each fall, the Federal Programs Director sends invitations for private schools to consult in the participation of Federal programs the following calendar year. Invitations are managed in the ES4PS platform housed in SLDS. The invitation includes the specific date and time of the initial consultation. The Director of Federal Programs and all other directors/coordinators related to the Federal Programs must participate in the meeting. Upon receipt of an intent to participate, which is

provided to private school officials, a meeting will be held to discuss plans and the required components of IDEA, Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title X, Part C (McKinney-Vento Education for Homeless), and the Coronavirus Aid, Relief, and Economic Security (CARES) Act as authorized by the Elementary and Secondary School Emergency Relief (ESSER) Act. Follow-up consultation meetings are then scheduled with officials from participating private schools. After each consultation, public and private school officials indicate whether meaningful consultation occurred. Educational services and other benefits provided under this section for private school children, teachers, and other educational personnel shall be equitable in comparison to services and other benefits for public school children, teachers, and other educational personnel participating in the program and shall be provided in a timely manner.

Three-Year Timeline

- Year #1
 - o Invitations to participate are sent to eligible private schools in the Fall
 - o Initial informational meeting is held in the Fall
 - o Ongoing consultation and planning occurs with schools that choose to participate
 - o Documentation of current year's timely and meaningful consultation from JCS is collected via Form A in ES4PS
- Year #2
 - o Ongoing consultation and implementation of services occurs
- Year #3
 - o Ongoing consultation and implementation of services occurs
 - o Documentation of prior year's timely and meaningful consultation and services from JCS is collected via Form B in ES4PS

Good Faith Effort

The Federal Programs Director for Jefferson City School will make every effort to contact and provide an opportunity for participation to eligible private schools. If a private school appears unresponsive, this will include, at a minimum, the initial invitation sent in ES4PS. A second invitation sent in ES4PS, a personal follow-up email sent from the Federal Program Director's JCS email account, and a phone call. If no response is given by the private school two weeks following the phone call, JCS will assume there is no interest in participation and send a final email to that effect to the primary contact listed on the DE1111. Documentation of all attempts to secure participation will be maintained (e.g., uploaded to the ES4PS platform as an attachment).

On-going Consultation and Evaluation of Services

The Federal Programs Director will verify non-profit status before on-going consultation begins. On-going consultation with participating private schools will occur as necessary, and at a minimum twice a year (once per semester), for the purpose of determining a mutually agreeable method for determining student, teacher, and leader needs, as well as evaluating current services. Consultation will be initiated by the Federal Programs Director and may occur in-person, via phone calls, or virtual meetings. It will be expected that private school administration and appropriate Federal Programs Managers be in attendance. In addition to Form B, a survey will be sent to the private school following any consultation to evaluate consultation and delivery of services. Surveys and meeting notes will be maintained by the LEA.

Oversight of services is the responsibility of Jefferson City Schools and can occur via verbal consultation or on-site visitation.

Inventory

Materials to be inventoried remain property of the Jefferson City Schools and will be maintained by the LEA on a spreadsheet and in the JCS inventory management system. All inventory will follow the same inventory control procedures as described in the federal programs handbook..

Complaints Procedures for Equitable Services

Written procedures are listed below for complaints regarding private school equitable services:

1. Any complaints regarding equitable services by a non-profit private school official, teacher, student, or family should be referred to the Jefferson City Schools Federal Programs Director before proceeding with a complaint to the Georgia Department of Education (GaDOE). A signed and dated letter, the JCS Equitable Services Complaint Procedures and Form, along with supporting documentation should be sent to the Jefferson City Schools Federal Programs Director outlining the following:
 1. The alleged violation or compliance issue
 2. The applicable Federal program
 3. The date(s) of the violation(s) and steps that have been previously taken to resolve the issue
 4. Proposed solution to the alleged violation or compliance issue
 5. List and description of attached supporting documentation
2. Within 10 business days of receipt of complaint, the Jefferson City Schools Federal Programs Director will issue a letter of acknowledgement to the complainant outlining the following information:
 1. The date the complaint was received
 2. Request for additional information as applicable or necessary
 3. A statement regarding the ways the complaint will be investigated and/or addressed
 4. A statement regarding any other pertinent information
3. If additional time is needed to investigate or if additional information is needed, the school system will have 60 days from the receipt of requested information or completion of the investigation to issue a letter stating findings and/or corrective actions that will be taken to the complainant. The timeline may be extended if special circumstances exist.
4. The complainant may appeal the decision to the Georgia Department of Education no later than 30 days from the date on which the complainant receives the letter of findings from Jefferson City School System. The Equitable Services (Title I and title VIII) Complaint, Resolution, and Appeal Process document, which outlines the local and GaDOE appeals process, and the Equitable Services Complaint Form linked in the Equitable Services Consultation Guide and Handbook on the GaDOE State Ombudsman webpage.

Section 6: Fiduciary Responsibility

6.1 Maintenance of Effort for ESSA and IDEA

GADOE compares the fiscal effort of the preceding year to the second preceding fiscal year and makes the maintenance of effort determination available to the system through a marked “met” or “unmet” on the

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

6.2 Comparability

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

6.3 Assessment Security and Reporting of Accountability

The Jefferson City School System takes the ethical responsibility to provide secure and appropriate testing environments for its students very seriously. In any state or federally mandated test the Jefferson City School system expects its employees to act in accordance to specific guidelines mandated by the test and the general guidelines of the Georgia Department of Education. For every administration of a high stakes assessment the following guidelines will be followed.

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

6.4 Consequences for Violations Related to Assessment Security

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

Section 7: Internal Controls

Code of Federal Regulations

The Jefferson City School System operates their federal grants in accordance with the [Code of Federal Regulations](#).

7.1 Allowability of Costs (CFR 200.302(b)(7))

The Jefferson City School System is governed by a school board who is elected and a superintendent who is appointed by the school board. The board reviews and approves all policies including those relating to schools systems code of conduct and professional standards. The superintendent is responsible for ensuring that audit findings are properly followed up on and addressed. All audit findings and reports are presented to the school board for review. Each Federal program operates daily under the guidance of a director for that specific Federal program. The director is responsible for managing the programs and ensuring compliance with all applicable laws and regulations. The school system also employs a Financial Officer who is responsible for overseeing the payment of invoices for the program as well as all payroll related functions.

7.1.A Written Allowability Procedures

The directors of each grant ensure that all line items in each Federal grant's budget are allowable and allocable for the correlating grant. Requisitions are reviewed by the director administering the grant and must be approved before a purchase order is issued through the system's accounting software, PCGenesis. Prior to approval, each program director confirms that the expense is allowable, allocable, reasonable, and necessary, and that it is budgeted for in the approved budget in the Consolidated Application. The Jefferson City School System maintains source documentation for each expenditure charged to a Federal program by keeping copies of the initial purchase request with the approved work flow of required approvals, the approved purchase order, the invoice, and a copy of the check cut to pay for the expenditure. During the approval process, the allowability, based upon program guidelines, is reviewed and determined as appropriate for each Federal program by the appropriate Federal program director. Only budgeted items may be purchased with the funds associated with each grant.

Federal program directors are responsible for understanding the guidelines of their specific programs. Directors will participate collaboratively in the district's comprehensive needs assessment and district improvement planning processes. Program Directors will determine the allowability of expenditures and give authorization for all expenditures for their program under the considerations below:

- Expenditures align with needs as identified in CLIP and SWPs.
- Expenditures are to be used to supplement, not supplant, state and local programs. Supplement, not supplant, is not a requirement of ESSER funds.
- Expenditures are incurred during the approved budget period; this is the fiscal year of the budget.
- Expenditures are allowable if reasonable and necessary for the performance of the program (e.g., materials, supplies, fabricated parts).
- Expenditures are allocable if they align with the policies and procedures that apply to the program (e.g., professional memberships, subscriptions, technical periodicals).
- Expenditure procedures for all activities should be consistent regardless of the program of funding.
- Expenditures are determined to be reasonable if they do not exceed what would normally be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.
- Expenditures of Federal funds will not be used to meet cost sharing or matching requirements of any other Federally-financed program.
- Use of Federal funds avoids any conflict of interest, as described later in this chapter.
- Use of Federal funds for religion(s) is prohibited.
- Use of Federal funds for acquisition of real property and construction is prohibited unless specifically permitted by the authorizing statute or program regulations (e.g., CTAE, School Nutrition Program).
- Use of Federal funds is designated for obligations and expenditures incurred within the grant period (27 month period or fiscal year, as applicable).
- Title I, Part A funds may not be used to purchase incentives for students to attend activities or for teachers to participate in professional learning activities (e.g., Meals cannot be purchased or provided, only light snacks when expending Parent Engagement Set-Aside funds).
- Promotional items used for the recruitment of required personnel for a Federal program are not allowable (e.g., memorabilia, models, gifts, souvenirs, display costs, demonstrations, exhibits).

The Jefferson City School System ensures that Federal program obligations and expenditures occur within the proper period of performance by approving all purchases within the grant time period. The Finance Department and appropriate Federal Program Director review and ensure expenditures and

drawdowns are within the allowed grant period. JCS follows its written conflict of interest procedures described in this handbook.

7.1.B Accounting System

The Jefferson City School System uses the PCGenesis financial program. This system provides for separate accounting (fund, function, object, and program) for each Federal program in order to track and monitor activity in each Federal program.

7.1.C Budget Preparation

Each Federal program is governed financially by an annual operating budget. Preparation of the annual budget is the responsibility of the appropriate Federal program director. The appropriate Federal program director coordinates with appropriate school personnel and district administrators to develop a budget for each Federal program based on a comprehensive needs assessment. Each budget details specific expenditures and expenditures must meet the intent and purpose statement and priorities declared in the schoolwide plan. After a budget is developed at the district level, the budget is entered into the Consolidated Application by the Financial Officer and is submitted to the appropriate department at the GaDOE for official approval. Once official approval has been received, the budget is entered into the school system's accounting system by the finance department and funds are available to spend and draw down.

7.1.D Cash Management

This section details how the system handles cash management procedures with Federal program funds. The objective of the cash management system is to provide reasonable assurance that the handling of Federal awards is in compliance with Federal statutes, regulations, and the terms and conditions of the award. This includes evaluating, monitoring, and safeguarding information. *Reference: 2CFR 200.303*

The Financial Officer administers the drawdowns and reviews them with the appropriate Federal program director.

- Drawdowns are completed.
- The Finance Department only draws down these funds based on actual expenditures.
- The Financial Officer reconciles the bank statements.
- The Financial Officer performs monthly review of the general ledger.
- There is no cash involved as all drawdowns are directly deposited into the JCS bank account.

All reporting documentation is maintained in the Finance Department. It is available at all times for review.

The Finance Department is responsible for drawing down Federal grant funds. These programs are on a reimbursement basis, which means expenditures have occurred. The Finance Department pulls the

year-to-date budget report of actual completed expenditures for the specified time period. The Finance Officer uses the YTD expenditure amount to complete the DE0147 and Drawdown Request Form, which is then submitted to the appropriate Federal programs director. The Program Director will review the DE0147 Drawdown Request Form and supporting documentation to assure the correct amount is being drawn down, compare the expenditures to the approved budget in the Consolidated Application, request any necessary adjustments, and approve the total for drawdown with a signature. The DE0147 Drawdown Request Form is then submitted to the Financial Officer who submits the DE0147 in the Georgia Department of Education's portal through the GAORS module. When a grant payment is received into the bank account, the Financial Officer will pull the GAORS payment advice sheet which will be compared to the DE0147 that was submitted. The revenue is ready to be recorded in the general ledger. JCS does not have any sub-recipients of Federal or State funds. All DE0147 documentation is maintained in the Finance Department. Documentation is reviewed and approved via signature and date by the Federal program manager and Financial Officer. Supporting documentation includes a print-out of the DE0147 and a YTD budget expenditure report. *Reference: 2CFR 200.302(b)(5); 2 CFR 200.313*

7.1.E Expenditure of Funds

The appropriate program director advises the Superintendent and the Financial Officer of the projected Federal grant awards for the upcoming fiscal year during the budget process. Thereafter, the Superintendent confers with the appropriate program director, the school principals, and the Financial Officer regarding the impact upon each department's projected monetary, as well as academic plans for the fiscal year. The finance department will enter original budget amounts based on projections for the upcoming fiscal year into the financial system software during the budgeting process.

7.1.F Expenses – Payroll

A listing of all employees to be funded with Federal funds is given to the Payroll Department by the appropriate Federal programs director or designee for entry into the financial software. Payroll reports are run and compared to the budget to ensure proper coding. Any discrepancies are resolved between the Federal programs director and Financial Officer. Periodic assessments performed throughout the year due to terminations, new hires and budget amendments.

7.1.G Expenses – Non-Payroll

Spending will follow the approval process throughout the spending period. The Finance Department will generate reports for each program director as requested. These reports will be analyzed for expenditures against budgeted/amended funds. The program directors will compare detailed monthly expenditure reports to the current consolidated application budgets to ensure that expenditures are in accordance with the approved consolidated application.

Requisitions are entered into the accounting system by appropriate district level personnel. Expenditures from unconsolidated funds have been reviewed with schools and departments during the budgeting period and allowable expenses have been identified. If there is any question regarding allowability or any

other item, personnel are directed to contact the Federal Programs Director in charge of the program. The requisition is then forwarded to the appropriate Federal programs director who reviews the expenditure for compliance with appropriate Federal plans, meets the intent and purpose of the program, and verifies the expenditure is allowable or unallowable (for non-consolidated funds). If approved by the director, the requisition is forwarded to the finance department where it is converted to a purchase order. The items are then ordered and received into the school or at the district office where they are checked with the invoice or receiving report for accuracy. The invoice is signed by personnel at the school/office and/or the Federal Programs Director. The invoice is then forwarded to accounts payable for payment. The Finance Department then processes the invoice for payment. A copy of the check, invoice and any other supporting documentation is stored in the Finance Department. The Jefferson City School System is tax exempt and thus sales tax should never be included on a purchase order. Vendors should be given a copy of our tax-exempt form when needed.

7.1.H Revenue Funds

Funds are electronically deposited into the system's bank account. The Finance Department verifies the deposit received against the request entered in GAORS. Once verified, the Finance Department posts the revenue/receipt into the financial system to the appropriate Federal grant. Revenues are reviewed and checked for accuracy during the monthly bank reconciliation process by the Financial Officer.

7.1.I Purchasing or Credit Card Use

The school district maintains a system credit card for online purchases. The use of the card is managed in the same manner as a requisition / PO. Once approval is obtained by all responsible parties, the order is placed by the Finance Department using the card on file that is maintained and managed at the district office.

7.1.J RAM/P

Per guidance in the Georgia Department of Education Federal Programs Handbook, p.51, Jefferson City School System need not have a RAM/P to comply with ESSA section 1118(b) (2). The RAM/P requirement does not apply to an LEA that has a grade span that contains only Title I schools.

7.2 Segregation of Duties (CFR 200.303(a))

The assignment of duties to staff members who have access to the Financial Management System is designed with the intent of limiting their ability to cause and conceal errors or irregularities. Working within certain limitations, including staff size, incompatible functions are not assigned to any staff member. Details of incompatible staff assignments are specifically addressed for focal points such as accounts payable and receiving. Continued monitoring and oversight must take place daily to ensure secure business operations. JCS believes the greatest protection of funds comes from effective internal control. Effective internal control comes from the presence of effective supervision, which will provide the necessary, reasonable assurance that the conditions of control are adequate. Jefferson City School

System sets this tone by creating and maintaining a controlled environment. The internal controls attempt to accomplish the following:

- Safeguard assets,
- Ensure accuracy and reliability of accounting and other data,
- Promote operational efficiency, and
- Encourage adherence to prescribed managerial policies.

The system continues to monitor the segregation of duties and provide an environment where no one person can complete a transaction within the system. (See description of segregated responsibilities below). Each year our internal controls are monitored by the State Department of Audits when they perform our state financial audit.

The Jefferson City School System requires the following segregation of duties associated with cash management to prevent errors and fraud.

Financial Officer

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

- Prepare monthly and annual financial statements for inspection by the Board of Education.
 - Establish accounting procedures to ensure that proper internal controls are maintained for the district finance office.
 - Manage cash flow and investment of available funds.
 - Enter grant drawdown requests and project completion reports in the GaDOE portal.
 - Assist the Superintendent in preparation of financial data for the tax digest, state allotments, and other financial areas.
 - Review bank accounts prior to reconciliation. Approve reconciliations of other staff members.
 - Oversee the reconciliation of all accounts
 - Supervise operation of the finance office to include payables and payroll.
 - Compile annual budget for board approval and submit it to the Georgia Department of Education.
 - Coordinate accounting procedures to ensure that central office and local school administrators follow proper procedures in the budgeting, record keeping, and expending of program funds for which they are responsible.
 - Prepare monthly federal and state grant reimbursement requests.
 - Oversee, approve and post monthly and year-end adjustments, run and balance reports, including journal entries and budget adjustments.
 - Oversee year-end and quarterly reporting, including W-2's, 1095C's, 1099's, quarterly taxes, and medicaid reporting.
 - Oversee and assist with the preparation and submission of year-end and interim financial reports to the Georgia Department of Education.
 - Manage funds for SPLOST, Capital Projects and Debt Service.
 - Perform payroll accruals and reversals.
 - Ensure a yearly audit is completed and submitted to the Department of Audits and Accounts.
 - Compile data for audit, work with auditors during audit.
 - Perform other duties as assigned by the Superintendent.

Payroll Specialist

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

- Process monthly payroll and reporting for all system employees.
- Invoice for any payroll reimbursements.
- Calculate sick leave for retirement.
- Assist with budget preparation.
- Calculate salary adjustments.
- Records Management.
- Oversee verification of employment.
- Compile data for audit, work with state auditors during audit.
- Perform other duties as assigned by the Financial Officer.

Accounts Payable Specialist

- Review requisitions for required signature approval, accuracy, and adequate supporting documentation.
- Generate a purchase order number in PCGenesis and process orders to vendors.
- Perform a three-way match of packing slips received from schools/departments, purchase orders and vendor invoices to prepare a voucher package and issue payment.
- Compile data for audit, work with state auditors during audit.
- Perform other duties as assigned by the Financial Officer

Federal Programs/Title I Director

Under the direction of the Associate Superintendent, the Title I Director will carry out the following duties:

- Coordinate, monitor, and provide technical assistance to schools for Title I, Part A.
- Monitor all purchases to ensure that expenditures are allocable, reasonable, and necessary. Ensuring all system policies for purchasing, expending funds, and inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and all items purchased must be a part of the approved budget.
- Approve each purchase requisition/order, travel expense statement and professional learning (PL) leave that is funded through Title IA. Meet with the Finance Director and/or Accounts Payable, Payroll Clerk as needed and request financial reports to ensure alignment and balance on at least a monthly basis. Meet with and/or email principals or designees to ensure accuracy of school budgets.
- Ensure system and school inventories are maintained electronically and kept up to date.
- Complete a physical inventory check at each facility each year. Purchase Orders are pulled from object codes 615, 616 to verify if each item is included in each school's and the central office's inventory.
- Ensure each employee is trained on his/her responsibility regarding fraud and the channels to report it if suspected annually.
- Coordinate with and supervise coordinators for each federal program with the exception of Special Education.

Title II Coordinator

Under the direction of the Director of Federal Programs, the Title II Coordinator will carry out the following duties:

- Responsible for coordinating, monitoring, and providing technical assistance to schools for Title II, Part A.
- Review and authorize all expenditures and if necessary, reconciliation of costs charged to Title II-A.
- Monitor all purchases to ensure that expenditures are allocable, reasonable, and necessary. Ensure all system policies for purchasing, expending funds, and inventorying equipment are followed to avoid fraud, waste, abuse, and corruption. No items will be purchased without prior approval, and all items purchased must be a part of the approved budget.
- Approve each purchase requisition/order, travel expense statement and professional learning (PL) leave that is funded through Title IIA. Meet with the Accounts Payable, Payroll Clerk, Accounting Specialist, and Accounting/Audit Coordinator as needed and request financial reports to ensure alignment and balance on at least a monthly basis to Monitor drawdowns to ensure they are based on actual expenditures.
- Assist auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, equipment inventory, and all Title IIA cross functional monitoring documents).
- Final approval on all professional learning is completed by the Associate Superintendent who ensures that all activities are research-based.

Title III Coordinator; Migrant Education Coordinator

Under the direction of the Director of Federal Programs, the following duties are performed:

- Ensures compliance with all applicable guidelines.
- Provides technical assistance
- Assists in the implementation of accounting procedures by maintaining accurate records and internal controls throughout the system and ensuring compliance with all applicable regulatory requirements.
- Assists the Business Services Department processing purchase requisitions verifying available funds for accounts charged to system accounts, and payment of invoices.
- Reviews financial information for potential budget variances and ensures fund balances are accurate.
- Maintains a wide variety of financial records to ensure compliance and the availability of documentation.
- Approves purchase requisitions, employee expense statements, and registration payments for compliance and accuracy.
- Assists with the development of grant proposals.
- Performs the needed administrative tasks for effective implementation of several federal and state sponsored programs and other grant management tasks as assigned.
- Assists with database activities related to the financial system.
- Assists auditors by providing supporting documentation and/or information on internal processes (including financial documents, professional learning documentation, and all Title III, Migrant, Immigrant, Homeless cross functional monitoring documents).
- Assists in maintenance of equipment inventory and ensures compliance to BOE disposal policy.

Director of Special Education

Under the supervision of the Associate Superintendent, the Director of Special Education will carry out the following duties related to IDEA, CEIS, and Special Needs Pre-k:

- Maintains accurate records and internal controls (e.g. ledgers) ensuring compliance with all applicable regulatory requirements and accuracy of fund balances (object codes).

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

Lead Social Worker/ Homeless Liaison

Under the direction of the Director of Special Education the following duties are performed:

- Coordinates the work of school social workers.
- Serves on the Crisis Response Team.
- Serves on the Behavior Threat Assessment and Management Team.
- Serves as the system Homeless Liaison.
- Coordinates the MVP program and EHCY grant.
- Supports child abuse reporting.
- Maintains referral resources.
- Acts on referrals from school personnel, parents, students, and the community as needed and appropriate.
- Provides technical assistance on school climate issues.
- Collaborates and consults with school personnel and community agencies concerning student and parent issues.
- Conducts home visits as needed.
- Provides information and referral sources to school personnel and families.
- Provides case management.
- Provides crisis interventions.
- Provides parent education and training.
- Advocates for students, parents, and the school system.
- Participates in staff and policy development.
- Serves on community boards and committees related to youth.
- Makes referrals to State and Juvenile Court.
- Develops programs for specific needs.
- Processes child abuse referrals.
- Engages in professional growth activities.
- Maintains required confidentiality

Special Education Coordinator

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

- Assists the Director of Special Education with the development and management of the IDEA budgets.

- Assists the Director of Special Education with purchasing requests to ensure that the items, programs, and/or materials are necessary for a student's IEP or for the completion of duties by a member of the special education department.
- Assists the Director of Special Education by reviewing financial information to ensure that documented services are being provided in the manner and to the degree in which they were budgeted.
- Assists the Director of Special Education by maintaining documentation (i.e. sign-in sheets, presentations, etc.) from all federally funded professional development sessions.
- Assists the Director of Special Education by reviewing and answering questions related to purchase requisitions and employee expense statements.
- Assists the Director of Special Education with the development of grant proposals.
- Assists the Director of Special Education by performing the needed administrative tasks for effective implementation of federal and state sponsored programs and other grant management tasks as assigned.
- Assists the Director of Special Education with database activities related to the financial system.
- Assists the Director of Special Education by providing supporting documentation and/or information on internal processes (including regularly reviewing program processes and procedures).
- Participates in meetings, in-service training, workshops, etc.

7.3 Procurement Procedures (CFR 200.319(c))

All purchase orders, contracts and subawards authorizing Federal funding expenditures will include the following Domestic Preference for Procurements statement: "(2 CFR 200.322) Jefferson City School System, to the greatest extent practicable under a Federal award, prefers to purchase, acquire or use goods, products, or materials produced in the United States."

Jefferson City School System utilizes one of the following three procurement methods and associated thresholds for acquisition of material goods (both tangible and intangible) and contracted services. Where the policy for Local procurement thresholds differs from the policy for Federal procurement thresholds, Jefferson City utilizes the most restrictive policy.

Micro-purchases, those less than \$9,999, shall be made with effort to provide the least expense to the District. Purchases shall be based on one or more oral quotations, when possible, to determine best price. Services, supplies or equipment estimated to cost \$10,000 to \$99,99 will require three written quotes or website references. Evidence of the quotes must be attached to the purchase order/requisition. All services, supplies or equipment estimated to cost over \$100,000 must use a bid or Request for proposal and will be posted on the District website and the Georgia Procurement website. Evidence of the Bid or RFP must be attached to the purchase order/requisition. If purchases are made through a purchasing cooperative (i.e. Co-Op, AEPA, TIPS, Buy-Board..), compliance with the above procedures are not required.

Competitive proposals or bids twenty-five thousand dollars (\$25,000) or greater shall be approved by the Board of Education. Competitive proposals or bids ten thousand dollars (\$10,000) or greater shall be approved by the Board of Education if the low bid is not recommended. Purchases between \$10,000 and \$25,000 shall be reported to the Board at its next meeting. In compliance with Section 2 CFR 200.319, any purchases in excess of \$250,000 including contract modifications will require a cost or price analysis,

sealed bids, and/or competitive proposals. Cost analysis means evaluating the separate cost elements that make up the total price, including profit. Price analysis generally means evaluating the total price.

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

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

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

Each federal program coordinator and/or department head checks Georgia's System for Award Management (SAM) website, <https://www.sam.gov/portal/SAM/##11> prior to approving any purchase equal to or in excess of \$25,000 to ensure the vendor is not on the list of suspension and debarment. The resulting check must be printed, signed, dated, and uploaded to the requisition/purchase order.

7.3.A Purchasing Process: Requisitions and Purchase Orders

1. Each budget, after being prepared at the system or school level, is reviewed by the appropriate program coordinator to ensure alignment to the system (S-CLIP) and school improvement plans (SIPs) and intent and purpose statements (for consolidated funds), revised as necessary, and approved by the program coordinator. Once the system or school makes the necessary changes and the budget is submitted and approved by the GaDOE, each department or school completes requisitions.
2. Requisition must include:
 - Complete vendor information including phone number (and fax number, if applicable)
 - "Ship to" information including the address for the school
 - Appropriate account number assigned by the system coordinator, principal or designee based on the budget sheets and approved GaDOE portal budget
 - Sufficient detail to determine if the cost is allocable, reasonable, and necessary

The Requisition is then sent to the appropriate Federal program approvers.

3. The appropriate Federal program coordinator reviews the requisition to assure that the purchase is included in the Schoolwide/School Improvement Plan/Equity Plan and that the expense is allocable, allowable, reasonable and necessary.
4. If approved, the program coordinator then signs off on the requisition which forwards the requisition to Jefferson City Finance Office for approval and conversion to a purchase order using the financial software program.
5. If rejected, the Finance Department will communicate with the Federal program coordinator.

6. The Accounts Payable clerk issues the final approved purchase order and places it with the vendor and sends a copy of the approved purchase order to the originator..
7. When the ordered item arrives, the school or department compares what is received with what was ordered and “receives” the item or items on the purchase order form. Any disputes are reconciled between the school bookkeeper (or appropriate originator of the purchase order) and the vendor.

Invoices:

1. All invoices are forwarded to the Accounts Payable Specialist
2. As stated above, the school bookkeeper (or appropriate originator of the purchase order) will match the order as he or she receives it with the purchase order and will “receive” it on the purchase order form. The purchase order cannot be paid unless the item is received or services rendered.
3. The Accounts Payable Specialist compares vendor invoices to the purchase orders. If these items match, the invoice is entered as an accounts payable. If not, the Accounts Payable Specialist alerts the appropriate program/school bookkeeper or the appropriate program coordinator who work together to determine a solution.

Payment of Invoice:

1. The Accounts Payable Specialist charges the expenditures to the proper fund/program designated on the purchase order by the program/school bookkeeper or coordinator in the system financial software
2. If invoices received that are charged to a Federal program exceed the amount of purchase orders, the Accounts Payable Specialist alerts the appropriate program/school bookkeeper who works together with the coordinator and determines a solution.
3. Disbursement is not made until the invoice is validated as owned by the district and received in the system by the location/bookkeeper.
4. Open purchase order reports are provided by Accounts Payable to the Federal program coordinator upon request to determine if goods or services have in fact been received but not invoiced by the vendor. Contact is made with the vendor to secure an invoice if such instances are noted.

7.3.B Purchasing Process: Contracts

(Object Code 300 Contracts) Consultants, Contracted and Purchased Services

Contracts are required for all consultants and purchased services. Agreements are entered into between the Jefferson City School System and the consultant or contract service teacher. Each contract follows these procedures:

- Contracts are reviewed by the Federal Programs Director to ensure
 - o Best possible cost
 - o The service is of good quality
 - o The service meets an identified need

- o The service is allowable, allocable, reasonable, and necessary
- Specific duties are specifically spelled out for each contract.
- The contract includes when the services will be delivered (date).
- The contract includes the location of the services.
- The contract includes the names entering into the contract, estimated number of hours to work, the rate of pay, and the method of payment.
- The contract must NOT include automatic renewal provisions and/or cancellation penalties.
- Contracts include the timeframe of the contract and may NOT exceed a term of 12 months in length without compliance with O.C.G.A. 20-2-506.
- Contracts will contain the opt-out clause that clearly states, "If Federal funds are no longer available, the contract will be void."

The process for contracting services of an outside vendor or an employee for after-hours work is as follows:

1. A school administrator/department coordinator or director generates the contract which is reviewed by the Federal Programs Director.
2. The contract is signed and dated by the contractor, school administrator/department coordinator or director, and Federal program director.
3. The contract is sent to the superintendent for signature and date, denoting final approval.
4. The Federal Programs Director Files the contract until the activity is completed.
5. The Federal Programs Director is notified when an activity is complete by invoice, time sheet, or time logs and/or agendas. Required documentation is turned in to the Federal Program Department (Agendas and Sign-In Sheets, Periodic Certifications, Timesheets).
6. The Federal Program Director assigns the appropriate account number to the invoice or timesheet and submits the information to the Accounts Payable Specialist or Payroll Specialist
7. Copies of all contracts and supporting documentation are kept on file in the Federal Programs Department.

Jefferson City School System maintains the following oversight to ensure that all contractors perform in accordance with the terms, conditions, and specifications of their contracts. The schools are responsible to ensure that the terms, specifications, and conditions of the contract are being met. If a problem is noted, it is the responsibility of the school to notify the program director regarding the situation.

The district maintains:

- A copy of the written, signed contract for services to be performed
- Records on the services performed – date of service, purpose of service – ensuring that services are consistent and satisfactorily performed as described by the contract
- Documentation that the contractor was not paid before services were performed
- Records of all payments made to the contractor

7.3.C Transferability

LEAs are provided the opportunity to transfer funds under the Every Student Succeeds Act. If the Jefferson City School System exercises this flexibility, the system will follow all federal and state guidelines related to transferability.

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

The Jefferson City School System shall ensure that the process of procuring goods and services is fair and equitable by taking the following measures:

- Incorporating a clear and accurate description of the technical requirements for the material, product, or service to be procured. The description must not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product or service to be procured and, when necessary, must set forth those minimum essential characteristics and standards to which it must conform if it is to satisfy its intended use.
- Avoid providing detailed product specifications.
- When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a “brand name or equivalent” description will be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which must be met by offers will be clearly stated.
- Identify all requirements which the offers must fulfill and all other factors to be used in evaluating bids or proposals.
- Ensure that all prequalified lists of persons, firms, or products which are used in acquiring goods and services are current and include enough qualified sources to ensure maximum open and free competition. Also, the school system will not preclude potential bidders from qualifying during the solicitation period.

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

Contracts binding the school district can be made only by the Board or the Superintendent or approved agent.

7.5 Conflict of Interest (CFR 200.318(c))

Employees of the Jefferson City School System who are engaged in the selection, award and administration of contracts shall abide by the following:

- No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest.
- Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

- No employee, officer or agent may participate in selection, award, or administration of a contract supported by a federal award if he/she has a real or apparent conflict of interest.
- Officers, employees, and agents of the Jefferson City School System may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts.
- Violation of these standards will result in reporting of said personnel to the Superintendent of Schools and if appropriate, local authorities. Any misconduct could result in suspension, loss of employment, and any other consequences that are applicable by law.
- Any violation of these procedures must be disclosed in writing, in a timely manner. All violations of federal criminal law involving fraud, bribery, or gratuity violations potentially affecting the federal award must be reported as failure to make disclosures can result in (remedies for noncompliance, including suspension and debarment).

7.5.A Chain of Command for Reporting Potential Conflicts of Interest

Anyone who becomes aware of a potential conflict of interest related to the use of federal funds should report their suspicion to their immediate supervisor. If at the school level, it should be reported to the principal. The principal should report the suspected conflict of interest to the superintendent.

7.5.B Definition of Nominal Items

Nominal items are those items that are less than \$100 in cost.

7.5.C Best Practices for Avoiding Conflicts of Interest

The following best practices will be used to avoid conflicts of interest:

- Ensuring that all purchases follow the guidelines outlined in this document.
- Checking with supervisors when in doubt if a conflict of interest may occur.
- The following will be used to avoid conflict of interest by board of education members:

7.5.D Board Member Conflict of Interest, Policy BHA

The Jefferson City Board of Education shall adhere to these Conflict of Interest provisions, as set forth in state law.

Financial Governance

1. No Board member shall use or attempt to use his or her official position to secure unwarranted privileges, advantages, employment for himself or herself, any of his or her immediate family members, or others.
2. No Board member shall act in his or her official capacity in any matter in which he or she, any of his or her immediate family members, or any business organization in which he or she has a material financial interest, that would reasonably be expected to impair his or her objectivity or independence of judgment. Compliance with Code Section 20-2-505 shall not constitute a violation of this paragraph.
3. No Board member shall solicit or accept or knowingly allow any of his or her immediate family members or any business organization in which he or she has an interest to solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of

value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing that board member in the discharge of his or her official duties. This paragraph shall not apply to the solicitation or acceptance of contributions to the campaign of an announced candidate for elective public office if the local board of education member has no knowledge or reason to believe that the campaign contribution, if accepted, was given with the intent to influence the local board of education member in the discharge of his or her official duties. For purposes of this paragraph, a gift, favor, loan, contribution, service, promise, or other thing of value shall not include the items contained in subparagraphs (a)(2)(A) through (a)(2)(J) of Code Section 16-10-2.

4. No Board member shall use, or knowingly allow to be used, his or her official position or any information not generally available to the members of the public which he or she receives or acquires in the course of and by reason of his or her official position for the purpose of securing financial gain for himself or herself, any of his or her immediate family members, or any business organization with which he or she is associated.
5. No Board member or any of his or her immediate family members or any business organization in which he or she has an interest shall represent any person or party other than the local board of education or local school system in connection with any cause, proceeding, application, or other matter pending before the local school system in which he or she serves or in any proceeding involving the local school system in which he or she serves.
6. No Board member shall be prohibited from making an inquiry for information on behalf of a constituent if no fee, reward, or other thing of value is promised to, given to, or accepted by the local board of education member or any of his or her immediate family members in return therefor.
7. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
8. No Board member may also be an officer in any organization that sells goods or services to that local school system, except as provided in Code Section 20-2-505 and excluding nonprofit membership organizations.
9. No Board member shall be deemed in conflict with these provisions if, by reason of his or her participation in any matter required to be voted upon by the local board of education, no material or monetary gain accrues to him or her as a member of any profession, occupation, or group to any greater extent than any gain could reasonably be expected to accrue to any other member of that profession, occupation, or group.
10. No Board member shall sell to any county board any supplies or equipment used, consumed, or necessary in the operation of any public school in this state unless there are fewer than three sources for such supplies or equipment within the county; provided, however, that any purchase pursuant to this subsection for supplies or equipment that is equal to or greater than \$10,000.00 shall be approved by a majority of the members of the board in an open public meeting. Any member violating this shall be guilty of a misdemeanor.
11. No local board may do business with a bank or financial institution where a Board member is an employee, stockholder, director or officer when such member owns 30% or more stock in that institution.
12. No Board member may have a financial interest in school buses, bus equipment or supplies, provide services for buses owned by the Board, or sell gasoline to the Board from a corporation in which the Board member is a shareholder.

13. No Board member shall accept a monetary fee or honorarium in excess of \$101.00 for a speaking engagement, participation in a seminar, discussion panel, or other activity which directly relates to the official duties of that public officer or the office of that public officer. Actual and reasonable expenses for food, beverages, travel, lodging, and registration for a meeting which are provided to permit participation in a panel or speaking engagement at the meeting shall not be monetary fees or honoraria.

Conduct As Board Member

1. No Board member shall disclose to or discuss with any information which is subject to attorney-client privilege belonging to the local board of education to any person other than other Board members, the Board attorney, the local school superintendent, or persons designated by the local school superintendent for such purposes unless such privilege has been waived by a majority vote of the whole Board.
2. No Board member shall vote on the employment or promotion of any of his or her immediate family members. No immediate family member of a Board member may be employed or promoted unless a public, recorded vote is taken separately from all other personnel matters.
3. No Board member may be employed in any position in the school district in which they serve.
4. No Board member shall hold another county office.
5. No Board member shall be employed by the State Department of Education or serve concurrently as a member of the State Board of Education.
6. No Board member shall serve on the governing body of a private elementary or secondary educational institution.

Each member of this Board understands and acknowledges that no person shall be eligible for election as a member of a local board of education unless he or she:

(1) Has read and understands the code of ethics and the conflict of interest provisions applicable to members of local boards of education and has agreed to abide by them; and

(2) Has agreed to annually disclose compliance with the State Board of Education's policy on training for members of local boards of education, the code of ethics of the local board of education, and the conflict of interest provisions applicable to members of local boards of education.

Each person offering his or her candidacy for election as a member of a local board of education shall file an affidavit with the officer before whom such person has qualified for such election prior to or at the time of qualifying, which affidavit shall affirm that he or she meets all of the qualifications required pursuant to this subsection. This subsection shall apply only to local board of education members elected or appointed on or after July 1, 2010.

7.6 Personal Compensation

7.6.A Payroll

Federal program coordinators work with the Finance and Human Resources Department to ensure payroll reports are accurate. In addition, each program coordinator ensures that the number of federally-funded employees is consistent with the approved application. Monthly payroll reports, expenditure summary and detail reports, and substitute reports will be used to ensure that each object code is accurate.

7.6.B Contracted Services

The Associate Superintendent and applicable federal programs coordinators work with the Finance Department to ensure compliance and accuracy. Each program coordinator ensures that contracts are fulfilled, budgeted correctly, and that services were provided in accordance with the purchased services contract.

7.6.C Time and Effort

Charges to a federal fund for salaries and wages must be based on records that accurately reflect the work performed. A time sheet must be maintained by any employee who provides supplemental instruction outside of school hours. The appropriate federal program coordinator will ensure that an annual periodic certification or personnel activity report will be maintained for all employees paid with federal funds

7.6.D Periodic Certification

An annual periodic certification will be maintained for any employee who worked on one federal grant or one cost objective (job). These certifications will be completed after-the-fact. The certification will be completed prior to the final drawdown in the current fiscal year for any federal grant. The forms are signed and kept on file in the office of the appropriate federal fund coordinator.

7.6.E Personnel Activity Report (PAR)

A PAR will be maintained for any employee who works on more than one federal grant and more than one cost objective (job). Split-funded personnel paid with federal funds are required to maintain monthly time logs that are shared among the employee, his or her supervising administrator, and the appropriate Federal program coordinator. The logs will be signed by the employee and the employee's immediate supervisor. The signed logs will be provided to the Financial Officer/Payroll Specialist. The logs will be shared with the appropriate Federal program coordinator who will assess the performed work to the budget and complete reconciliation and appropriate adjustments prior to the end of the grant's completion report for the fiscal year.

7.6.F Stipends (GA 160-3-3-.04)

Stipends will be paid for off contract time for certified and non-certified staff. The appropriate federal program coordinator will maintain the appropriate paperwork to ensure employees are adequately compensated.

Stipends will only be awarded if the following conditions exist:

- There is evidence that the knowledge, skills, practices, and dispositions gained from the professional learning activity are aligned to an approved individual plan, or a school or LEA initiative and/or product, and/or specific goals; and
- The session facilitator will validate with signature that the professional learning is job embedded. The professional learning delivery model is considered job embedded if the following exist:
 - It is relevant to the individual teacher,
 - Feedback is built into the process, and
 - It facilitates the transfer of new skills into practice.
- Participation occurs beyond regular contract hours, days, or school year. The stipend must be supplemental in nature.
- Be issued in accordance with SBOE Rule 160-3-3-.04
 - §200.403(c) – costs must be consistent with policies and procedures that apply uniformly to both federally-financed and other activities of the non-Federal entity.

- §200.404(e) – in determining reasonableness of a given cost, consideration must be given to whether the non-Federal entity significantly deviates from its established practices and policies regarding the incurrence of costs, which may unjustifiably increase the Federal award's costs.

State and federal funds designated for professional learning shall not be used to pay stipends to school board members or to school council members who are not employees of the LEA. The appropriate federal program coordinator will maintain the appropriate paperwork to ensure employees are adequately compensated.

7.6.G Substitutes for Teachers and/or Paraprofessionals

Schools must provide documentation monthly verifying the names of substitutes, teachers or paraprofessionals names for whom the substitutes are working, time, date, and the reason for the teacher and/or paraprofessional absence.

7.6.H Job Descriptions

Job descriptions will be developed, maintained, and provided to the GaDOE for approval for all positions paid with Title funding.

7.7 Travel Policy (CFR 200.474(b))

Costs incurred by employees and officers for travel, including costs of lodging, other subsistence, and incidental expenses, must follow the Georgia Statewide Travel policy set by the State Accounting Office, as well as the school system's written reimbursement policies. Costs must also be considered reasonable and otherwise allowable only to the extent such costs do not exceed charges normally allowed by the Jefferson City School System in its regular operations who are in travel status on official business of the non-federal entity as the result of the school system's written travel policy. In addition, if these costs are charged directly to a federally funded source, documentation must justify that:

- Participation of the individual is necessary to the federal award; and
- The costs are reasonable and consistent with non-federal entities' established travel policy or follow GSA 48 CFR 31.205-46a.
- A conference is necessary for the project by inclusion of an agenda.

The following procedures are intended to ensure that charges are reasonable and consistent.

- Principal approves the requests. All federal program coordinators must pre-approve any applicable federally funded PL before payment will be allowed.
- A travel expense form must be completed in its entirety in order to receive reimbursement for expenses.
- Employees are responsible for ensuring that expenses claimed in the travel expense report are proper, accurate, and incurred for official business. A traveler who knowingly presents a false or fraudulent claim may be subject to penalties under criminal statutes.
- Employee completes and sends the "Travel Expense Statement" to the building/facility administrator for approval. The building/facility administrator or his/her designee verifies the information on the form and once deemed accurate, and submits the form to the Finance Department. Failure to request reimbursement within 45 days of travel may result in a loss of or reduction of funds.

- Principal approves the requests. All federal program coordinators must approve any applicable federally funded PL before payment occurs.
- Purpose of the trip must be included on the expense report.
- Attendees are responsible for maintaining and providing upon request information related to registration and dues and fees to include agenda, sessions attended, and proof of attendance.

7.7.A Transportation

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

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

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

7.7.B Lodging

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

- Lodging must be documented on a “Travel Expense Statement”.
- Employees are responsible for making their own reservations and guaranteeing them or coordinating with the Finance Department use of the system credit card to alleviate taxes per the hotel.
- Employees are responsible for submitting a copy of the tax exemption form for state and local hotel/motel excise taxes if staying at a hotel in Georgia. Any tax paid, must have an explanation of why it was not waived, for example, paid with personal credit card, state does not allow or \$5 State Hotel Motel Fee, no exemption allowed.
- Employees must travel more than 50 miles.
- Employees should use the least expensive rates for lodging. Any rate above this requires written authorization prior to the trip.
- Expenses must be broken down by date. Receipts are required.
- Any out-of-state travel must first receive the superintendent’s approval.

7.7.C Subsistence

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

- Travel greater than 50 miles and are away for more than 12 hours may receive the total day per diem rate when there is no overnight travel.
- Employees traveling overnight may be reimbursed for the daily cost of meal within the maximum per diem limits. (see Georgia Statewide Travel policy)
- Meals included as a part of the cost of conference registration are not reimbursable.

- Meal reimbursement for out of state overnight travel are generally eligible for per diem amounts designed to cover the cost of three (3) meals per day for all days on travel status other than the day of departure and the day of return. Travelers are eligible for 75 percent (75%) of the total per diem rate on the first and last day of travel.
- Expenses must be broken down on the expense report per meal.
- Taxes and tips are allowed and should be included in the total. However, this total should not exceed the per meal rate.

7.7.D Expense Reimbursement

To receive expense reimbursement, the following guidelines must be followed:

- Employees must submit expense reports within 45 calendar days of completion of travel.
- The Jefferson City School System prefers and strongly urges all receipts to be attached to the travel expense report for verification and for future audit needs.
- Travel expense reports may be selected for audit at any time and all required receipts must be retained by the traveler for three years after the travel date **if** not attached to the expense report.
- All source documentation must be included.

7.8 Suspension & Debarment (CFR 180.220 & CFR 200.213)

Each federal program coordinator and/or department head checks the System for Award Management ([SAM website](#)), prior to approving any contract or subcontract expected to equal or exceed \$25,000 to ensure the vendor is not on the list of suspension and debarment. Our district cannot and does not purchase from any vendor or contracted person/company identified on this website as being suspended or debarred. Evidence of the verification will be in the form of a search result screenshot printed, signed, dated, scanned, and attached to the requisition/purchase order.

7.9 Equipment Management (CFR 200.313(d))

An inventory of tangible personal property having a useful life of more than one year will be maintained at the system and/or school level. This includes all items purchased under state object codes 615 (expendable equipment) and 616 (expendable computer equipment).

7.9.A Acquisition of Equipment

All newly acquired equipment must support initiatives in the district and/or a school's improvement plan. Procurement procedures as outlined in this document must be followed to obtain equipment.

7.9.B Method of Entering Information into the LEA's Inventory Management System

Inventories will be maintained on a spreadsheet hosted on a software management program and shared on Google Drive as needed for monitoring with at a minimum of the following: description of property, serial number or other identification number, funding source, FAIN number (on grant award), acquisition date, purchase price, location of asset, disposal date, sale price of property. Technology inventory is also kept in a software program (Incident IQ).

All equipment purchased is monitored by the appropriate system-level federal program coordinator and school-level administration or their designee(s). All equipment purchased by schools must be properly labeled with an identification number and documented on the inventory management system or an inventory sheet on Google Drive.

7.9.C Off-site Use of Equipment

Every precaution must be taken to ensure that equipment used off-site by personnel and students is used for academic purposes and that the equipment is returned at the end of use free of damage and in good working order. Detailed records must be maintained on

7.9.D Physical Inventory

District-level annual physical inventory: The appropriate federal program coordinator of each funding source or designee will complete a physical inventory check at each facility annually, beginning in the fall. Purchase orders will be pulled from object codes 615, 616 to verify each item is included in the inventory, is located as assigned, and is being used for the intended purpose. The appropriate federal program coordinator of each funding source will summarize with each principal and school level inventory contact the results of the inventory monitoring check.

7.9.E Equipment Disposition

The following guidelines must be followed:

- Once a piece of equipment that was purchased with Title funds is no longer being used for its originally intended purpose, it can be designated as surplus. Once designated as surplus, the item can be used for a different purpose outside of Title guidelines. School-based representatives must request approval from both the principal and the appropriate Title coordinator before items are designated as surplus so that a consensus is reached that the original purpose or intent has been met. An email is sufficient to achieve this.
- Items that are no longer usable will be disposed of.
- A disposition form must be completed for any item that is declared surplus because it has met its originally intended purpose or because it is no longer usable. Disposition forms are located in each school's Google Title Programs Inventory folder.
- The date of disposition must be entered on the inventory sheet on Google Drive.
- Once a disposition form has been completed and the disposition date has been entered onto the inventory form, the item can be repurposed or disposed of. However, the item must remain on the inventory sheet for five years from the date of disposition before it can be removed from the inventory spreadsheet.

7.9.F Safeguards Related to Loss, Damage, or Theft of Equipment

Every effort must be made to prevent loss, damage, or theft of equipment. The first strategy to safeguard equipment is to maintain an up to date inventory. In addition, all items must have an inventory/asset tag. An annual inventory will be completed each fall by federal program coordinators. Principals are encouraged to complete a second inventory each spring.

In the event equipment or technology purchased with federal funds is intentionally damaged or stolen, the following procedure will be followed:

1. File an incident report with the School Resource Officer (SRO).
2. Attach the incident report to a Disposal Form and update the information stored in Google Drive and/or Incident IQ.
3. Make corrections to the inventory on Google Drive and or Incident IQ.
4. Send an email notifying the appropriate federal program coordinator that the inventory has been updated.

7.9.G Safeguarding Funds, Property, and Other Assets From Unauthorized Use or Disposition

Materials purchased for use in federal programs will be properly labeled and utilized in the capacity for which it was purchased. Any equipment, materials and/or supplies purchased with federal funds are considered solely for the use of that program until such time the equipment is no longer needed to meet the original purpose for which it was purchased. Proper procedures must be followed before equipment disposal.

7.9.H Equipment Use for Title I, Part A Targeted Assisted Programs

The school system currently has a waiver to a school-wide designation for its targeted assistance schools. If the district should open a targeted assistance school or have a private school participate in Title I, Part A, a label will be affixed to all equipment indicating that the equipment may only be used by qualifying Jefferson City Schools Title I students. An annual on-site physical inventory will be conducted at every private or public-school site once per year to ensure equipment is inventoried and being used within the guidelines included in this handbook.

7.9.I Equipment Use for Private Schools

Private schools requesting equipment must facilitate the purchases through the school system. The same internal controls will be followed to create requisitions and inventory and maintain equipment.

7.9.J Maintenance Procedures to Keep Property in Good Condition

Federal program coordinators will work cooperatively with the Technology Services Department to ensure that equipment is properly maintained to ensure longevity. Accurate records will be maintained about the current condition of equipment purchased with federal funds.

7.9.K Process for Disseminating Inventory Procedures

The Federal Programs & Title I Director is responsible for ensuring that principals and site coordinators are knowledgeable about allowable procedures for the use of federally funded equipment and established procedures for maintaining an accurate inventory of equipment. These procedures will be shared annually during an administrative meeting. In addition, the Federal Programs Handbook, containing these procedures, will be shared with all personnel.

7.10 Cash Management (CFR 200.302(b)(6)) (CFR 200.305) & Drawdown of Funds (CFR 200.305(b)(3))

(See sections Internal Controls and Transferability)

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

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

- Purchases may extend beyond one year to take advantage of cost reductions, if the students, teachers and school leaders in the current fiscal year receive benefit from the purchase.

- Leases and licenses – All instructional software subscriptions must be purchased prior to January.
- Professional Learning registration – To maximize cost efficiency, the LEA may take advantage of “early bird” professional development registration where early registration occurs in the original grant period and the actual professional development occurs in the carryover period.

Supporting documentation will be kept on file. Every effort should be made to align all purchases to the original grant period as much as possible.

Grant Development and Budget Process

Each federal fund program coordinator prepares a yearly budget showing the distributions for district, per school and /or per program/function/object code. Federal program coordinators ensure that all funds budgeted are allowable per funding source. Once GaDOE approves the budgets in the Consolidated Application the Financial Director enters the budget into the system financial software using the Consolidated Application budget as the source.

Supplement Not Supplant

The following guidelines will be used for Title I purchases made at the district level:

- Equitable distribution of non-Federal funds requires that Title I funds only be used to supplement the amount of funds that would, in the absence of the Title I funds, be available from non-Federal sources for the school, including funds needed to provide services that are required by law for students with disabilities and English Learners.
- Supplemental activities are determined by the Jefferson City School System such that non-federal funds are distributed to all schools across the district in equitable ways.

The following three-prong test will be used for Title II and Title III in determining whether a fiscal expenditure supplements and not supplants. A positive response to any of the three prongs indicates that an expenditure would be supplanting.

- Test I - Required – is the program or activity that the district wants to fund required under state, local or another federal law?
- Test II - Equivalency – Were state and local funds used in the past to pay for this program or activity?
- Test III - Non-Title I Programs- Are the same programs or activities being implemented in other schools that do not receive Title I funds AND are these programs and activities being paid for with state or local funds?

Transferability

LEAs are provided the opportunity to transfer funds under the Every Student Succeeds Act. If the Jefferson City School System exercises this flexibility, the system will follow all federal and state guidelines related to transferability.

7.12 Accounting Records (CFR 200.302(b)(3))

The following internal controls have been created and designed to provide reasonable assurance regarding the achievement of objectives in the reliability of reporting for internal and external use. Copies of completion reports for the previous fiscal year will be kept on file in the Finance Department. Accounting records to support the results of outlays (expenditures indicated in the completion report will be kept on file in the Finance Department). Copies of expenditure (cumulative through) reports for the

respective quarter for total expenditures reported to GaDOE will be kept on file in the Finance Department. Federal program coordinators will examine budget summary and detailed expenditure reports for their respective budgets. School principals are required to analyze budget summary reports at least quarterly.

Completion reports are annual reports required by Georgia Department of Education (GaDOE) for all grant funds. Reports are due thirty days after the end date for each grant. Prior to preparing the completion report, the general ledger report for each grant will be reviewed to ensure that all expenditure postings are correctly recorded.

General ledger reports will be generated for each grant by function and object codes.

The Business Services Department completes these steps in the system financial software:

1. A Finance Department representative will run an account activity summary report in the system financial software for all related expenses for the grant (July thru September of current year for grants ending on September 30th or previous July thru June for grants ending on June 30th).
2. A finance staff member will send the summary report to the Associate Superintendent and/or Program Director for sign-off.

7.13 Monitoring and Reporting Program Performance (CFR 200.328)

The Jefferson City School System undergoes regular monitoring and audit visits as scheduled by the State of Georgia. Corrective action plans are created to reconcile any findings received. The school system will maintain the appropriate documentation to indicate that corrective actions have been completed and any findings have been cleared.

Steps to Audit/ Monitoring Resolutions:

- Once the audit/ Cross-Functional Monitoring report is received, the appropriate federal program coordinator will review all items. The Cross-Functional Monitoring report will be retrieved from the GaDOE website under the Consolidated Application.
- Each item will be examined carefully, and a team of system-level staff will determine the best means of corrective action.
- Items are gathered, and a report is written by the appropriate federal program coordinator.
- The report is submitted to the Superintendent.
- The completed report is then sent to the GaDOE state auditors as a means of resolution.
- The district has 30 days from the receipt of the findings to respond to the GaDOE.

7.14 Necessary, Reasonable and Allocable Costs (CFR 200.403-200.405)

The following internal controls have been created and designed to provide reasonable assurance regarding the achievement of objectives in the compliance with applicable laws and regulations.

Expenditure of federal funds must meet the clause of “allocable, reasonable, and necessary.” When considering a purchase with federal funds, ask:

- (a) Is the cost of goods or services chargeable or assignable to the federal award in accordance with relative benefits received (allocable)?
- (b) Do I have the capacity to use what I am purchasing (reasonable)?
- (c) Did I pay a fair rate, and can I prove it (reasonable)?

- (d) Does this expenditure exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost (reasonable)?
- (e) Is the proposed cost consistent with the underlying needs of the program (reasonable)?
- (f) Do I really need this (necessary)?
- (g) Do I need to spend these funds to meet the purposes and needs of the program (necessary)?
- (h) Is this expenditure related to an identified area of need in an improvement plan (necessary, allowable)?
- (i) Would I be comfortable defending this purchase (allocable, reasonable, and necessary)?

7.15 Capital Expense Funds (CFR 200.439)

The Jefferson City School System does not use federal funds to budget items under object code 700 (capital expense).

7.16 Ethics and Fraud, Waste, Abuse, and Corruption

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

Standard 5: Public Funds and Property - An educator entrusted with public funds and property shall honor that trust with a high level of honesty, accuracy, and responsibility. Unethical conduct includes but is not limited to:

1. Misusing public or school-related funds;
2. Failing to account for funds collected from students or parents;
3. Submitting fraudulent requests or documentation for reimbursement of expenses or for pay (including fraudulent or purchased degrees, documents, or coursework);
4. Co-mingling public or school-related funds with personal funds or checking accounts; and
5. Using school property without the approval of the local board of education/governing board or authorized designee.

The Jefferson City School System takes the responsibility of properly managing federal funds seriously. Any individual who suspects that funds have been misused with any Title program, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title IX, Part A (McKinney-Vento Education for Homeless), and the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act should report the waste, fraud, abuse, or corruption using the following guidelines::

Purpose: To ensure the reporting of suspicion of fraudulent activity, the Jefferson City Schools provides employees, clients and providers with confidential channels for such reporting.

Definitions: Fraud: A false representation of a matter of fact, whether by words, by conduct, or by concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds.

Statement of Administrative Regulations:
The Jefferson City Schools thoroughly and expeditiously investigates and reports cases of suspected fraud to determine if disciplinary, financial recovery and/or criminal action should be taken.

Confidentiality: All reports of suspected fraud must be handled under the strictest confidentiality. Only those directly involved in the investigation should be provided information regarding the allegation. Informants may remain anonymous but should be encouraged to cooperate with investigators and should provide as much detail and evidence of alleged fraudulent acts as possible.

Procedures and Responsibilities:

1. Anyone suspecting fraudulent activity should report their concerns to the Jefferson City School System Superintendent or Associate Superintendent at 706-367-2880.
2. Any employee with the Jefferson City Schools (temporary staff, full-time staff and contractors) who receives a report of suspected fraudulent activity must report this information within the next business day.
3. Employees have the responsibility to report suspected fraud. All reports can be made in confidence.
4. The Jefferson City Schools Board of Education shall conduct investigations of employees, providers, contractors, or vendors.
5. If necessary, the person reporting will be contacted for additional information.
6. Periodic communication through meetings should emphasize the responsibilities and channels to report suspected fraud.

(JCS BOE Policy DIE)

The School System ("System") shall not tolerate fraud of any kind and has an established system for the reporting of suspicious activities.

"Fraud" is defined as a false representation of a matter of fact, whether by words or by conduct, or by concealment of that which should have been disclosed, that is used for the purpose of misappropriating property and/or monetary funds from federal, state, or local grants and funds.

Employees and parties maintaining a business relationship with the System who suspect fraud, whether it pertains to federal, state, or local programs, should report their concerns to the Superintendent or his/her designee. If fraud is suspected by the Superintendent, such allegations should be reported to the Chair of the Board of Education.

All reports of suspected fraud shall be handled under the strictest confidentiality allowed under the law. Informants may remain anonymous as allowed by law but are encouraged to cooperate with investigators and to provide as much detail and evidence of the alleged fraudulent act as possible.

Any and all reports of suspicious activity and/or suspected fraud will be investigated. Results of an investigation shall not be disclosed to or discussed with anyone other than those individuals with a legitimate need to know until the results become subject to public disclosure in accordance with state and/or federal law.

7.17 Monitoring

On-going monitoring of all Federal programs is performed throughout the year. Budgets are reviewed and compared to funds as approved in the GaDOE consolidated application. Staff is made aware of any changes to laws and regulations by the director. The director and other staff personnel meet with any program monitors, as well as the financial and compliance auditors on a yearly basis. All audit findings and/or program review findings are reported to personnel as needed.

7.18 External Monitoring

The State Department of Audits evaluates the LEA's cash management, budget, drawdowns, and actual activity annually. The appropriate program directors, along with the Financial Officer keep a check on balances for each grant. The BOE's policies and procedures help to ensure correct cash management activities. The organization understands the need for appropriate monitoring and reporting activities as defined by each Federal grant.

7.19 Completion Reports

After the final program review between financial services and each program director, the completion report will be prepared and submitted prior to the due date. The Completion Report is approved by the appropriate Federal programs director before being submitted. A copy of the completion report for the previous fiscal year will be kept on file in the Finance Department. Accounting records to support the expenditures indicated in the completion report will be kept on file in the Finance Department. *2 CFR 200.327; 2 CFR 200.439*

7.20 Records Retention

All Federal grant financial records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal award are retained for at least 5 years from the date of the final expenditure report. *Reference: 2 CFR 200.333; GEPA 34 CFR 81.31 (c)*

Section 8: Complaint Procedures

Any complaints issued as a result of federal programming, including Title I, Part A (Disadvantaged Children), Title I, Part C (Migrant Education Program), Title I, Part D (Neglected and Delinquent), Title II, Part A (Teacher and Leader Quality), Title III (English Learners and Immigrant Students), Title IV, Part A (Student Support and Academic Enrichment), Title X, Part C (McKinney-Vento Education for Homeless),

and the Elementary and Secondary School Emergency Relief (ESSER) Act, which includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act, and the American Rescue Plan (ARP) Act must be filed according to the system complaint procedures policy. The school system will use the Tracking Form for Resolution of Complaints (Appendix B) to ensure that complaints are resolved in a timely manner. This form is maintained at the reception desk at the JCS Board of Education. See 'Appendix A: Complaint Procedures'

Elementary and Secondary Schools Emergency Relief (ESSER Funds)

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

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

Description and Purpose

The Coronavirus Aid, Relief, and Economic Security (CARES) Act was passed by Congress and signed into law on March 27, 2020. The funding provides flexibility for districts to respond to the COVID-19 emergency in K-12 schools. Funds may be used for coronavirus response activities, such as planning for and coordinating during long-term school closures, purchasing educational technology to support online learning for all students, and additional activities authorized by federal elementary and secondary education laws.

Carryover

The grant period for these funds will end on September 30, 2021. A completion report will be due on October 30, 2021. Funds will be uploaded in the FY22 Consolidated Application. The carryover period will end on September 30, 2022. The final completion report will be due on October 30, 2022.

Equitable Services

Districts must calculate the minimal proportional share for CARES Act equitable services according to the formula provided in Section 1117(a)(4)(A) of the ESEA of 1965. Section 1117 requires districts to participate in meaningful consultation with private schools.

Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act

Description and Purpose

The Coronavirus Response and Relief Supplemental Appropriation (CRRSA) Act signed into law on December 27, 2020, provides for an ESSER II fund. Following the same distribution as the CARES Act, which is based on the share of ESEA Title I, Part A funds, these funds follow the same use for coronavirus-response activities, such as planning for and coordinating activities that address learning loss, preparing schools for reopening, testing, repairing, upgrading projects to improve air quality in

school buildings, and additional activities authorized by federal elementary and secondary education laws.

Carryover

The grant period for these funds will end on September 30, 2022. A completion report will be due on October 30, 2022. Funds will be uploaded in the FY23 Consolidated Application. The carryover period will end on September 30, 2023. The final completion report will be due on October 30, 2023.

American Rescue Plan (ARP) Act**Description and Purpose**

The American Rescue Plan was passed by Congress on March 10, 2021, and signed into law on March 11, 2021. The American Rescue Plan continues many of the programs started by the CARES Act (2020) and Consolidated Appropriations Act (2021) by adding new phases, new allocations, and new guidance to address issues related to the continuation of the COVID-19 pandemic. The American Rescue Plan also creates a variety of new programs to address continuing pandemic-related crises, and fund recovery efforts as the United States begins to emerge from the COVID-19 pandemic.

Carryover

The grant period for these funds will end on September 30, 2023. A completion report will be due on October 30, 2023. Funds will be uploaded in the FY24 Consolidated Application. The carryover period will end on September 30, 2024. The completion report for carryover funds will be due on October 30, 2024.

Maintenance of Equity

The maintenance of equity provisions outlined in the ARP Act ensures that schools and LEAs serving large proportions of historically underserved students receive an equitable share of state and local funds as the nation continues to respond to the COVID-19 pandemic's impact.

Required 20% to Address Learning Loss

At least 20% of funds must be used to address learning loss and these items must be identified in the district's application.

In-Person Instruction Plan and Application

The LEA must assure, during the period of the ARP ESSER award established in section 2001(a) of the ARP Act, that it will periodically, but no less frequently than every six months, review and, as appropriate, revise its plan. Consistent with section 2001(i)(2) of the ARP Act, the LEA will seek public comment on the development of its plan, the LEA will seek public input and take such input into account in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to its plan. The plan must be submitted to the GaDOE for review and approval. Documentation must be provided as evidence that the above consultation has occurred, and the resulting information was used to review and update the district plan as appropriate twice yearly beginning October 22, 2021, and continuing through October 22, 2023.

Section 9: Title I, Part A Improving the Academic Achievement of the Disadvantaged

9.1 Within District Allocation Procedures

9.1.A Targeted Assistance Programs

Local educational agencies (LEA) serving schools that are either ineligible for a schoolwide program or that choose not to operate a schoolwide program, may use Title I funds only for programs that provide services to eligible children identified as having the greatest need for special assistance. The Jefferson City School System does not have a Targeted Assistance Program in any of its schools. All schools receiving Title I funds conduct Title I Schoolwide Programs through a waiver from GaDOE.

9.1.B Required Set Asides Reservation of Funds

After receiving notification of the Title I, Part A grant amounts from GADOE, reservations in each budget are set aside for required components such as parent involvement, professional learning, neglected and delinquent, private school per pupil and equitable services, and homeless students. Administrative costs are also part of the reservations, which are not part of the schools' per pupil amounts. The remainder of Title I funds are allocated to schools based on per pupil allocation, as determined by the percentage of students qualifying for free and reduced price meals.

9.1.C Parent and Family Engagement

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

9.1.D Homeless Children and Youth

Title I, Part A funds are set aside to support the needs of homeless students and families. The homeless set-aside is calculated using Method 1: *Identify homeless student needs and fund accordingly*. The homeless coordinator and transportation director are consulted annually to determine homeless needs and funds are reserved to benefit the education of homeless students.

9.1.E Neglected and Delinquent Children

The Jefferson City School System does not currently have any centers that serve neglected and/or delinquent children. Therefore, no funds are reserved for these purposes. If centers for neglected and/or delinquent children locate in Jefferson in the future, funds will be served as directed by the GaDOE in the Title I, Part A allocation letter and worksheet. Additionally, if centers do locate in Jefferson in the future, an

Annual Survey of Local Institutions for Neglected and Delinquent will be completed based on the number of children residing at the home for 30 consecutive days with at least one day being in October.

9.1.F Private Schools

The Jefferson City School System currently has no Private Schools that have chosen to participate in the Title I program. If the Jefferson City School System ever has a Private School that chooses to participate, all Title I regulations for private school participation will be followed.

9.1.G Calculating Parent and Family Engagement Carryover

A worksheet is provided by the GaDOE to determine the amount of parent and family engagement carryover from the previous fiscal year. The Title I Director will complete and upload this worksheet, along with a detailed expenditure report for family engagement for the previous year to the Consolidated Application Attachments tab.

9.2 Family Engagement

Parent Involvement Policy Overview

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

Technical Assistance to Schools

LEA Technical Assistance to Schools on Parent Involvement Requirements and Best Practices

The LEA provides technical assistance to schools in the following ways:

- Professional learning sessions during administrative and curriculum meetings.
- Ongoing coaching and support of Academic Parent Teacher Teams
- One-on-one meetings held at each school site between the Title I Director and/or Federal Programs/Title I coordinator and school leaders.
- The creation and sharing of a Federal Programs Handbook and District Parent and Family Engagement Policy
- Technical assistance with planning, organizing, and conducting parent meetings.
- Ongoing emails and phone calls.

9.3 Parent Notifications

9.3.A Communication in an Understandable Format

Upon enrolling their child(ren) in the Jefferson City School System, every parent indicates their household's preferred communication language as a standard part of the registration process. To the extent practical, efforts are made to provide either written support or support through an interpreter when a parent indicates a language other than English. The Title III Director supports these efforts, including recruiting and training staff and community members who are fluent in languages other than English when possible. Language Line is also utilized for interpretation when a face-to-face interpreter is unavailable.

The Title III Director also oversees the implementation of the district's [Translation and Interpretation Services Plan, which can be accessed via this link](#). Furthermore, all parent communication is written in a format so that the content is easily understandable.

9.3.B School Designation Status

A school identified as needing Comprehensive or Targeted Support Interventions will receive the support of the LEA and/or School Improvement Division of the GaDOE as appropriate. Parents will be notified of each school's designation status using multiple means of communication.

9.3.C Parent Right to Know

In accordance with ESSA, all schools are required to notify parents at the beginning of each school year of their "Right to Know" the professional qualifications of their student's classroom teachers and paraprofessionals. In the spring of each year, the Superintendent or designee sends to the principals of every school/program a list of Required Notifications for Student Handbooks/Agendas. The first item on this list is the Parent's Right to Know Teacher's Training and Credentials. The notification uses the language of the law, and occurs within 30 calendar days from the start of school or upon enrollment. School principals are responsible for providing a copy of the student-parent handbook containing the Parent's Right to Know to the Federal Programs Director as evidence of parental notification of their Right to Know. If a school omits the notification from their student handbook, the Federal Programs Director will notify the principal that he/she is required to notify each parent of their Right to Know via 1st class mail before the end of the first week of school. In this case, a copy of the notification letter will be provided to the Director of Federal Programs. Responses to parent requests will be made within one week. The Parent Right to Know notification will also be posted on the District webpage.

9.3.D Professional Qualifications

The Jefferson City School System has an approved Strategic Waivers School System/Investing in Educational Excellence (IE2) contract with the Georgia Department of Education. Within this contract, the school system has the flexibility to waive certification in all content fields and grade levels. Flexibility will only be exercised when necessary for all teachers and in all grade levels. Certification for special education, ESOL, and gifted are not waived.

Principals may consult with the Instructional Services Department and Human Resources Department throughout the hiring process. Principals are responsible for reviewing professional qualifications of applicants each year. Upon recommendation for employment, the Human Resources and Instructional Services reviews applicants' certifications and communicates to the Assistant Superintendent whether candidates meet minimum professional qualifications, and whether the applicants are considered in-field. The Assistant Superintendent collaborates with school principals in the final processes for certification.

If a teacher's qualifications for the course are insufficient, a 20-day letter is sent to families.

9.3.E Minimum Teacher Qualifications

Jefferson City Schools employees must still meet the minimum professional qualifications of holding a Bachelor's Degree and a clearance certificate in all fields where this is the minimum degree requirements

for PSC certification. The CTAE candidate must then have a minimum of two (2) years of field experience along with a clearance certificate.

9.3.F 20 Day Notification of Professional Qualifications

In accordance with ESSA all schools are required to provide timely notice to parents when students have been taught for four or more weeks by a teacher who does not meet applicable state certification or licensure requirements (including professional qualifications developed by the LEA in alignment with approved charter or strategic waiver application) at the grade level and subject area in which the teacher has been assigned. Notification requirements apply to all teachers in all schools/programs. Notifications will be sent within ten business days following the four consecutive weeks of the placement/instruction. For verification purposes notifications must contain: day, month, and year of notification; the name of the teacher who has not met PQ, the name of the school and district; and a statement that the teacher has not met state certification or the district's charter waiver PQ requirements for the grade and subject in which the teacher is assigned. The notification will be sent in a format that ensures parents have the opportunity to receive the information. This may include: first class mail, parent communication tools (e.g., IC), and/or email. To the extent practicable, the notification will be in a language the parent will understand. This applies to all teachers in all schools/programs.

Note: 20-day notifications are sent when any teacher does not meet the minimum professional qualifications established by the district under the Jefferson City Schools approved SWSS contract. PSC Certification is required for special education service areas and EIP.

Regular Education Teachers:

Notification must be sent when students have been taught for four or more consecutive weeks by a teacher who does not meet the district's PQ requirements at the grade level and subject area in which the teacher has been assigned.

EIP Teachers:

Notifications must be disseminated if the teacher does not hold EIP certification as defined by the DOE PQ & in-field

Special Education Teachers:

Special Education teachers who do not issue grades: 20-day notifications must be disseminated if the teacher does not meet special education GaPSC Certification requirements in Service (e.g., Adapted, General, Visual Impairment, etc.) as determined by a student's IEP.

Special Education teachers who do issue grades: 20-day notifications must be disseminated if the teacher does not meet special education GaPSC Certification requirements in Service (e.g., Adapted, General, Visual Impairment, etc.) as determined by a student's IEP. The teacher does not hold certification for the subject area and grade level band in which the teacher issues grades in accordance with the JCS professional qualification requirements as outlined in the CLIP/S-CLIP.

Paraprofessionals, Substitute Teachers and Clearance Certificates:

Notifications are not required for paraprofessionals, substitutes, or lack of a clearance certificate.

Upon placement, the Principal will contact the Director of Federal Programs. The Director of Federal Programs and/or Human Resources will indicate the need to send a 20 day notification to parents and review the requirements. Prior to the 20 day mark, a draft letter will be sent to the Director Federal

Programs for review. The Director will approve the content and have the letter translated, if necessary. Within ten business days following the four consecutive weeks, the notification will be sent to parents. Evidence of dissemination will be kept on file in the Federal Programs and Human Resources office.

9.4 Family Engagement Policies/Plans

Title I, Section 1118 of the Elementary and Secondary Education Act of 1965 (ESEA) requires that each school receiving Title I, Part A funds develop jointly with, agree on with, and distribute to parents of participating children a written parental involvement policy.

Jefferson City School System is committed to cultivating and sustaining partnerships with parents and community stakeholders, and encourages their participation in the development, implementation, review and evaluation of its parental involvement policy/plan. This written policy/plan focuses on improving academic achievement and school performance and outlines how the LEA will coordinate, provide technical assistance and other support to schools in planning and implementing effective parental involvement activities, training, and workshops.

The LEA, school, parents, and community stakeholders will jointly develop and agree on the Parental Involvement Policy/Plan which will describe the means for carrying out Title I, Part A requirements. The policy/plan will be made available to the local community and parents of students enrolled in the Jefferson City School System using multiple means. The policy/plan will be available on the Title I page of the district's website (www.jeffcityschools.org), in the parent/student handbook, on individual schools' websites, in hard copy format in the main office of each school, and in various community locations.

District and school parent involvement plans are reviewed and revised annually with parents and other stakeholders (teachers, principals, administrators, and other school personnel). Schools hold individual meetings for review of the district and school Parent Involvement Plans. All Title I parents, teachers, administrators, and other school personnel in the district are invited to the meetings to provide input. Notices will be distributed in a variety of methods (e.g., newsletter, email blast, classroom/grade level announcements, websites, social media, etc.) containing the meeting dates. Parents and other stakeholders will be notified by invitation sent by each individual school. Parents who cannot attend the meetings will be given the opportunity to obtain a copy from the main office of each school and submit input before final revisions are approved. The Title I Director will be responsible for collecting the required information (agendas, meeting notes, and sign in sheets). Meetings will be held in the Spring to revise plans for the next school year. The LEA Parent Involvement Policy checklist will be applied to district and school plans. Revision dates will be clearly marked on each plan. The Family Engagement Specialist and/or the Title I Director will review plans before or during on-site monitoring visits. Plans include activities/workshops that have been identified and requested through the previous year's annual parent involvement survey. School improvement and parent involvement plans are posted on the website, available in the front office of the school, and hard copies are either in the student handbook or beginning of school packets at each school.

Each school in the Jefferson City School System holds an annual open house or parent orientation. These meetings give parents the opportunity to review and provide feedback on system-wide and school student data, parent activities, district and school Parent Involvement Plans, Schoolwide Title I Plans, School Improvement Plans. Parents are notified about this opportunity through advertisements in local media, school-level flyers, social media websites and by using the system automated phone calling system and the system web site. The school district uses the comments provided by parents during the annual review/revision of documents at parent workshops and other advisory meetings. After the school

system review/revision process, district and school Parent Involvement Plans are made available to parents on the district website and on Title I schools' websites. Copies are also available in parent resource centers. Parents are also given the opportunity to provide feedback about Title I programs by completing annual parent surveys. These comments are used by the district and Title I schools when planning parenting programs.

Plans are shared with faculty, staff, students, parents, and community members on school websites and the district Federal Programs website located at: www.jeffcityschools.org. Plans include district and school improvement/schoolwide plans, parent involvement policies, school compacts, comprehensive LEA improvement plan, parents' right to know, complaint procedures, and policy on ethics and fraud, waste and abuse. Many of these plans are included in student agendas. An automated calling system and information in first day packets inform parents about the availability of these plans. Parental input into the content of each plan is solicited during multiple meetings throughout the school year but especially at Title I planning meetings conducted each Spring.

9.4.A School/Parent Compacts

The Jefferson City School System will share responsibilities for high student academic achievement with all parents and students enrolled in the school system and will develop, in collaboration with parents and students, a school-parent compact that outlines how parents, school staff, and students will share the responsibility for improved student academic achievement. The school-parent-student compact will also describe the means by which the school, parents, and students will build and develop a partnership to ensure student mastery of the GaDOE's high academic content standards.

All Title I schools are required to have school-parent compacts. It is the responsibility of the Principal, in coordination with the school system Family Engagement Specialist, to make sure that all compacts are reviewed and revised annually. The review and revision will occur in the Spring of the year at annual Title I Parent Planning Meetings, school governance meetings, and parent workshops. Revision dates will be clearly marked on each compact. An invitation will be sent home to all parents in the school and meeting dates will be publicized in school newsletters, social media, email blasts, and on each school's web site. The Family Engagement Specialist will be responsible for coordinating with schools to schedule meetings and collect required information (agenda, meeting notes, and sign in sheets). Parent compacts will include responsibilities for the teachers, parents, and students. Compacts will be distributed to all parties involved for signatures each fall. Copies of the signed parent compacts are kept on at the school level. The Jefferson City School System Board of Education believes that the public schools belong to the people who create them and that student educational goals should reflect the goals of the community. We affirm and assure the rights of parents to participate in the development of the goals and objectives of the public schools and encourage involvement in all areas of their children's educational experiences.

9.4.B Annual Title I Meeting

All Title I schools are required to hold an annual meeting at the beginning of the school year. It is the responsibility of principals in coordination with the Family Engagement Specialist to arrange meeting times and invite all stakeholders to the meetings. The Family Engagement Specialist will be responsible for collecting and submitting documentation of the required Title I Annual Meeting, including copies of sign in sheets, agendas, and minutes to the Title I Director. Meetings are publicized via flyers sent to parents, web sites, newspaper articles, an automated call system, and marquee at each school.

Annual Evaluation of Parental Involvement

Process to Collect: An annual survey is conducted each spring. The survey is conducted online. However, parents are informed of the availability of a paper survey if they so desire. Advertisement of the survey and requests for completion occur through social media, email blasts, newsletters, district and school websites, and automated phone calls. The survey is collected and compiled and the following year's parent involvement activities are built from the responses.

Process to Review: The results of the survey are shared among several groups of stakeholders, including, but not limited to, parents, school and central office employees, and community members. School Governance Teams and those attending Annual Title I Meetings. The results of the survey are used to review and revise schoolwide and parent involvement plans and components.

Actions Taken by LEA to Improve the Quality and Effectiveness of Parent Involvement Policies and Practices: The Title I Director and Family Engagement Specialist review the annual spring survey results, as well as all feedback received during the annual needs assessment process. Additions/deletions/revisions are discussed and agreed upon during this meeting. Formatting and revisions are made after the meeting and then provided to stakeholders for review and suggestions.

Parent involvement workshops and activities are planned for the following year based on information gained during the annual needs assessment process. Materials are also purchased for parent resource centers based on expressed needs. Many opportunities are provided for building strong parent capacity. The purpose is to ensure effective parental involvement and to support a partnership among schools, parents, and the community to improve student academic achievement, through the following activities: annual meetings; conferences; e-mail communications; phone calls; parent workshops and activities; family nights; Volunteering; Parent advisory meetings; Open Houses; Annual notification of school designation; newsletters/flyers/brochures; website information; School Governance Team meetings; and Board of Education meetings.

Capacity for Parent Involvement

Information is provided to school personnel and parents on how to build parent capacity through presentations made during meetings, through response to parent needs on surveys, through information received from the GADOE Family-School Partnership Program, and through student handbooks, newsletters, and flyers.

The Family Engagement Specialist considers and plans based on the six requirements for building capacity by answering the following questions:

1. What strategies/materials have been offered to parents on understanding academic content standards?
2. What training has been offered to parents related to literacy and the use of technology?
3. How have faculty and staff been encouraged to communicate with and involve parents in their child's education?
4. What efforts have been made to foster parental involvement in prekindergarten programs?
5. What attempts have been made to communicate parental involvement information to parents using language parents can understand?
6. What other support do parents receive for parental involvement activities?

All elementary schools within the Jefferson City School System build parent capacity to impact student achievement through the implementation of Academic Parent Teacher Teams (APTT).

Parent Resource Centers

All schools have parent resource centers. A variety of materials and resources are available to parents for use at the school for checkout, or as handouts. Books, tapes, videos, DVDs, and a variety of other materials have been purchased for the parents. Any purchases are based upon parent requests on the parent engagement surveys (i.e., helping with homework, information regarding bullying).

Schools are required to notify parents of the availability of the resources in the parent resource center. This is typically achieved through a flyer and/or websites and includes information on the types of resources available in or through the resource center.

English Learners Participating in Title I or Title III Supplemental Language Programs

No later than 30 calendar days after the beginning of the school year (or within the first two weeks of an EL being placed in a program), the Title I Department will notify parents of English Learners if their child is participating in a supplementary language program. The notification will be provided in a language parents can understand. Initial letters will be mailed home to the parents of students receiving supplemental services. Subsequent letters will be generated by the student's ESOL teacher and sent home with the student. As letters are sent to parents, notification will be notated in Infinite Campus. The Title I Director will monitor and ensure completion of the notification by inspecting Infinite Campus reports..

9.5 Schoolwide Program

Overview

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

- If the local educational agency (LEA) determines that the school serves an eligible attendance area.
- If for the first year of the schoolwide program, the school serves a school attendance area in which not less than 40 percent of the students enrolled in the school are from low income families.
- If the school consults with stakeholders and makes a decision to become schoolwide.

Schoolwide Title I programs must:

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

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

9.5.A Components of a Schoolwide Program

Each schoolwide program must create a plan to address the following components of the GaDOE Schoolwide Program Checklist:

1. Comprehensive Needs Assessment
2. Schoolwide Reform Strategies
3. Evaluation of the Schoolwide plan
4. ESSA Requirements for Schoolwide Plans
5. Schoolwide Plan Development

In addition, the school providing a schoolwide program must also evaluate its plan by reviewing, on an ongoing basis, the progress of all children. If necessary, the school must adjust its plan to provide additional assistance such as an extended school year, before and after school programs, summer programs, and training for teachers on how to identify students requiring additional assistance and how to implement student achievement standards in the classroom. The Title I school coordinator uses the guidance document provided by the Federal Programs director as a guide for the Schoolwide Plan ([Title I Guidance for JCS](#)). The schools used data and input from the CNA, stakeholder feedback, and Title I Guidance for JCS (includes the GaDOE SWP checklist link) to review and revise the SWPs. Principals, or designee (Title I School Coordinator) will submit all documentation to the Title I Program Director. The Federal Programs Director/Title I Director will review the submitted SWPs for compliance.

All Title I schools within the Jefferson City School System conduct Schoolwide Programs. This allows all children in these schools and their parents equal access to all related Title I assistance. Schoolwide Plans are updated and verified using a checklist during a school leadership meeting. Parents are also invited to any system level parent meetings. All schools will notify stakeholders in multiple ways. For example, notifications may be distributed to parents and stakeholders in the following methods: school meeting dates on each school's marquee, in each school's newsletter and on the web site, parents and other stakeholders notified by invitation sent from each individual school and all stakeholders will be notified using each school phone messaging system. Parents who cannot attend the meeting will be given the opportunity to obtain a copy from each school and submit input before the final revisions are approved. Revision dates will be clearly marked on each plan. The system Title I Coordinator will be responsible for collecting required documentation (agenda, meeting notes, and sign in sheets). At these meetings, parents and other stakeholders are given an opportunity to provide input on the Schoolwide Title I Plan/School Improvement Plan, Parent/Student/Teacher Compacts, Parent Involvement Plans, and the Comprehensive LEA Improvement Plan.

LEA Guidance

On-site meetings are held with principals to discuss the current status of their plans in regard to checklist components. Missing or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted. As previously stated, system leaders support schools in developing, revising, implementing, and coordinating school improvement and schoolwide plans during regularly scheduled administrative and Instructional Coach meetings. During the meetings, data is analyzed to identify and develop solutions to challenges related to instructional strategies, parent involvement, professional learning, and budgets. The district also conducts a work session during May/June to provide schools with technical assistance on finalizing their plans.

9.5.B Schoolwide Program Plan Development

School Improvement Plans are updated each Spring for the following school year. Each school leadership team conducts a spring meeting at which representatives from each grade level, content area, and department, as well as system and school administration and parents meet to develop a plan. During school leadership meetings, instructional strategies, parental involvement initiatives, and professional development activities are planned after a careful analysis of various data. Assistance is also provided to schools in their use of school improvement funds to accomplish initiatives in their school improvement plans. School administrators then present their school plans at the annual system leadership summit as they work with other schools, system leaders, and parents to develop a system improvement plan. It is through this process that the LEA oversees the development of school improvement plans.

Consolidation of Funds

The Jefferson City School System does not consolidate federal funds.

9.5.C Rank Order

Schools are placed in rank order using the percentage of students that qualify for free and reduced priced meals according to grade span grouping.

Carryover

Funds not expended during the previous year are reallocated to the system. Carryover funds will be expended in the current SY and an equal amount will be reallocated to each school in order to keep the existing rank order of schools according to grade span grouping.

Typically, carryover funds are allocated in one of two ways: (1) to schools by increasing the per pupil amount or (2) the funds are allocated back to all the schools on an equal basis, giving each school an opportunity to spend the funds. Either way, schools must submit a written description of the expenditure requests. Equitable services are also recalculated depending on an allocation of funds for district level activities.

Monthly budget sheets are monitored regularly throughout the year and calculations are made from these near the end of the school year to determine that no more than 15% will be carried into the following year. The Title I Director tracks the spending of each program/school throughout the year via budget sheets. At the end of the school year, carryover information is updated and reviewed.

Section 10: Title I, School Improvement 1003(g) Grant

The Jefferson City School System does not currently have any participating schools in this grant.

Section 11: McKinney-Vento Program (MVP) Education of Homeless Children and Youth

Revision of Written Procedures: August 2023 (Revised)

Introduction

The Jefferson City School System will follow the requirements of the McKinney-Vento Homeless Education Assistance Improvements Act of 2001 to ensure that all children and youth receive a free appropriate public education and are given meaningful opportunities to succeed in our schools.

Definitions

- *Children and youth experiencing homelessness* means children and youth who are otherwise legally entitled to or eligible for a free public education, including preschool, and lack a fixed, regular, and adequate nighttime residence, including children and youth who:
 - are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 - are living in motels, hotels, campgrounds or trailer parks due to lack of alternative adequate accommodations;
 - are living in emergency or transitional shelters;
 - are abandoned in hospitals;
 - are awaiting foster care placement;
 - have a primary nighttime residence that is a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
 - are living in a car, park, public space, abandoned building, substandard housing, bus or train station, or similar setting; and
 - are migratory and living in a situation described above.
- A child or youth shall be considered to be experiencing homelessness for as long as he or she is in a living situation described above and to the end of the school year in which the student moves into permanent housing.
- *Unaccompanied youth* means a youth not in the physical custody of a parent or guardian, who is experiencing homelessness as defined above. The more general term *youth* also includes unaccompanied youth.
- *School of origin* means the school the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.
- *Liaison* is the staff person designated by a Local Education Agency (LEA) as the person responsible for carrying out the duties assigned to the liaison by the McKinney-Vento Act.
- *Immediate* means without delay.

11.1 Written Procedures

Identification

In collaboration with school personnel and community organizations, the liaison or designee will identify children and youth experiencing homelessness in the district, both in and out of school, and maintain

access to data regarding homeless students. The liaison or designee will train school personnel on possible indicators of homelessness, sensitivity in identifying families and youth as experiencing homelessness, and procedures for forwarding information indicating homelessness to the liaison. The liaison will also instruct school registrars and secretaries to offer homeless education information upon the enrollment and withdrawal of every student, and to forward information indicating homelessness to the liaison.

School Selection

Each child and youth experiencing homelessness has the right to remain at his or her school of origin or to attend the appropriate school that serves students who live in the attendance area in which the child or youth is actually living. Therefore, in selecting a school, children, and youth experiencing homelessness shall remain at their schools of origin to the extent feasible unless that is against the parent's or youth's wishes. Students may remain at their schools of origin the entire time they are experiencing homelessness and until the end of any academic year in which they become permanently housed. The same applies if a child or youth loses his or her housing between academic years.

Enrollment

Consistent, uninterrupted education is vital for academic achievement. Due to the realities of homelessness and mobility, students experiencing homelessness may not have school enrollment documents readily available. Nonetheless, the school selected for enrollment must immediately enroll any child or youth experiencing homelessness. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment. Unaccompanied youth must also be immediately enrolled in school. They may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the LEA liaison. If complete records are not available, IEP teams or other committees or school officials, as appropriate, must use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services. The goal will be to avoid any disruption in appropriate services in all cases.

Transportation

Transportation shall be provided to and from the school of origin for a child or youth experiencing homelessness. Transportation shall be provided for the entire time the child or youth has a right to attend that school, as defined above, including during pending disputes. Parents and unaccompanied youth must be informed of this right to transportation before they select a school for attendance. In addition to receiving transportation to and from the school of origin upon request, children and youth experiencing homelessness shall also be provided with other transportation services comparable to those offered to housed students. The Transportation Department holds annual training for all system drivers each fall on a number of topics. During this training, training on the transportation of homeless students is an agenda item each year. Additionally, annual training is provided to transportation personnel on how to assist with the identification of homeless students, as well as other issues related to the transportation of homeless students.

Services

Children and youth experiencing homelessness shall be provided services comparable to services offered to other students in the school selected. School personnel must also inform parents of all educational and related opportunities available to their children and provide parents with meaningful opportunities to participate in their children's education. All parent information required by any provision of this policy must be provided in a form, manner, and language understandable to each parent.

Disputes

If a dispute arises over any issue covered in this policy, the child or youth experiencing homelessness shall be immediately admitted to the school in which enrollment is sought, pending final resolution of the dispute. The student shall also have the rights of a student experiencing homelessness to all appropriate educational services. The school where the dispute arises shall provide the parent or unaccompanied youth with a written explanation of its decision and the right to appeal and shall immediately refer the parent or youth to the liaison. The parent or unaccompanied youth shall be given every opportunity to participate meaningfully in the resolution of the dispute.

Credit for Full or Partial Coursework

Youths described in section 725(2) of the McKinney-Vento Act and youths separated from the public school are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youths described in this paragraph from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local and school policies. Operating under the guidance of Jefferson City Schools Board of Education Policy JBC(4) that governs the award and acceptance of credits and transfer of credits, every effort is made to support students so as not to cause the loss of partial or incomplete credits (NOTE: The JCS Student Handbook provides school level guidance for the board policy). The following methods will be used:

- After school credit recovery
- Awarding of half and full units of credit where appropriate through after school programs
- Online credit recovery programs
- Collaboration with previous schools about the student's coursework at that school
 - Evaluating a student's mastery of courses partially completed in a previous school to ensure appropriate credit is received for work completed.

School Nutrition Services

Children and youth experiencing homelessness and unaccompanied youth are categorically eligible for free meals. Upon identification, the district homeless liaison shall forward the necessary information to the Director of School Nutrition to facilitate the free breakfast and lunch process.

Title I

Children and youth experiencing homelessness and unaccompanied youth are categorically eligible for Title I services.

Notification to Stakeholders of the Homeless Liaison Contact

Posters related to the Homeless Program that include the name and contact information of the Homeless Liaison are posted at each school and at various community centers. This same information is also available on the system website. Information related to all federal programs, including MVP and the Homeless Program is provided to all faculty and staff annually via email.

Training of Personnel

The Homeless Liaison and/or building liaison shall ensure the provision of annual training, activities, and/or electronic content aimed at heightening awareness around homelessness within the district and local community, as well as providing education on the specific needs of children and youth experiencing homelessness. These communications shall be provided to (but are not limited to) the following personnel: principals, assistant principals, federal program administrators, transportation employees, registrars, school secretaries, school counselors, school social workers, custodians, school nurses and teachers. All employees are required to participate in annual online McKinney-Vento training via Compliance Director. The Homeless Liaison coordinates with school level personnel the school's compliance with this policy.

Coordination

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

Preschool

Preschool education is a very important element of later academic success. Children experiencing homelessness have experienced many difficulties accessing preschool opportunities. Our system will ensure that children experiencing homelessness receive assistance in locating preschool programs. Children with disabilities who are experiencing homelessness will be referred for preschool services under the Individuals with Disabilities Education Act (IDEA). Children under age three with disabilities who are experiencing homelessness will be referred for at-risk services under Part C of IDEA and screened to determine if referrals for additional Part C services are appropriate. The liaison will collaborate with Head Start and Even Start programs and other preschool programs to ensure that children experiencing homelessness can access those programs.

Protocols

The following protocols associated with the McKinney-Vento Program shall be followed:

1. Student is identified as potentially eligible for MVP services and is in one of the following circumstances.
 - a. Student is a new enrollee.
 - b. Student is currently enrolled in a Jefferson City School.
 - c. Student is residing in Jefferson City Schools have a school of origin in another school system.
2. School system staff (school MVP liaison, school counselor, school social worker, Title I Family Engagement Specialist, registration staff or other school system personnel) gather information related to potential MVP eligibility and submit to district homeless liaison (DHL) for MVP status determination.
3. DHL determines MVP eligibility.
4. If the student is residing within the boundaries of Jefferson City and seeks to attend a Jefferson City Schools, the DHL identifies the school placement of the student (school of origin for currently enrolled students or appropriate school for new enrollees) and notifies applicable school staff including school nutrition director, school-based liaison/staff, school administrator, ITS, school counselor.
5. If the student does not reside within the boundaries of Jefferson City, but seeks to remain in the school of origin in Jefferson City, the School Selection Feasibility Committee will determine the

feasibility of the school the student will attend. The student(s) will remain enrolled with Jefferson City Schools until a feasibility determination is completed.

6. If the School Selection Feasibility Committee determines the best placement to be the school of origin the DHL will notify the appropriate school personnel.
7. If the School Selection Feasibility Committee determines the best placement of the student to be in the attendance zone school then the committee will notify the school of origin and DHL of the placement decision. The school of origin will notify the parent guardian of the enrollment decision and appeal rights using the designated paperwork.
8. If the school that is selected denies the enrollment decision they must provide the parent with the written enrollment decision and appeal process paperwork.
 - a. A copy of this enrollment decision is forwarded to the DHL.
 - b. If a parent disputes this decision then students stay in the selected school.
9. If a parent or guardian disputes the written enrollment decision then the first appeal will be made to the District Homeless Liaison.
10. The decision of the DHL will be presented to the parent/guardian in writing along with instructions on how to appeal this decision.
11. If the parent disputes the decision of the DHL then an appeal may be made to the Superintendent of Jefferson City Schools. The Superintendent will inform the parent/guardian of his/her decision in writing along with a copy of the Georgia Appeals process.
12. As long as the parent appeals then the student may remain in the school originally selected.

Section 12: Services for Neglected and Delinquent Children

The purpose of Title I, Part D is to improve educational services for children and youth in local and State institutions for neglected or delinquent children and youth so that such children and youth have the opportunity to meet the same challenging State academic content standards and challenging State student academic achievement standards that all children in the State are expected to meet. The purpose is also to provide such children and youth with the services needed to make a successful transition from institutionalization to further schooling or employment and to prevent at-risk youth from dropping out of school, and to provide dropouts, and children and youth returning from correctional facilities or institutions for neglected or delinquent children and youth, with a support system to ensure their continued education. The Jefferson City School System currently has no centers or agencies in its geographical boundaries that serve neglected or delinquent students.

Section 13: Foster Care Transportation Plan

Planning

Real time coordination will occur between Case Managers, Education Support Monitor, Homeless Liaison, Foster Parents, and Court Appointed Special Advocates, regarding foster children entering and exiting care; changing placements; enrollment and withdrawal; and making best interest determinations. When transportation is an issue, those parties will collaborate to develop a transportation plan that meets the needs of the individual child. “No cost plans” will be explored first and may include the following:

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

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

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

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

Transportation Plan

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

1. LEA will reroute transportation to pick child up at nearest bus stop or at foster home (as determined by Transportation Department) within Jefferson City and transport directly to school of origin or to "Transportation Hub";
2. LEA will reroute transportation to pick child up at agreed-upon point at county line in the event that child is placed in a neighboring county;
3. DFCS will arrange for payment to foster parent for transportation farther than 25 miles round trip; or DFCS will utilize existing contracts with companies to provide transportation to school of origin or to an agreed point at county line.

Section 14: Title I, Part C - Migrant Education Program (MEP) Services

Revision of Written Procedures: September, 2023 (Revised)

Jefferson City Schools is a member of the GaDOE MEP consortium. The Jefferson City School system addresses the academic and behavioral needs of all students, including migrant students, through implementation of the Multi-Tiered System of Supports (MTSS) process using research-based assessments and interventions. Transportation, Title I, Part A services, Career-Technical-Agricultural Education (CTAE) programs, and other programs based on criteria (e.g., Special Education Services, Gifted and Talented Program, EL Program, etc.) are also available. The district also provides opportunities for parents to participate in their child's education through parental engagement events and community outreach events. Professional learning opportunities for the Federal Programs director, Instructional Services staff, and all teachers, including ESOL teachers, are consistently provided and supported.

Various challenges exist for migratory students, including, but not limited to, missing records, student achievement, along with the potential for lower grades as a result of frequent mobility and transition. Jefferson City Schools identifies potential migratory students in the registration departments at the school and district level, and refers the students to the Federal Programs director. Once students are identified, the system social worker coordinates with Abraham Baldwin Agricultural College's (ABAC) Migrant Education Consortium Specialist for MEP services.

14.1 Written Procedures

Enrollment and Data Collection

1. All parents are required to complete online registration upon enrolling in the Jefferson City School system that is within the SIS (Infinite Campus) along with other required documentation. Parent information, student information, other household data (e.g., Home Language Survey, Parent Occupational Survey for Title I, Part C Services and other affidavit documents as needed) and emergency contact data are included in data collection.
2. The GaDOE Parent Occupational Survey is incorporated into the yearly online registration process for each student enrolled in Jefferson City Schools at the beginning of each school year.
3. Completed Parent Occupational Surveys that are flagged according to the specifications of GaDOE and MEP Consortium are forwarded to the Federal Programs director.
4. The Federal Programs director maintains files with Title I, Part C data.

Records Transfer

1. Transfer In: school enrollment staff obtains a signed records release from the enrolling parent, guardian, or caretaker and sends the request to the previous school.
2. Transfer Out: Upon receipt of a signed request for records from another school district the school enrollment staff secures the appropriate documents and releases them in a time manner.
3. When applicable, the MSIX system is utilized.
4. The school staff notifies the Federal Programs director upon transfer.
5. The Federal Programs director notifies the regional office upon intrastate transfer.
6. The Federal Programs director notifies the consortium program specialist upon interstate transfer.

Identification & Recruitment

1. Migrant students are identified at enrollment by district and/or school registration staff based on the Parent Occupational Survey form responses on the online registration platform.
2. District and school registration staff is then required to notify the Federal Programs director by email of migrant students who enroll.
3. District and School registration staff mark students as migrant students using the “flag” in the SIS (Infinite Campus), which also notifies the students’ teachers.
4. The Federal Programs director notifies the principal, counselor, student data (FTE) coordinator, and EL/ESOL teacher when applicable via email.
5. The Federal Programs director securely sends registration forms to the regional office as needed.

Priority for Services

Upon receipt of a GaDOE Priority for Services (PFS) Form supplied by the state or regional MEP, the Federal Programs director or designee prints the form and notifies the consortium specialist.

Parent and Family Engagement

Jefferson City Schools participates in the MEP consortium.

Professional Learning

Jefferson City Schools does not receive funding for Title I, Part C and participates in the MEP consortium.

Program Evaluation

Jefferson City Schools participates in the MEP consortium.

Section 15: Title II, Part A - Teacher and Leader Effectiveness

Purpose

Purpose: The purpose of Title II, Part A is to increase academic achievement by improving teacher and leader quality.

Equity Belief Statement

The Jefferson City School System believes all students should have equitable access to quality instruction. The Jefferson City School System strives to recruit, prepare, train and support high-quality teachers, paraprofessionals and leaders in our school system. We are also focused on developing school and district level improvement plans with measurable objectives that will ensure that all teachers are and remain highly effective.

Needs Assessment

Each Spring, the Jefferson City School System begins the needs assessment process by surveying all leaders, teachers and paraprofessionals. Once survey results are tallied and summarized by school and system leaders, the results are shared with each school. Each school also receives a detailed presentation with agenda and minutes template to ensure consistency in the needs assessment process across the system. Each school then conducts a needs assessment meeting in which representatives from all stakeholder groups are invited (parents, teachers, paraprofessionals, administrators, community members, and other support staff). The needs assessment process at each school includes examining student achievement data, perception data from stakeholder surveys, professional learning plans, teacher recruitment and retention data, highly effective teacher and paraprofessional data, class size data, peer walkthrough data, TKES data, and verbal input from stakeholders.

Once the input is collected from the schools, a series of meetings are then held at the district level to consider all the prior stakeholder input and data and to make decisions regarding prioritized needs and equity concerns. Stakeholders participating in the needs assessment process at the district level include the Title II-A Coordinator, administrators, teachers, paraprofessionals, instructional coaches, counselors, parents, community members, District Directors, and higher education representatives.

The results of this needs assessment determine any areas of inequity and guide the development of plans and expenditure of funds.

Equity Plan

The previously described process is used to guide the development of the Equity Plan which is completed and posted by June of each year. Each equity indicator is rated and summary information provided. At least one equity indicator is selected for focus and an action plan is developed to address the area of focus. The Title II-A Coordinator monitors the implementation of the Equity Plan and area of focus, while collecting the documentation required to provide evidence of effective implementation. All source documentation is maintained in files, both hard copy and electronically, in the Federal Programs office.

Effectiveness Plan

The Title II-A funded activities in each major program component are analyzed and a plan is developed to assess the effectiveness of each activity. The plan is submitted in the ConAPP as a part of the budget requirements. For each activity, the following are addressed: The Title II-A component the activity addresses; a description of the activity; the data to be collected to determine effectiveness; the position of the person responsible for collecting the data and coordination the review and analysis of the data; and the timeline for collecting data and completing the review and analysis of the data. Careful attention is given to distinguishing between data/documentation that shows implementation versus

data/documentation that shows effectiveness. The Effectiveness Plan is used throughout the year in monitoring program implementation and effectiveness and guides the needs assessment process for the following year. The Effectiveness Plan should be revised and uploaded if a budget amendment is submitted due to a change in needs and/or a significant change in budgeted strategies. All source documentation is maintained in files, both hard copy and electronically, in the Federal Programs office.

Professional Learning

Professional Learning in Jefferson City is standards based, results-driven, and job-embedded. It is designed to improve student achievement by enhancing teacher content expertise and developing appropriate pedagogical skills. Professional Learning needs are assessed during the Comprehensive Needs Assessment process. Student achievement data, graduation data, and performance data are analyzed, and desired outcomes are stated. The Professional Learning Coordinator reviews the combined data to develop plans for professional learning that are both school and system based. Once plans are designed and approved by the Principals, School Governance Teams and Professional Learning Coordinator, the focus becomes the implementation of quality professional learning. Evaluations of professional learning training sessions and the analysis of the evaluations are ongoing. Adjustments in content and skills to be addressed are continuous. Assessing, applying, and sustaining content knowledge and skills that educators need to improve student learning are priorities.

Professional learning will focus on increasing the ability of the teaching staff and administration to help all students achieve high academic standards and eliminate the achievement gap that separates low-income and minority students from other students. The Jefferson City School System will provide training to enable teachers, paraprofessionals and administrators to address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; improve student behavior in the classroom and identify early and appropriate interventions to help students; involve parents in their child's education; and understand and use data and assessments to improve classroom practice and student learning.

Professional Qualifications of Teachers and Paraprofessionals

The Jefferson City School System seeks to hire qualified teachers, paraprofessionals and administrators. Vacancies are posted on the webpage for Jefferson City Schools. A job description is included as well as job requirements. This ensures that the applicants have met the minimum qualifications to meet the required professional qualifications. Qualified applicants are then eligible to interview with principals. Principals make recommendations to the Planning and Personnel Department, and recommended candidates are fingerprinted and complete other paperwork.

Parents are informed of their rights to know the qualifications of their children's teacher. In the spring of each year, the Superintendent or designee sends to the principals of every school a list of Required Notifications for Student Handbooks/Agendas. Within this list is the Parent's Right to Know Teacher's Training and Credentials. School principals are responsible for providing a copy of the student-parent handbook containing the Parent's Right to Know to the Director of Federal Programs as evidence of parental notification of their Right to Know. If a school omits the notification from their student handbook,

the Director of Federal Programs will notify the principal that he/she is required to notify each parent of their Right to Know via 1st class mail before the end of the first week of school. In this case, a copy of the notification letter will be provided to the Director of Federal Programs.

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

- Whether the teacher has met state qualifications for the grade levels and subject areas in which the teacher teaches.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher and the field or discipline of the certification or degree.
- Whether the student is provided services by paraprofessionals.
- Parent notification is not required for the following:
 - For teachers who do not teach core academic subjects.
 - For paraprofessionals who are not highly qualified.

Any Jefferson City School System teacher or paraprofessional who does not meet the district's professional qualifications or who holds a non-renewable certificate will have an individualized remediation plan to meet the professional qualifications or gain a clear renewable certificate. The remediation plan will be developed collaboratively with the teacher, principal, and the Director of Federal Programs at the time of hire or when non-PQ status or non-renewable certificate is determined. All remediation plans are monitored quarterly.

In order to maintain qualified teachers and paraprofessionals, a Principal training is held each spring. All principals and district staff are trained on the requirements to meet professional qualifications and the placement of teachers and paraprofessionals.

Parents' Right to Know

At the start of school, every school principal must notify parents of their right to request the professional qualifications of their child's teachers and paraprofessionals using the District's template. This should be sent home in the student handbook and posted to the District webpage. A sample of the handbook acknowledgement form should be forwarded to the Director of Federal Programs. Students enrolling after the beginning of school receive a letter of their rights upon enrollment. Receipt of the letter is recorded by a parent/ guardian signature.

Section 16: Title III and English to Speakers of Other Languages (ESOL)

Revision of Written Procedures: September, 2023 (Revised)

16.1 Purpose

The purpose of the state-funded ESOL program is to assist students to develop proficiency in the English language, including listening, speaking, reading, and writing, sufficient to perform effectively at the currently assigned grade level. The purpose of the federally-funded Title III supplemental program is to ensure that English learners (ELs) and immigrant students develop English proficiency and meet the same academic content and academic achievement standards that other children are expected to meet. An overview of the program is provided below and there are more detailed procedures and information in the Jefferson City Schools ESOL and Title III Program Guidance Handbook.

16.2 Student Assessment, Identification, and Enrollment Procedures

Parents/guardians of all students enrolling in Jefferson City School System complete the online registration (OLR) process and a Home Language Survey (HLS) to determine the student's first-learned, primary, and home language(s). The JCS OLR utilizes the three state-mandated and updated HLS questions, verbatim, in the registration process. For students with a language reported on the HLS other than or in addition to English, eligibility for ESOL services is determined using the Kindergarten WIDA Kindergarten Screener or the WIDA Screener for grades 1 - 12, or transfer records demonstrating current eligibility for language assistance services. The language proficiency level of all English Learners (ELs) is measured each school year. ELs are assessed annually on the appropriate state-adopted English proficiency measure (ACCESS for ELLs 2.0, Kindergarten ACCESS for ELLs, or Alternate ACCESS) to monitor progress towards English proficiency and to determine continued eligibility or readiness to exit language assistance services.

The district notifies parents/guardians annually of their child's eligibility for services as an EL through the ESOL (English for Speakers of Other Languages) programs provided at JCS schools. This notification is made within the first thirty days of school for students continuing in the ESOL program and within two weeks of the date of eligibility determination for newly identified students. Supplemental language assistance is offered to students who are eligible for English Learner services and are identified as needing additional, supplemental English language assistance and supports. The district notifies parents/guardians annually of their child's eligibility for supplemental language supports. Parents/guardians have the right to decline ESOL services, as outlined in the annual notification. Upon their request, the ESOL teacher will contact the parents/guardians to ensure a clear understanding of the services offered and the educational implications of declining participation in the ESOL program. If the parents/guardians affirm their desire for their child be removed from the ESOL program, the school will provide a waiver form. Upon receipt of a signed parent waiver, the student will be removed from the ESOL program. The school must provide language assistance services through alternate means as outlined in

the district procedures for Indirect Services. The student remains eligible for classroom and testing accommodations and must participate in the state-mandated annual English proficiency assessment until meeting exit criteria. Parents/guardians continue to be notified annually of their child's eligibility until such time that the student meets exit criteria, and a new waiver must be collected annually. At any time, the parents/guardians may request reinstatement of ESOL services for their child.

16.3 Exit Guidelines

According to GaDOE guidelines, a kindergarten student must score a Composite Proficiency Level (CPL) of 5.0 or higher, a Writing sub-score of 4.5 or higher, and domain sub score of 5.0 or higher in Speaking, Listening, and Reading are considered English proficient and are exited from the English Learner program. Any kindergarten student who does not meet the State's criteria for exit remains eligible for English Learner services. Students in grades 1-12 who score a CPL of 5.0 or higher are considered English proficient and are exited from English Learner services. As allowable under State English language learner program flexibility guidelines, JCS also will conduct Reclassification Review meetings to consider readiness to exit for each EL student in grades 1-12 with an Overall CPL of 4.3 to 4.9 on the ACCESS for ELLs 2.0. Parents are notified in writing when their child meets criteria to exit from the English Learner program.

EL students and students who have exited the program are monitored based on their academic performance. The teachers and EL school coordinators monitor exited student's academic progress for two calendar years following the exit from the English Language assistance services. If an exited student transfers to the district during the four-year period following attainment of previous district's English proficiency criteria, the school will monitor the student for the remainder of the monitoring period. The school must maintain documented evidence that the student was actively monitored throughout the first two years of the monitoring period. Teachers of ELs will monitor student grades, attendance, and discipline to ensure students are progressing and performing well academically. Teachers of ELs further collaborate with regular education teachers when the data indicates students may be struggling in one or more areas. If needed, additional academic supports may be implemented through Multi-Tiered Systems of Support (MTSS). If a reasonable period of intervention and monitoring is unsuccessful and the student's difficulties appear to be related to English proficiency rather than academic deficits or disability, the MTSS team may recommend a Reclassification Committee to consider the student's redesignation to EL status with direct ESOL services. The student may not return to direct EL status after the completion of the two-year monitoring period.

The district reviews and responds to the disaggregated data of Formerly EL students through the Comprehensive Needs Assessment (CNA) process.

16.4 Funding

The Jefferson City School System receives funding for the English Learner programs (e.g., Title III and ESOL) from the state Quality Basic Education (QBE) formula to purchase instructional materials, provide professional learning, conduct parent outreach, and to hire the necessary personnel to ensure that the needs of English Learners (ELs) are met. The English Learner program, as required, is fully funded through State and Local funding sources. English Learner staffing and primary learning resources

necessary to implement an effective English Learner program are included in the general fund budget. Needs which cannot be met through the resources and funding available through local, state, and other federal funding sources are directed to the Title III & English Learner Support Coordinator. Any unmet needs identified through the annual CNA are directed to the Title III & English Learner Support Coordinator at the school and then to the Federal Programs Director. Title III funds are utilized to meet these needs, when necessary, appropriate and allowable.

16.5 Professional Learning

Every teacher of EL students, counselors, and administrators must participate annually in ongoing professional learning relevant to ELs. The results of the annual Comprehensive Needs Assessment (CNA) guide the school and district ESOL professional learning plan. Teachers of English Learners and ESOL staff communicate students' current English Language Proficiency (ELP) scores to staff members and assist their colleagues with identifying appropriate scaffolding techniques and instructional strategies based on these scores.

16.6 Parent Outreach

The district carries out annual Title III events for families of EL students to inform parents of ways to assist their students academically, including understanding English Language Proficiency (ELP) scores as well as other assessments in which their children participate and their implications. School programs, resources, and activities are also shared with parents in these meetings, and parents are provided an opportunity to provide feedback and input. Each school also plans and carries out additional Title III family outreach events throughout the school year to further assist parents. Community Adult English courses, Rosetta Stone and/or other language acquisition programs accounts are made available to parents of ELs who have a need and desire to improve their English proficiency in order to increase their capacity to help their children succeed in school.

The district's Translation and Interpretation Services Plan guides district staff in supporting parents in need of these services. Upon registration, the district asks parents to indicate their preferred language for oral and written communications. To the extent practicable, communications are provided in the parent's preferred language. Resources available to assist with translations and interpretation include Language Line, a phone-based interpretation service with over 180 language options; a district translator/interpreter (Spanish); a district-maintained list of approved interpreters and translators (trained and vetted according to procedures established in the Translation and Interpretation Services Plan); and wireless interpretation equipment for use in large meetings (includes interpreters' transmitters and parent headsets).

16.7 Supporting the Unique, Non-linguistic Needs of Immigrant Students

Immigrant students are identified based on birthplace outside of the United States and Puerto Rico and less than three years of accumulated time enrolled in U.S. schools (beginning with kindergarten). Immigrant students who qualify for English language assistance services are supported through the English language learner program and are eligible for Title III supplemental language assistance services. Regardless of English proficiency, immigrant students often arrive with a variety of non-linguistic needs. Supplemental instructional materials and/or tutoring are provided to address academic gaps. Assistance with foreign transcript evaluation is provided to students entering with high school credits from another

country. Counselors and social workers connect families with district- and community-based services to support non-academic needs such as health, counseling, food, housing, etc. Selected staff members participate in professional learning on meeting the unique needs of immigrant students and their families. When able to be funded, group social and emotional therapy will be provided by a licensed, multi-lingual psychologist to Immigrant Students as deemed appropriate.

16.7 Program Evaluation and Accountability

The success of the ESOL instructional program and Title III supplemental programs and initiatives will be measured by analyzing the results of English Language Proficiency (ELP) assessments, academic assessments, ACCESS Student Growth Percentiles and Levels (e.g., individual, school, and district), and other available measures for the EL subgroup (including monitored students, former ELs, and ELs with disabilities). As a result of this analysis, programmatic and instructional adjustments are implemented as appropriate.

Section 17: Title IV, Part A Student Support and Academic Enrichment

Purpose

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

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

Use of Funds

The school system makes a determination of how funds will be spent following a needs assessment process in which a variety of stakeholders participate. Needs are then prioritized and funded depending upon the availability of funds.

Section 18: Individuals with Disabilities Act

IDEA procedures, including those for SST, Child Find, Evaluation/Re-evaluation, Eligibility, and Discipline, can be found in the Jefferson City School System's Special Education Department Handbook.

Section 19: Assessment Security and Reporting of Accountability and EL Participation Rate

19.1 Security Procedures

The Assessment Director, School Test Coordinators and Test Administrators are expected to abide by the Georgia Professional Standards Commission's (GaPSC) Educator code of Ethics. The Assessment Director collaboratively develops the JCS District Assessment Plan with school administrators and reviews the plan annually. The JCS District Assessment Plan includes the following:

1. Principals and School Test Coordinators are provided training based on the Georgia Student Assessment Program Student Assessment Handbook, Assessment Administration Protocol Manual, and Accessibility and Accommodations Manual for the current year. In addition to a copy of the JCS District Assessment Plan (also disseminated via shared drive/email), the System Test Coordinator provides all participants with a copy or links to the GaDOE Assessment website which contains the following materials:
 - a. Georgia Student Assessment Program Student Assessment Handbook, Assessment Administration Protocol Manual, and Accessibility and Accommodations Manual
 - b. the Code of Ethics for Educators (Georgia State Board of Education Rule 505-6-.01)
 - c. a copy of the System Test coordinators Fall Conference presentation that accompanies GaDOE webinars for system testing coordinators, and training presentations, and resources as provided for each assessment
2. The Georgia Student Assessment Handbook serves as the state-mandated assessment program handbook for JCS. Copies are provided to each building Principal and School test Coordinator. Guidelines for test security, roles and responsibilities of specific staff members and possible consequences for any violations are covered in this handbook.
3. Sign-in sheets verifying distribution of JCS District Assessment Plan will be kept documenting distribution of the plan.
4. The System Test Coordinator works collaboratively with the Technology Director and School Test Coordinators to provide appropriate internet security and service during online assessments.
5. The System Test Coordinator provides training to School Test Coordinators regarding all aspects of proper test administration, including online test administration.
6. School Test Coordinators provide the System Test Coordinator with a list of testing materials that need to be ordered.
7. Ordered materials are stored under lock and key at the district office upon arrival until they are disseminated to School Testing Coordinators. Materials are inventoried by the System Testing Coordinator and signed out by the School Testing Coordinators.
8. Each school determines a secure testing location for the storage of testing materials. Access to the room or location is by lock and key and is limited to the building Principal and School Testing Coordinator. Assessment inventories are kept at each school.

9. Each school Test Coordinator provides training to Test Examiners, Proctors, and hall monitors prior to test administration.
10. Test Examiners sign out testing materials, as needed from the School Test Coordinator. The School Test Coordinator provides return time and date, and signs in testing materials.
11. Test Examiners report any deviation from prescribed testing procedures to the School Test Coordinator. The System Test Coordinator contacts the appropriate GaDOE testing division staff member, as necessary. If directed, documentation is submitted via the portal for further investigation. When necessary, notification is provided to the GaPSC via the Testing Violation Complaint Form which may be accessed from a link of the GaPSC Complaint for and Instructions webpage <https://www.gapsc.com/Ethics/Complaint.aspx>
12. The System Test Coordinator visits schools while the assessment is being administered to monitor the implementation of prescribed testing procedures. Each School's Testing Coordinator and other staff continuously monitor testing locations within the building. The System Test Coordinator also conducts desk monitoring to ensure testing times and test submission/completion follow guidelines.
13. After each administration, the school principal verifies procedures were followed on the appropriate form.
14. All necessary materials are returned to the System Testing Coordinator upon completion of the administration. The System Testing Coordinator returns materials as necessary.

Reporting an Alleged Ethical Violation

1. Any perceived ethical violation should be reported to the School Test Coordinator and Principal as soon as possible.
2. The School Test Coordinator should notify the System Test Coordinator.
3. If the alleged violation involves the School Test Coordinator, it should be reported to the Principal, and the Principal should report it to the Superintendent.
4. If the alleged violation involves the Principal, it should be reported to the System Test Coordinator and the Superintendent.
5. The System Test Coordinator will communicate all situations to the Superintendent.
(For additional details, including role responsibilities, detailed training procedures, communication of test results and records retention, see full JCS District Assessment Security Plan, located in the shared Google Drive).

19.2 Reporting of Accountability

Each school year, the Federal Programs Director will ensure that the district and school Annual Report Cards created by the Governor's Office of Student Achievement (GOSA) are posted as a link on the district's website. School and district grades may be accessed at The Governor's Office of Student Achievement Georgia School Grades Reports webpage:

<https://public.gosa.ga.gov/noauth/extensions/SchoolGrades-Georgia/SchoolGrades-Georgia.html?lang=English&SchoolName=jefferson-city>

19.3 English Learner (EL) Participation Rate

The Assessment Director will document the ACCESS for ELLs 2.0 participation rate each school year and provide justification if the participation rate is below 95%

Appendix A: Complaint Procedures

A. Grounds for a Complaint

Any individual, organization, or agency ("complainant") may file a complaint with the Jefferson City School System if that individual, organization, or agency believes and alleges that JCS is violating a federal statute or regulation that applies to a program under the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA). The complaint must allege a violation that occurred not more than one (1) year prior to the date the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.

B. Federal Programs for Which Complaints Can Be Filed

- Title I, Part A: Disadvantaged Children, Academic Achievement Awards, Schoolwide Programs
- Title I, Part C: Migrant Education Program
- Title II, Part A: Teacher and Leader Effectiveness
- Title III, Part A: English to Speakers of Other Languages
- Title IV, Part A: Student Support and Academic Enrichment
- Title X, Part C: The McKinney-Vento Homeless Act
- Elementary and Secondary School Emergency Relief (ESSER) Act, including American Rescue Plan Act funds

C. Complaints Originating at the Local Level

As part of its Assurances within the ESEA program grant applications and pursuant to Section 9306 within the Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), an LEA accepting federal funds must have local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore a complaint should not be filed with the Georgia Department of Education until every effort has been made to resolve through local written complaint procedures. If the complainant has tried to file a complaint with the Jefferson City School System to no avail, the complainant must provide the Georgia Department of Education written proof of their attempt to resolve the issue with the Jefferson City School System.

D. Filing a Complaint

A complaint must be made in writing and signed by the complainant. The complaint must include the following:

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

The complaint must be addressed to: Jefferson City Schools Board of Education, 345 Storey Lane, Jefferson, Ga. 30549.

Once the complaint is received by the JCS, it will be copied and forwarded to the Federal Programs Director.

E. Investigation of Complaint

Within ten (10) days of receipt of the complaint, the Jefferson City School System will issue a Letter of Acknowledgement to the complainant that contains the following information:

- The date the Jefferson City School System received the complaint.
- How the complainant may provide additional information.
- A statement of the ways in which the Jefferson City School System may investigate or address the complaint.
- Any other pertinent information.

If additional information or an investigation is necessary, JCS will have sixty (60) days from receipt of the information to complete the investigation and issue a Letter of Findings. If the Letter of Findings indicates that a violation has been found, a timeline for corrective action will be included. The sixty (60) day timeline may be extended if exceptional circumstances occur. The Letter of Findings will be sent directly to the complainant, as well as the other parties involved.

F. Right of Appeal

If an individual, organization, or agency is aggrieved by the final decision of the Jefferson City School System, that individual, organization, or agency has the right to request review of the decision by the Georgia Department of Education. For complaints filed pursuant to Section 9503 (20 U.S.C. 7883, complaint process for participation of private school children), a complainant may appeal to the Georgia Department of Education no later than thirty (30) days from the date on which the complainant receives the Letter of Findings. The appeal must be accompanied by a copy of the Jefferson City School System's decision and include a complete statement of the reasons supporting the appeal.

Appendix B: Tracking Form for Resolution of Complaints

Jefferson City School System Federal Program Tracking Form for Resolution of Complaints

Date Complaint Received	Person Receiving Complaint	Person Filing Complaint	Person To Whom Complaint Assigned	Complaint	Resolution	Date Resolved

Appendix C: Federal Programs - SCHOOL-LEVEL TIMELINE

FY 2024: Federal Programs - SCHOOL-LEVEL TIMELINE

July 2024

TKES/LKES:

- **TKES/LKES:** End of Year Evaluations due **July 7, 2024** (or two weeks after the official Georgia Milestones reports are provided to schools)
- Submit a staff listing to include the name and position of the person for all staff in your building (include CP staff) due **July 28, 2024**
 - **Submit to TKES/LKES Director**

All Programs

- Ongoing Monthly Admin meetings (Federal Programs Information will be disseminated- see documentation each month)
- CNA due June 14, 2024

Title III:

- **Title III:** Home Language Survey (all new students and Pre K students) – online registration pull adhoc for building level registrars
- Title III: administer WIDA Screener and Kindergarten Screener as needed based on HLS
 - o Test administrator certifications are required from WIDA.
- Title III: PL Workshop (Teachers of EL)
- August/Beginning of the year checklists
 - o TPCs, Notification of Services, etc.
- ESOL staff complete WIDA training for screeners (yearly)

Title I - C / Migrant:

- Provide parent occupational surveys (POS) to MEP representative from GaDOE

Administrative Reminders:

July

- Instructional rounds with school level administrators
 - Review any regulation changes (e.g., EIP)
- Discuss preliminary funds and budgets with schools
 - Software renewals
- Discuss with Homeless Liaison and Title III (especially the amount for Rosetta Stone and ELlevation budget amounts needed)/Migrant Coordinator with completion of their budgets.
- Review compacts and family engagement plans to ensure compliance components are met.
- Review school improvement plans for quality and required components and provide feedback.
- Review intent and purpose statements and ensure cohesiveness with TA/ SWPs and budgets.
- Review jeffcityschools.org and send updates to communications director

August 2023

All Programs:

TKES/LKES

- **Complete Orientation/Self-Assessment LKES**
- **Staff - Complete Pre-Evaluation Conference, Self-Assessment and Professional Goals**
- CNA Revisions due **August 31, 2023**
- SWP or TAP and SIP due **August 31, 2023**
- Faculty Meeting with agenda to include: (complete by **August 31, 2023**) (agenda, sign-in sheets, minutes)
 - Results of CNA and draft of SIP (share this with staff)
 - Share district CLIP/DIP

- Review expenditures and submit purchase orders

Title 1-A

- Free/Reduced Information: Invite School Nutrition Director to Faculty meeting. Emphasize the importance of parents completing the F/R forms
- Have teacher input meeting for Compact (agenda, sign-in sheets, minutes, and evidence of input)
- Title I Budget due **August 31, 2023**
- Curriculum Nights
 - o JES: _____
 - o JA: _____
 - o JMS: _____
 - o JHS: _____
- Title I: School Level State of the District meeting on **(DATE: _____)** at Jefferson Elementary and Jefferson Academy (P.I. Plan, Compact, SW/ TA Plan) (agenda, sign-in sheets, minutes, and evidence of input)
- Have student input meeting for Compact after School Level Parent Meeting (agenda, sign-in sheets, minutes, and evidence of input)
- Finalize P.I. Plan and Compact and submit them to the Director of Federal Programs by **October 31, 2023 (Add to Google Folder)**
- School Advisory Council Meeting - review P.I. Plan, Compact, SIP and Title I budget **(August or September)** (agenda, sign-in sheets, minutes, and evidence of input)
- The complete Title I Folder is due on **October 31, 2023** (CNA, SIP, Stakeholder Meeting documentation, Surveys, and EOY evaluation).
 - o SEE [JCS Title Guidance Document](#):
 - Title-I A: [School Wide Plan Checklist](#)
- Plan your Annual Title I Parent Meeting to take place between **September 1, 2023 and October 31, 2023**. (use the Parent Involvement Summary Sheet to plan and collect documentation)

- **Host Title I Annual Parent Meeting**
- **Parent Notification**
 - Child’s teacher/paraprofessional qualifications; Parents Right to Know
 - Title I Status (Focus, Priority, Rewards, or other) newspaper, newsletter, flyer, principal’s letter
 - Non-PQ Teacher if more than 20 days
 - **Check student handbooks each year!**

Title II-A:

- Principals complete PQ / In-field attestation

Title III:

- Review all HLS from OLR
- Complete screener rosters
- Screen all eligible students
 - Enter/Verify appropriate data in IC and ELLevation
- Complete August Checklist for EL and Title III
- Documentation: Parent Notifications, staff notifications, monitoring forms, exit letters, and services
- Review TPCs from previous year and develop plans for new ELs and a timeline for TPC meeting for the current year - Due by **October 31, 2023**.
- Develop plans for professional learning of ESOL staff and teachers of ELs (e.g., ELLevation Strategies)
- Develop plans for Parent Engagement
- Develop Title III budget needs assessment

- ELLevation checklist (e.g., classroom strategies, accommodations, meetings, monitoring, etc.)

Parent Engagement:

- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)
 - GaDOE: [School, Parent, and Family Engagement Policy Checklist](#)
 - Parent Involvement ([JCS PI Checklist](#))
 - [Combine District-School PI Checklist](#)
 - Policies ([JCS Parent and Family Engagement Policy/Plan](#) | [GaDOE Resources](#))
 - GaDOE: [School Parent Compact Checklist](#)
 - School-Parent Compacts ([GaDOE Resources](#))

Assessment

- Participate in Webinars
- Complete WIDA trainings as needed for screening potential ELs
- Develop school testing calendar
- Develop school testing plans
- GKIDS Rosters, readiness check, and webinars
 - GKIDS teacher training course (Ga Learns)

Administrative Reminders:

August

- Finalize and submit Title I budget to GaDOE using GaDOE Title I budget checklists.
- Ensure the review and approval of school-level plans is a part of School Council agendas
- Ensure schools provide professional learning on family engagement.
- Provide annual meeting templates to schools.
- Pool technology purchases across all schools in one system order with school specific org/object codes.
- Schedule approval of budget items costing in excess of \$25,000 on BOE agendas.

September 2023

Title I-A

- School Advisory Council Meeting - review P.I. Plan, Compact, SIP and Title I budget **(August or September)** (agenda, sign-in sheets, and minutes)
- Post SIP and P.I. Plan to your school's website - take a screenshot or use the snipping tool - be sure to capture the date by **September 22, 2023** - Keep copies for documentation (e.g., Google Folder).
- Have Annual Title I Meeting (Have this meeting by **October 31, 2023**) (use the Parent Involvement Summary Sheet to plan and collect documentation)
- Monitor update of school's Title 1 Evidence and Artifacts Google Drive (Parent Involvement Plans, evidence for funding, SIP in SLDS, Professional Learning Plans, Targeted Assistance Plans)
- Enter data in Con App for school allocation tab in Title I-A Academic Achievement grant

Title III:

- Complete monitoring forms for exited students
- Finalize budget needs assessments and submit to Title III director
- Finalize Parent Engagement plans
- Enter services in ELlevation
- Complete and return all screening documentation and resources
- Complete plans and documents for all TPCs

Parent Engagement:

- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)
 - o Parent Workshops (Parental Involvement documentation)- Throughout year
 - o [Parent Engagement Checklist_ Title I](#)

All Programs:

- MVP Data survey due
- Prayer Certification sign-off
- GEP 427 Certification/Statement sign-off
- Review progress on your School Improvement Plan action steps with the leadership team at your school (end of September/beginning of October)
- Review expenditures and submit purchase orders
- Provide copies of Agendas, Sign In Sheets, documentation of any Professional Learning at your school. Place in your school folder
- [Form for Evidence Based](#)
- [JCS Evidence Based Initiatives](#)

Assessment

- Participate in Webinars
- Complete WIDA trainings as needed for screening potential ELs
- Develop school testing calendar
- GKIDS

Administrative Reminders:

September

- Have the Superintendent complete and submit the Prayer Certification in the consolidated application.
- Complete the GEPA 427 statement and upload into the consolidated application. Have the Superintendent sign off.

- Schedule SWP progress checks with principals
- Send initial consultation meeting invitations to eligible private schools.
- Ensure schoolwide and family engagement plans and compacts are published on the district and school websites.
- Participate in Instructional rounds to identify or measure progress toward improving instructional problems of practice.
- Ensure schools ordering software programs do so as soon as possible and not after December.
- School improvement plan progress checks.

October 2023

Title I-A:

- Have Annual Title I Meeting (Have this meeting by **October 31, 2023**) (use the Parent Involvement Summary Sheet to collect documentation)
- Send home Notification Packets week of **October 31, 2023** - Keep a copy for documentation
- Post your Parent Involvement Plan, Compact, and School Improvement Plan on your school's website or send it to the Federal Programs director by **October 31, 2023**. Take screenshots and place them in your Parent Involvement Google Folder.

All Programs:

- Review progress on your SIP action steps with the leadership team at your school (end of September/beginning of October)
 - Review JMAP school data: monitor progress with SIP/Professional Learning Plans
- Review expenditures and submit purchase orders

Title III:

- Parent engagement plans
- Monitor student services
- Check OLR and HLS of new students

- Cross check local rosters with ELLevation rosters
- Submit approved budget items purchase order
- Document the use of all programs; specifically those monitored for effectiveness and purchased with federal and state funds

Parent Engagement:

- Meet with the Director of Federal Programs for technical assistance (review Family Engagement documentation, compliance documentation, progress on SIP action steps, budget and purchase orders) by **October 30, 2021**.
- Share Parent Involvement Google Folder with Director of Federal Programs by October 30, 2023.
 - Update artifacts for Parent Involvement in Google Folder
 - Parent Workshops (Parental Involvement documentation)- Throughout year
- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)

Administrative Reminders:

October

- Complete and submit carryover budget.
- Conduct school site visits to conduct physical inventory of equipment purchased with Title I funds.
- Prepare for and conduct an initial consultation meeting with eligible private schools.
- Complete survey for neglected and delinquent institutions.
- Participate in instructional rounds.
- School improvement plan progress checks.

November 2023

All Programs:

Meet with the Director of Federal Programs for technical assistance (review Family Engagement documentation, compliance documentation, progress on SIP action steps, budget and purchase orders) by **December 15, 2023**.

- Review expenditures and submit purchase orders

Parent Engagement:

- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)
 - Parent Workshops (Parental Involvement documentation)- Throughout year
- Monitor and update school's Evidence of Artifacts Google Drive (Parent Involvement Plans, evidence for use of funding, Professional Learning Plans, SIP)
- Participate in Cross Functional Monitoring Training

Title III:

- Parent engagement plans and activities
 - Upload all artifacts and evidence on Google Drive
- Monitor student services and check IC for accuracy
- Check OLR and HLS of new students
- Cross check local rosters with ELLevation rosters
- Confirm ACCESS and Alternate ACCESS rosters have been provided to Assessment director for ordering materials
- Submit approved budget items purchase order
 - Document the use of all programs; specifically those monitored for effectiveness and purchased with federal and state funds

Assessment

- Participate in Webinars
- GMAS EOC Training
- ACCESS for ELLs and Alternate ACCESS for ELLs materials order
- GAA 2.0 Materials order

- Ga Learns Courses for SchTC and Examiners

Administrator Reminders:

November

- Ensure all schools have uploaded documentation of annual meetings.
- Conduct school site visits to conduct physical inventory of equipment purchased with Title I funds.
- Instructional rounds.
- School improvement plan progress checks.
- Assist with the Superintendent's Annual Parent Reception (ensure parents have an opportunity to review and provide input on the S-CLIP).

December 2023

All Programs:

- Meet with the Director of Federal Programs for technical assistance (review Family Engagement documentation, compliance documentation, progress on SIP action steps, budget and purchase orders) by **December 16, 2023**.
- Review progress on your SIP with the leadership team in your school.
- Support teachers alignment of their Professional Learning Plans (documentation)
- Prep for Monitoring – artifacts

Title I-A

- Submit all purchase orders for the original Title I School Allocation budget by **December 16, 2023**.

Title III

- Confirm all EL-Ys for ACCESS for ELLs rosters and cross-check ELlevation
- Complete all appropriate WIDA Access for ELLs administration training courses by **January 13, 2024**.

- Ellevation PL - Strategies

Parent Engagement

- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)
- Parent Workshops (Parental Involvement documentation)- Throughout year

Administrator Reminders:

December

- Update comprehensive needs assessment surveys.
- Instructional rounds.
- School improvement plan progress checks.
- Gather documentation on two family engagement activities from each school.
- Review the Title I Comparability Report (GaDOE Portal)

January 2024

All Programs

- Update and complete inventory by **January 21, 2024.**
- Review CCRPI data with the leadership team at your school and begin working on the CNA/SIP for FY2025.
 - January CCRPI Meetings with Superintendent and Instructional Staff
- Review expenditures and submit purchase orders
- Review of benchmark school data: monitor progress with SIP
 - Submit documentation for mid-year SLDS progress monitoring for CLIP

Title I-A

- Review Annual Certification for any staff members by **January 28, 2024** (must be dated January 1, 2024 or later).
- Meet with the Director of Federal Programs for technical assistance (**on-site visit to check inventory**) by **January 28, 2024.**

Parent Engagement

- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)
 - Parent Workshops (Parental Involvement documentation)- Throughout year
- Building Parent Capacity Activity for Title III - must be done by February 28, 2024 (use the Parent Involvement Summary Sheet to collect documentation)
- Two Professional Learning Activities for Title III - two activities must be done by February 28, 2024

January

- Send overview of comprehensive needs assessment planning process email to principals.
- Send stakeholder survey links to schools.
- Open stakeholder surveys.
- Update CNA meeting templates for schools.
- Complete Form A for each private school for the next year in the SLDS ES4PS
- Instructional rounds.
- School improvement plan progress checks.
- Submit/Complete the Title I Comparability Report (GaDOE Portal)
- CTAE - Dual Enrollment information to grades 8-11 by February 1st.

TESTING

- Superintendent Certification
- Principal Certification
- Enrollment numbers, dates, and special orders for Spring testing - GMAS
- ACCESS for ELLs training
- GAA 2.0 Training

February 2024

All Programs

- Review progress on your SIP with the leadership team at your school (end of February/beginning of March).

- Review expenditures and submit purchase orders

Parent Engagement

- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)
 - Parent Workshops (Parental Involvement documentation)- Throughout year
- Submit Building Parent Capacity Google Folder by **February 11, 2024.**
 - **Monitor progress with Parent Involvement implementation timeline based on Parent Involvement Plan (Title 1-A)**
- Building Parent Capacity Activity for Title III - must be done by February 28, 2024 (use the Parent Involvement Summary Sheet to collect documentation)
- Two Professional Learning Activities for Title III - two activities must be done by February 28, 2024

February

- Ensure schools invite school staff, parents, School Council, and community to the school-level stakeholder planning meeting using multiple methods including School Messenger, flyers, Jefferson City app, social media, email, website, newsletter, newspaper, translated notices, etc.
- Ensure schools share during monthly School Council meeting how the School Council participates in the planning process
- Send spring planning presentation templates (agenda, sign-in sheet, and minutes) to schools.
- Close surveys mid month. Allow a week for parent survey paper copies to be entered by federal programs administrative assistants.
- Send stakeholder survey results data to schools.
- Provide multiple opportunities for parents to review and revise the SCLIP during meetings already regularly scheduled (Superintendent's Annual Parent Reception, Parent Advisory Council, District Leadership Meeting, email to faculty, Spring Planning Meetings).
- Instructional rounds.
- School improvement plan progress checks.

Testing

- ACCESS for ELLs testing
- GAA 2.0 training and preparation

March 2024

All Programs

- Review progress on your SIP with the leadership team at your school (end of February/beginning of March).
 - Review of benchmark school data; monitor progress with SIP
- Begin needs assessment in SLDS

Title 1-A

- Submit all purchase orders for the Title I School Allocation Carryover and Family Engagement budgets by **March 31, 2024**.
- Monitor update of school's Title 1 Evidence and Artifacts Google Folder (Parent Involvement Plan, evidence for funding, SIP)
- **Title 1 Parent Planning Meeting – Revise CLIP, Parent-School Compact, Parent Survey, TA Plan for next school year (send home parent response form)**

Title III

- Assign monitoring forms for EL-M and EL-Ys by **March 31, 2024**. Due no later than May 3, 2024

Parent Engagement

- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)
 - Parent Workshops (Parental Involvement documentation)- Throughout year

March

- Attend Georgia Compensatory Educational Leaders Conference
- Instructional rounds.
- School improvement plan progress checks.
- Submit following year's SCLIP for approval including
 - SCLIP Questions
 - District Family Engagement Plan
 - Migrant Identification and Recruitment Plan
 - Foster Child Transportation Plan
 - Equity Plan
- Ensure schools hold stakeholder planning meetings that include these components:
 - Presentation from district to guide the planning process.
 - Discussion and response to questions in the presentation.

- o Soliciting input from stakeholders for addressing identified needs.
- o Documenting the meeting using the provided templates.
 - Sign-in sheet, including each attendee's role (parent, para, School Council, teacher, etc.)
 - Agenda
 - Copies of data reviewed, other handouts
 - Minutes (must include details of the discussion)

April 2024

All Programs

- Advertise parent survey
- Send out staff survey
- Begin work on CNA/SIP for FY25
- Meet with Director of Federal Programs by **May 20, 2024** for technical assistance (review of family engagement documentation for Building Parent Capacity)
- Complete School Parent Involvement Plan for next school year to prep for handbook

Parent Engagement

- Building Parent Capacity (three or more family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)

Title 1-A

- **Title 1 Parent Planning Meeting – Revise CLIP, Parent-School Compact, Parent Survey, TA Plan for next school year (send home parent response form)** Have stakeholder meetings for CNA/SIP in April or May (agendas, sign-in sheet, minutes, and evidence of input)
 - (use the Parent Involvement Summary Sheet to collect documentation from parent meetings)
- Send out Parent Involvement and Professional Learning surveys by **May 3, 2024**.
- Distribute Parent Survey

April

- Monitor and communicate with private schools the amount of funds expended. Schedule and conduct consultation meetings as needed.
- Ensure schools upload scanned copies of the following documentation to Google Drive:
 - Documentation of parent, faculty and staff, School Council, and community invitations to the school-level stakeholder planning meeting
 - Documentation of invitations to stakeholders to participate in the appropriate survey for that group (teachers, paras, administrators, parents)
 - Documentation of school-level stakeholder planning meeting
 - Sign-in sheet, including each attendee's role (parent, School Council, teacher, etc.)
 - Agenda
 - Copies of data reviewed, other handouts
 - Minutes
 - Stakeholder input (responses to the questions in the PowerPoint)

Testing

- GAA 2.0 Testing and Materials Return
- ACCESS for ELLs data validation
- GMAS Training and assessments

May 2024

All Programs

- Have stakeholder meetings for CNA/SIP in April or May (agenda, sign-in sheets, minutes, and evidence of input)
- Work on CNA/SIP for FY25
- School complete needs assessment based on end of year student data and parent surveys/ feedback

Title 1-A

- Periodic Certifications (end of year)

Title III

- End of the year checklist by **May 20, 2024**
- ACCESS for ELLs score checklist by **May 20, 2024 (if available)**

Parent Engagement

- All documentation for Building Parent Capacity due by **May 20, 2024**

- Building Parent Capacity (three family engagement activities during the course of the year, flyers, website postings, teacher training, etc.) (use the Parent Involvement Summary Sheet to collect documentation)
- Include all “new school year” parent involvement updates in handbook, website, and other formats (**Right to know, Parent Involvement Plan, District Improvement Plan, Targeted Assistance Plan, Parent-School Compact**)

May

- Meet with principals and school leadership teams upon request to assist teams with:
 - Reviewing needs assessment data
 - Identifying areas for growth, including problems of instructional practice.
 - Prioritizing areas of focus for the next school year
 - Completing a Root Cause Analysis
 - Working on the School Improvement Plan
- Gather documentation on two family engagement activities from each school.
- Complete a Federal Programs School Monitoring Checklist for each school and go over it with each principal.
- Collect periodic certifications.

June 2024

All Programs

- Update and Complete inventory for items purchased after December 15, 2023. Due on **June 7, 2024**
- Work on CNA/SIP for FY25
- Complete End of Year Evaluation for FY24
- Complete Survey Summaries for FY24

Title 1-A

- Submit Periodic Certification for any staff in role by **June 10, 2024** (must be dated June 1, 2024 or later).
- Collect all documentation for Stakeholder Meetings for FY24

June

- Ensure schools measure effectiveness of their school improvement plan by completing an Evaluation of Goals Sheet.
- Provide guidance for school improvement planning at Leadership Summit
- Prepare for and host Federal Programs Planning Days for schools to complete their SWPs, IR&P(consortium), Budgets, Family Engagement Plans, and Compacts

Ongoing

- Maintain sign-in sheets, presentations (if appropriate), and minutes from all minutes.
- Review monthly budget reports to ensure spending percentages are accurate.
- Share any new updates with principals during district leadership meetings.
- Participate in monthly meetings including: district leadership, teaching and learning, leveled principal, assistant principal, and instructional coach.
- Review and/or approve requisitions.
- Review and sign off on monthly drawdown reports (provided by Business Services)
- Participate in NEGA RESA Curriculum Directors meetings
- Provide technical assistance during elementary and middle school principal meetings and on site at schools as needed and appropriate.
- Monitor progress with school improvement plans by participating in instructional rounds and debriefings to identify, address, or measure progress towards solving problems of practice.
- Monitor progress by meeting with principals and other school leaders to measure progress on accomplishing the goals and action steps in their school improvement plans and develop short term action plans as appropriate.
- Schedule and conduct consultation meetings with private schools as needed.
- Assist with instructional coach interviews upon request.
- Ensure time logs are being maintained.
- Ensure notification to parents for EL supplemental services