



Johnson County Schools Federal Program Uniform Processes and Procedures Manual 2024 - 2025

Johnson County Schools
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Federal Program Directors

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Dr. Hannah Kiser, Title V-B, Carl D. Perkins (CTAE), IDEA, Assessment
Kristen Ivey, ESOL / Title III/ Migrant/ Immigrant

*** **Revised March 14, 2025** ***

Johnson County Schools Mission Statement

The mission of the Johnson County School System is to prepare all students to meet or exceed standards in order to graduate on time and be college and / or career ready.

Johnson County Schools Vision Statement

All Johnson County students will meet or exceed standards.

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Johnson County District Leadership Team
Watkins, Superintendent

Mack, GLISI District Liaison
Brantley, Director of Food Services
Attaway, Director of Student Services
Howard, Elementary Principal
C. Lindsey, Assoc. Superintendent
R. Lindsey, District Parent Mentor
McKay, Assoc. Superintendent
Dr. Kiser, Director of Sp. Ed., CTAE &
Assessment

Hightower and Tanner, District Lit Outreach
Tanner, Dist Lit Outreach
Rowland, District Parent Liaison
K. Ivey, ESOL Director (Migrant / Immigrant)
Bethea, Middle / High Principal
Douglas, Teacher Leader
M. Garnto, D. Curry, J. Simmons, M. Brantley,
S. Cannon, Parent Leaders (PAC)

JCES Leadership
Team

Howard - Principal
Martin - Asst. Prin.
Snead – Counselor / MTSS
Coor.
Rowland - K-2 Inst. Coach
Hightower - 3-5 Inst. Coach
Foskey - Pre-K Rep.
Jones - Kdg. Rep.
Greene - 1st Grade Rep.
Collins - 2nd Grade Rep. / PBIS
Leader
Palmer - 3rd Grade Rep.
Mason - 4th Grade Rep.
B. Rowland - 5th Grade Rep.
Jackson - SPED Rep.
Morris – Rot. Rep.
Scott - Paraprofessional Rep.
Glover, County Ext Agent (4-H)
McKay - District Support
Dr. Kiser - District Support
J Rowland - District Parent
Liaison
Attaway, District Support
P. Roberson - Oconee
RESA Consultant

J. Snell – JCES PAC Rep.
K. Johnson – JCES PAC Rep. C.
Johnson – JCES PAC Rep.
Z. Graddy – JCES PAC Rep.

Taylor, 8th Grade Chair
M. Pullen, Special Ed. Chair
F. Pullen, Paraprofessional
Attaway, District Support
McKay, District Support
Roberson, Oconee RESA
Consultant
Rowland, District Support
Lindsey, Paraprofessional / SpEd
Parent Mentor
Dr. Kiser, District Support
Rowland, District Parent Liaison
Morris, Parent Leader, PAC
Boatwright, Parent Leader, PAC
Carswell, Parent Leader, PAC
Graddy, Parent Leader, PAC
Hall, Parent Leader, PAC

JCMS Leadership
Team

Bethea, Principal
Buxton, Asst. Prin.
Mack, Asst. Prin
Fenton, Media Specialist / GLISI
Teacher Leader
Wheeler, 6 - 8 Instructional
Coach / PBIS
Team Leader
Douglas, 6th Grade Chair
Henry, 7th Grade Chair / GLISI
Teacher Leader

JCHS Leadership

Team

Bethea, Principal
Mack, Asst. Prin.
Buxton, Asst. Prin.
Jackson, Inst. Coach
Shepard, Counselor
Bright, Soc. Stu Dept Chair
Ivey, Sp. Ed. Chair
Argoe, Science Dept Chair /
PBIS Team Leader
Dr. Rowland, ELA Dept. Chair
Lunzmann, Math Dept. Chair
Winfrey, CTAE Dept. Chair
Adams, Fine Arts
Tanner, MTSS Coor.
Jackson, Paraprofessional
Lindsey, Paraprofessional / SpEd
Parent Mentor
Dr. Kiser, District Support
McKay, District Support
Attaway, District Support,
Roberson, Oconee RESA
Consultant
Rowland, District Parent Liaison
Wombles, Parent Leader, PAC
Sumner, Parent Leader, PAC
Mack, Parent Leader, PAC
Wadley, Parent Leader, PAC
Powell, Southeastern Technical
College
McKinley and Cummings,
Georgia Military College
Barfoot and Hobbs, Oconee Fall
Line Technical College

Johnson County Schools

Overview of Federal Programs and Monitoring (CFR 200.328)

Johnson County School District focuses on processes and practices. Johnson County School District will use these procedures and guidelines when accepting federal funds under The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA) of 2015. The Every Student Succeeds Act (ESSA) reauthorizes the Elementary and Secondary Education Act of 1965 (ESEA) as the nation's national education law and longstanding commitment to equal opportunity for all students. The purpose of Federal Programs is to provide equitable distribution of services under ESSA. Johnson County Schools follows Federal guidance that is outlined in Elementary and Secondary Education Act and EDGAR (Educational Department General Administrative Regulations). This support is committed to allowing all children access to a high-quality education and reach proficiency on academic standards and assessments.

The procedures support the process in being consistent and repetitive. **Each procedure has a narrow focus on its purpose, detailed description, and explains how, when/ and what position will maintain it.** Procedures may change based on continuous improvement.

Specifically, the district's **steps for monitoring** and providing **technical assistance** to each school include *(with particular support given to a targeted support school as indicated by the GDOE Designation Status:)* routinely check budgets, reviews documentation / data, meets with the program's director, and receives **technical assistance** from federal program and special education directors as they address academic and behavioral deficiencies.

This Johnson County Schools Procedures Manual is applicable all of the Title Programs:

- Title I - A
- Title I - A Parent and Family engagement
- Title I - C
- Title II A
- Title III - A
- Title IV - A
- Title V - B
- ESSER / CARES / CRRSA / ARP
- McKinney-Vento
- Foster Care
- Individuals with Disabilities Education Act (IDEA)
- Carl D. Perkins (CTAE)

The programs work to provide **supplement and not supplant** requirements of Local and State funds *(except for Title I school allocations)*. The focus is on **equitable distribution of services** aligning with the provisions of Local and State funds to improve schools.

Transferability may be used to consolidate funding and better implement the data-based needs. Based on ESEA Sec. 5103(b), Johnson County Schools will transfer funds into other eligible ESSA programs. This decision is made annually based on the Comprehensive Needs Assessment (CNA). *(See **APPENDIX V** – Transfer of Funds (Transferability))*. The funds will be drawn down

separately, but aligned to support the academic programs. The transfer funds will serve students in compliance components of the program receiving the funds. The **Federal Programs Director** will ensure monitoring to align combined funds with the components relevant to the program's purpose and implementation.

Monitoring of Federal Programs supporting schools is an on-going process. Two-way communication is established between the central office and schools to maintain an open line of communication. The **directors of Federal Programs** and **principals** or point of contact communicate through means of e-mail, phone calls, and site visits serve as a means of relating information regarding any changes to allowable/unallowable costs and also serve as reminders on expectations and procedures and any upcoming meeting dates.

At the **beginning** of each school year, a federal programs meeting is held that reviews the purpose of **Title I, Title I-C, Title II-A, Title III, Title IV – A, Title V-B, CARES Act. McKinney Vento / Homeless, Title V-B, Carl D. Perkins (CTAE), and IDEA** as well as expectations and procedures related to reasonable, **necessary, reasonable, and allowable** (CFR 200.403-200.405) use of funds: reasonable (*withstand public scrutiny*), necessary (*based the SIP as driven by student data*), allocable (*related to the federal award* (CFR 200.403-200.405) (CFR 200.210), and allowable (*can be assigned to a category of the grant*). During the **district leadership meetings** (which includes parents and stakeholders), principals receive a copy of Johnson County Federal Programs Procedures Manual and federal programs documentation folder during preplanning each year. During the **spring**, a supplemental Federal Programs meeting is held to remind principals and stakeholders of end of the year information and to provide preliminary information related to the upcoming budget year.

The review is a means of holding the school district accountable for appropriate use of resources. By reviewing local activities and needs, the program monitoring allows effective implementation and the need for technical assistance. The review ensures district compliance with statutory and regulatory requirements. It provides evidence that district Title I programs and policies exhibit a focus on improving student academic achievement. The **Superintendent** will ensure accountability for implementation of all federal programs in alignment with each program **Director**. The **Director** for each program is the **position responsible** for implementation of each grant and all monitoring aspects / requirements. **Twice per year (mid-year and end of year)** an assessment of the level of implementation will provide evaluative feedback and ultimately relate to student achievement.

JOHNSON COUNTY SCHOOLS

Continuous Monitoring

ESEA: Sec 1114(b)(3); Sec 1304; Sec. 1306; Sec. 2104(a)(1); 2 CFR 200.301, 34 CFR 300; McKinney Vento Sec. 722(c)(3)(E) 2CFR 200.329; Professional Development and conferences (CFR200.432)

Monitoring is systematic in Johnson County Schools. The continuous improvement process is supported with written guidelines and procedures. The efforts include stakeholders from outside of each school and the district to include parents, community stakeholders, and colleagues from Oconee RESA, GDOE, and local colleges/ universities. We look at data, find root causes, develop goals to support the development of the whole child, create detailed action plans.

Specifically, each school (with particular support given to a targeted support school as indicated by the GDOE Designation Status) routinely reviews student data and collaborates (with federal program and special education directors, RESA and GDOE) as they address academic and behavioral deficiencies. The **principal** is responsible for maintaining the process and ensuring progress monitoring artifacts to support successful implementation of the school improvement plan (SIP). The **superintendent** leads the district team as progress monitoring is monitored at each school. The district program directors provide supplemental **technical assistance**. **Monthly** district meetings, data room walks, **Impact Checks - 45 days progress monitoring meetings**, **mid-year Data review**, and **annual Leadership Summit** are some of the components in place to provide technical assistance.

Each school is required to maintain a SIP. The school's faculty, staff, and stakeholders monitor the SIP at least 3 times a year to measure progress and determine next steps including professional development necessities. These are data driven decision based primarily on student achievement, parent input via surveys, and teacher interviews. Each school is additionally monitored during Impact Checks - 45 days progress monitoring meetings with the superintendent (review core content data, google classroom walks, attendance, peer observations, and other data). The Title I Director provides technical assistance via on-site meetings. The **school principal and Title I Director** are both required to verify all components of the SIP are met. All meetings per written procedures require sign in sheets, agendas, and minutes shared with stakeholders. Additionally, the school shares the SIP and a "State of the School" data update on the parent tab on the school website.

Early and accurate identification of high-risk school progress is crucial to developing effective academic programs and increasing graduation rates / decreasing dropout rates. The district **High Risk Assessment form (see form, APPENDIX V)** is used to determine high needs. It considers new principal, new Title I contact, previous corrective action(s), fiduciary concerns, and academic achievement. The district leadership monthly meetings to analyze varied factors help the district identify high risk indicators. **Twice a year**, the district will participate in District Leadership planning to thoroughly analyze data. This analysis determines weaknesses. Sign in sheets, agendas, and minutes are maintained. Weekly emails and face to face informal meetings provide technical assistance.

A cycle of continuous planning occurs at the district level and in turn each school is also required to implement an action cycle of improvement based on the data. All district administrators and Instructional Coaches participate in GDOE trainings, webinars, and conferences (CFR 200.432) to stay abreast of requirements and components that would benefit the schools. Parent input is gained during the process and also disseminated at parent meetings, on the district website, school newsletters, and via parent portal online assess. Using continuous Improvement for the whole child is our means of placing evidenced based practices in place and measuring the impact. This approach allows each school administrator team and staff to be confidence practitioners with effective and relevant strategies for student growth.

Johnson County Schools

Title I Program and Monitoring

(CFR 200.328) ESEA: Sec 1114(b)(3); Sec 1304; Sec. 1306; Sec. 2104(a)(1); 2 CFR 200.301, 34 CFR 300; McKinney Vento Sec. 722(c)(3)(E) 2CFR 200.329; Professional Development and conferences (CFR200.432)

The Title I program review is a regular, systematic examination of school district administration and implementation of federal education grants. The Title I program review, in conjunction with other state and federal program reviews, aims to ensure that all children in Johnson County Schools have a fair, equal, and significant opportunity to obtain a high-quality education. Title I funds (*except for Title I school allocations*) are used only to supplement, not supplant, state and local funds that would, in the absence of Title I funds, be spent according to data indicators on Title I students concentrating on the areas of English/Language Arts, Math, Science, Social Studies, and areas deemed to support the “whole child” with the opportunity for input from all stakeholders.

The review ensures district compliance with statutory and regulatory requirements. It provides evidence that district Title I programs and policies exhibit a focus on improving student academic achievement.

Title funds are not to be used to provide services that would, in the absence of Title dollars, be supported with state or local resources. To test yourself, ask:

- Is this program required by federal, state, or local law?
- Did the school provide the program with non-Title funds in prior years?
- Is the district providing the program for non-Title children with other funds?
- If any of these questions are answered with “Yes” then Title funds cannot be used.

Initially, student data is reviewed. The school level team updates school plans based on the needs of the students. Collaboration involves technical assistance from federal programs coordinators, Special Ed. coordinators, other central office staff, and RESA staff. Recommendations are made to the system level.

Title I funds in a School wide Program (SWP) are expected to demonstrate that they are over and above the amount provided to all schools in the district. Title I funds in a Targeted Assistance (TA) Program may only be used to supplement services for those identified targeted students. All Johnson County Schools are currently SWP. The **federal program directors** will provide technical assistance to **principals** and others in Supplement vs. Supplant annually as part of the budgeting process. The, at minimum biannual technical assistance led by the program directors, will focus on appropriate procedures to support the budget process.

Johnson County Schools directs Title I funds based on the prioritized needs of the SWP/SIPs (School Wide Plan / School Improvement Plan) and DIP (District Improvement Plan/ Strategic

Plan) which are aligned with the CLIP's identified needs. The funds will support economically disadvantaged students as we develop the whole child. Primary needs are in instructional practices to provide evidence-based intervention and professional development. This process ensures that expenditures not specified in these plans are not allowable.

Each program director is responsible for maintaining procedures and guidelines. The **Title I Director** will be responsible for maintaining and disseminating revised written Title I monitoring procedures and guidelines with the district team to include the principal. The procedures will be based on training received from GDOE via conferences and workshops. Support will continue as the director works collaboratively with the district and school level teams to provide technical assistance and ongoing support. **Day to day** monitoring entails the federal programs directors redelivering training with school-based administrators as well as working with school leadership teams; collaborate with teachers during teacher collaboration, as well as the district level teams. At each meeting protocol is established to begin with student data being reviewed and analyzed. It may range from analyzing student work to evaluating results of a state assessment. The school level team updates school plans based on the needs of the students as reflected in the data. Collaboration to jointly develop the implementation involves technical assistance from federal programs coordinators, Special Ed. coordinators, other central office staff, parents, and RESA staff. A **list of documentation** although varies, shall include agendas, sign-in sheets, emails, analyzed student work, shared intervention strategies, and other artifacts are evidence of the joint efforts. Recommendations are made to the system level. Copies of reports are shared. Subsequently, the **Superintendent, fiscal officer, and Title I Director** create a preliminary budget for Title I funds based on the plans and programs needed.

The Title I budget is based on system level needs with direct correlation to the needs of the individual schools. It is determined by the **Principal** with the opportunity for input from all stakeholders. It is formed making data-based decisions to support student achievement and include a minimum of 1% Reservation of Funds to support Family & Community Engagement. Once the budget is reviewed with input from the school level leaders, it goes through the state's approval process. Collaboration and technical assistance is continuous. After the budget is approved and action items are implemented, a system of checks and balances helps to maintain and adjust where necessary based on data. Every month Johnson County Schools conducts a district level meeting where the **Title I Director** and the system level team members oversee implementation of funds and programs with input at least **monthly**.

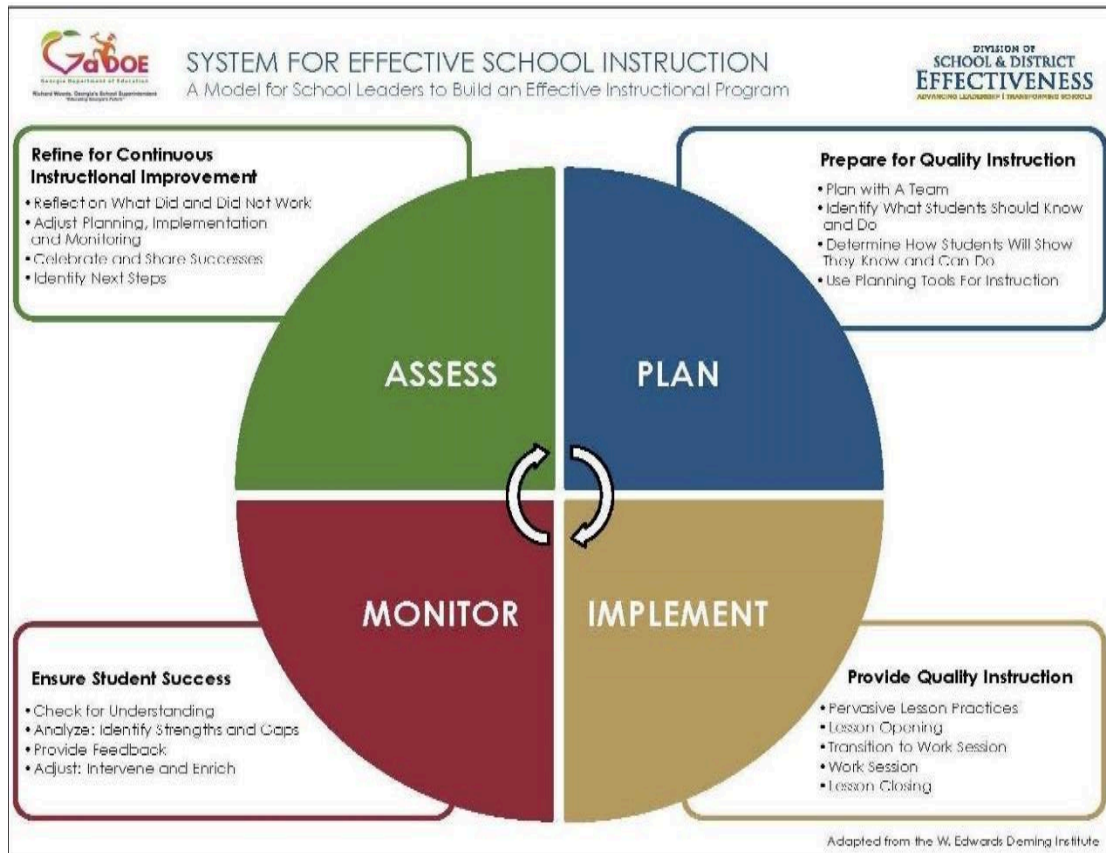
Principal bears the responsibility of maintaining their school's Title I notebook containing artifacts from the implementation of the program in their individual school based on the timeline (*see timeline, APPENDIX J*). The collection of **required documentation** varies, but are in the form of parental engagement policy, agendas with specific focal points, sign in sheets reflecting the collaboration of faculty, parents, and stakeholders, and other evidence to demonstrate shared knowledge and shared decision making. The district team reviews, updates, and revises Title I activities. Particular attention is given to the 6 parental involvement components. Each school will begin the school year each fall with an Annual Title I Parent meeting for shared information purposes (*see sample agenda, APPENDIX B*). Throughout each year, the goal is to address the 6 elements of parental involvement and to maximize parental input on decision making process with school planning. The program director supports with technical assistance which is ongoing as documented by initial meetings, informal meetings, and a bimonthly periodic benchmark. Feedback is documented to support all necessary elements are met for compliance. Professional

development is shared / redelivered to help maximize implementation. Updates are shared with superintendent and district level team.

All schools are in good standing (having no “Designation Status”) at this time based on the ESSA as achieve with College and Career Readiness Performance Indicators (CCRPI). (See “*System of Continuous Improvement*” and “*The System for Effective School Instruction*” below.)
System of Continuous Improvement



Focused on the “Whole Child”



Continuous Improvement Model



Annually, the **Title I Director** either completes a thorough self-monitoring checklist and / or the program monitored by a state team with an on-site visit. The **Title I Director** verifies

documentation with each program director and principals. Findings and concerns are shared with the Superintendent and district leadership team. The process for monitoring includes parental contribution via annual meetings, monthly council meetings, and parental involvement surveys. Effectiveness is measured as aligned with student data. The districts release current year progress based on academic progress. Comprehensive documentation is gathered with either the self-monitoring or the onsite monitoring visit. The cycle of monitoring is continuous.

If after the monitoring is conducted based on the requirements, findings are evident, a **corrective action plan** is developed by the district level team led by the superintendent. Deficiencies would be addressed as necessary and reviewed for effectiveness with student achievement. Throughout this entire process communication is paramount.

*(See summary timeline on the next page; detailed federal programs timeline found on **APPENDIX J-1.**)*

Schools	District Title I Monitoring led by Title I Director		
JCES JCMS JCHS	July - preplanning <i>Primary Focus:</i> <i>Principals mtg with federal programs procedures review, School Level Title I Parent Annual House – Implementing SIP & SWP. CLIP development based on input from the spring mtgs.</i>	Aug - Sept – Fed. Prog. Mtg. <i>Primary Focus - Title I Evidence and Artifacts notebook review with reminders of Parental Inv. / Use of Funds/ data driven SIP & DIP leading budget.</i>	Nov. Fed. Prog. Mtg. <i>Primary Focus - Title I Evidence and Artifacts notebook review with reminders of Parental Inv. / Use of Funds/ data driven SIP & DIP leading budget.</i>
	Accountability Principal / Title I Director – Annual Parent meeting Title I Director – Progress monitoring	Accountability Parent Liaison / Principal – notebook review Principal / Title I Director – Data process for revisions	Accountability Parent Liaison / Principal – notebook review Title I Director / Principal – Semi Annual (Periodic) Cert. Title I Director / Principal – CLIP, SWP, DFPE, SFPE, SIP, DIP
	Jan – Midyear Leadership Planning <i>Primary Focus: Use of Funds (Peri Cert.) & progress monitor the planning and implementation</i>	Mar– Fed. Prog. Mtg. <i>Title I notebook review with reminders of Parental Inv. / Use of Funds/ data driven SIP & DIP leading budget. Planning parent meetings for input for next school year.</i>	April/ May - Leadership Planning <i>Primary Focus: Annual Parent Meeting, Data Analysis, review CLIP, SWP, PIP. Develop or revise SIP and DIP based on data. Use of Funds (Peri Cert.)</i>
	Accountability Title I Director / Principal – Semi Annual (Periodic) Cert. Title I Director – Progress monitoring	Accountability Parent Liaison / Principal – notebook review Title I Director / Principal – Data process for driving budget	Accountability Title I Director / Principal – Semi Annual (Periodic) Cert. Title I Director / Principal – CLIP, SWP, DFPE, SFPE, SIP, DIP

Title I: Monitoring Required Corrective Actions

Verification of effectiveness of actions is used to correct problematic situations. In the event of **corrective actions** being necessary, Johnson County Schools has outlined the following steps:

- Operation policies are revisited and possible revisions are explored to support compliance.
- Individuals are identified to determine key roles of accountability.
- A corrective action plan is collaboratively developed. • The action plan is reviewed by the **Superintendent**
- Documents are determined within the plan.
- Missing documents and record keeping procedures are developed.
- A timeline is created with the plan.
- Additional training is either required or optional.
- Revised actions are performed.
- Revised performance is tested for accuracy based on an internal audit / monitoring procedures.
- Risks are assessed.
- Preventative Controls are identified.
- Deficiencies are corrected.

The district will follow up with the corrective action plan for each school to **verify actions** at the school and district levels. Each program director will review updates with the Superintendent and each School Principal as it pertains to the individual school and its corrective action plan.

Strategic planning occurs at the district level and in turn each school is also required to implement an action cycle of improvement based on the data. All district administrators and Instructional Coaches participate in GDOE trainings, webinars, and conferences to stay abreast of requirements and components that would benefit the schools. Parent input is gained during the process and also disseminated at parent meetings, on the district website, school newsletters, and via I-parent. This includes the school's designation status.

Using the plan of Continuous Improvement focusing on the "Whole Child" is one means of placing evidence based practices in place and measuring the impact. By using a more systematic approach, administrators can be more confident in the expected outcome.

Title I: Monitoring High Risk Schools

Early, accurate identification of high-risk schools is crucial to developing effective academic programs and increasing graduation rates / decreasing dropout rates. The **Assoc. Superintendent** (Federal Programs and supporting curriculum with school improvement) will lead a portion of the district in **monthly** meetings to analyze varied factors to help the district identify high risk schools. **Twice a year**, the district will participate in District Leadership planning to thoroughly analyze data. This analysis determines weaknesses. Sign in sheets, agendas, and minutes are maintained. Weekly emails and face to face informal meetings provide technical assistance.

Additionally, the **Superintendent**, Assoc. Superintendent, and Instructional Coaches meeting monthly to collaborate on curriculum, professional development, and school improvement data.

Strategic planning occurs at the district level and in turn each school is also required to implement an action cycle of improvement based on the data. All district administrators and Instructional Coaches participate in GDOE trainings, webinars, and conferences to stay abreast of requirements and components that would benefit the schools. Parent input is gained during the process and also disseminated at parent meetings, on the district website, school newsletters, and via -I parent. This includes the school's designation status.

Using "Continuous Improvement for the Whole Child" is one means of placing evidence-based practices in place and measuring the impact. By using a more systematic approach, school administrators can be more confident in schoolwide programs, and practitioners can be more effective in designing relevant strategies for target students.

JOHNSON COUNTY SCHOOLS (ESSA)

Administering of Funds

ESSA provides several fiscal requirements that are applicable to federal funding. Johnson County Schools will maintain the financial effort previously provided to Title I schools **and may not use federal funds to supplant or replace** (*except for Title I school allocations*). Where applicable, the school's district's **RAMP** (*see page 20*) will document equitable distribution of State or local funds. Johnson County Schools will provide services to Title I schools that are comparable to those of non-Title I schools. Funds received under this part shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this part.

(ESSA) *Elementary and Secondary Education Act Section 1120A(b)* Three situations are presumed to be supplanting:

1. The activity is required by local, State, or other Federal law;
2. The LEA uses non-Federal funds to provide the same activity for non-federal funded students (i.e. Title I funds) or in non-federal funded schools that it provides with federal funded schools; or.
3. The LEA conducted the activity in the prior year with non-Federal funds.

The Johnson County Schools may overcome this presumption, however, if it can demonstrate that there was a reduction in the amount of non-Federal funds available to the LEA to pay for the activity previously supported by non-Federal funds. The **All Federal Program Directors (including Title I Director)** will conduct an annual training for administrators. While the budget is developed and expenditures occur, the **All Federal Program Directors (including Title I Director)** will advise of cautious situations. The **Principal** will authorize with a signature all building level expenditures and it will be verified with signature by the **Title I Director and Superintendent**. All district level expenditures will be verified by signature by **All Federal Program Directors (including Title I Director) and Superintendent**.

JOHNSON COUNTY SCHOOLS

Section 427 General Education Provision Act (GEPA)

Johnson County School District will continue policies and practices that provide for barrier-free programs. Johnson County Schools' compliance with Section 427 of the General Education Provision Act (GEPA) is based on these policies and adds program-specific requirements to continue to erase any possible barrier to promote inclusion and diversity. In particular, the school district and any subcontractors of the program will make efforts to improve access to parents and families through a variety of methods throughout the community. Further, Johnson County Special Education staff will ensure that special accommodations are made for persons with disabilities, **ESOL teachers will provide program information in native / preferred language where available**, and special care will be taken to assure benefits for both male and female participants.

JOHNSON COUNTY SCHOOLS

Supplement Not Supplant

ESSA provides several fiscal requirements that are applicable to federal funding. Johnson County Schools will maintain the financial effort previously provided to Title I schools and may not use federal funds (*except for Title I school allocations*) to supplant or replace State or local funds. Johnson County Schools will provide services to Title I schools that are comparable to those of non-Title I schools. Funds received under this part shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this part.

Elementary and Secondary Education Act Section 1120A(b) Three

situations are presumed to be supplanting:

1. The activity is required by local, State, or other Federal law;
2. The LEA uses non-Federal funds to provide the same activity for non-federal funded students (i.e. Title I funds) or in non-federal funded schools that it provides with federal funded schools; or.
3. The LEA conducted the activity in the prior year with non-Federal funds.

The Johnson County Schools may overcome this presumption, however, if it can demonstrate that there was a reduction in the amount of non-Federal funds available to the LEA to pay for the activity previously supported by non-Federal funds. The **All Federal Program Directors**

(including Title I Director) will conduct an annual training for administrators. While the budget is developed and expenditures occur, the All Federal Program Directors (including Title I Director) will advise of cautious situations. The Principal will authorize with a signature all building level expenditures and it will be verified with signature by the Title I Director and Superintendent. All district level expenditures will be verified by signature by All Federal Program Directors (including Title I Director) and Superintendent.

JOHNSON COUNTY SCHOOLS

Resource Allocation Methodology Procedures (RAMP)

ESSA provides several fiscal requirements that are applicable to federal funding. Johnson County Schools will maintain the financial effort in accordance to RAMP. Resource Allocation Methodology/Plan (RAMP) is an individualized and a locally developed document that explains how Johnson County School District plans to equitably allocate its State and Local funds to operate all the schools in the district. The Superintendent and BOE Bookkeeper will develop the financial document to ensure only expenditures that directly affect instructional practices in a school will be considered. No federal funds will be included in these calculations in order to allow the Johnson County Schools to demonstrate that it is meeting all supplement not supplant regulations in regards to dispensing federal funds.

JOHNSON COUNTY SCHOOLS

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 purchase that cross grant periods (software, computers (computing device CFR 200.20), 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 for instruction must be purchased prior to the January.
- Professional development registration may include “early bird” registration in the original grant period and the event occurs in the carryover period.

All documentation will be maintained. Every effort will be made to align all purchase to the original intended grant period where possible.

JOHNSON COUNTY SCHOOLS

Equitable Services to Private School Children

Nonprofit organization (CFR 200.70) ESEA: Sec. 1117; 34 CFR Part 200.62-200.69; 34 CFR Part 75.51; USDE Non-Regulatory Guidance Title I, Part A (2019)

Section 1120 of ESEA requires that local educational agencies provide to eligible private school students, their teachers (instructional and professional development), and their families (parent and family engagement), services that are equitable to the services being provided to similar students, their teachers, and their families attending public schools. These services must be developed in a meaningful consultation with private school officials. Services must be secular, neutral, and non-ideological.

Who is eligible?	For which services are they eligible?
Students residing within the public-school district without regard to the location of the private school <i>(based on consultation as failing, most at risk of failing, to meet high student academic achievement standards)</i>	Title I, Part A Services
Students attending private schools within the district's geographic boundaries. <i>(Johnson County School District does NOT have any private schools within its boundaries.)</i>	IDEA, Title I, Part C, Part D, Title II, Part A, Title III, Title IV, Part A, and Title X, Part C

Johnson County School District will calculate equal expenditures based on relative enrollment of private and public-school students. Johnson County may additionally consider other factors in addition to enrollment, such as relative poverty. Equitable Services Requirements Under ESSA are supported by GDOE's Ombudsman. Expenditures for equitable distribution of services must be equal to expenditures for the public-school program, considering the number and educational needs of the children to be served. Notifications of Johnson County School's set-asides/allocations for provision of equitable distribution of services to private schools will be made available to private schools from the Ombudsman's office. Johnson County School District will maintain a list of private schools interested in participating in Equitable Services and a timeline to support ongoing consultation. *(see more information on Private Schools on page 65. Private School Contact List and Private School Timeline for Equitable Services, see APPENDIX T)*

JOHNSON COUNTY SCHOOLS

Capital Expense Funds

(CFR 200.439)

Johnson County School District does not use federal funds to budget items under object code 700 (capital expense).

JOHNSON COUNTY SCHOOLS

Comprehensive LEA Improvement Plan (CLIP)

Johnson County begins its process for strategic planning towards academic achievement with the Comprehensive LEA Improvement Plan (CLIP). The process for creating, reviewing and approving the CLIP each year builds an awareness of all programs serving the students of Johnson County School. The **Title I Director and District Parent Liaison** attend GaDOE training meetings and participate in webinars for updates of Family & Parent Engagement requirements which includes overview of the CLIP process. The training is redelivered to the district team. In turn, training is shared via the **Principals** during staff meetings / parent meetings and **Instructional Coaches** during professional development components at the building level. The **Title I Director** provides technical support and monitors the implementation of the process. This includes involving parents in the planning, revisions of Parent Policies, Schoolwide plans, School/Parent Compact, and spending of the 1% required set aside. Checklists will be used as supporting documentation of necessary components and compliance.

The school system begins the process using data each year to determine the needs assessment. CLIP revisions are made annually based on changes in data. The CLIP serves as the plan detailing coordination of various Federal programs and identification of county needs and in turn budgeting for such needs with Federal funds.

The **school principals** are responsible for leading the process at the school level to support the district getting input. In the spring of each year (**April**), CLIP revision meetings begin with a preliminary data study (*sample CLIP calendar, see APPENDIX Q- 1 & 2*). Members of the revision team include: program coordinators / directors, grant coordinators, school and system leaders (during building level / district meetings), teachers, as well as, community stakeholders and parents. Further Family & Community Engagement with the revision process is solicited in multiple ways (district shares article for publication with the local organ, The Johnson Journal, principals request support via Infinite Campus student information system, and flyers are sent home as they are distributed to each school). **The Title I Director** will provide schools with sample letters and other notices to be used when inviting all parents (**February / March**). A meeting agenda and sign-in sheet with stakeholder's role shall be maintained during all meetings related to CLIP revision meetings (*sample sign in with roles of stakeholders, see APPENDIX D*).

With district support, the school personnel will invite all parents to participate in the planning and revision of the Title I School Parent Policies, School Parent Compact, and Schoolwide Plan, and to obtain input for spending the 1% set aside. The Title I Director will invite all parents to participate in the planning and revisions of the District Parent Policies and CLIP.

The **Parent Liaison**, along with the **Title I Director** and the **school principals**, solicit feedback for the district-wide meeting from stakeholders through the CLIP planning meeting in late **April**. The CLIP details and overview of program initiatives are made available for review, asking questions, and gaining feedback by stakeholders. Feedback cards are provided to visiting stakeholders, and that information is used in revisions of the CLIP. A meeting agenda and sign-in sheet shall be maintained during all meetings related to CLIP revision meetings. The CLIP is available to parents and community via the system website and hard copies at meetings. During this district-wide meeting, the District Parent and Family Engagement Policy is also reviewed and revisions considered. A meeting agenda and sign-in sheet with stakeholder's role shall be maintained during all meetings related to CLIP revision meetings (*sample district meeting notice, see APPENDIX E*). The **Title I Director** will maintain all artifacts to document parent input for district meetings. These meetings (school sponsored and district sponsored) target necessary components of the CLIP:

1. Develop jointly with all parents and school staff, agree on, and distribute to all parents and staff of Title I children a written district and school Parent and Family Engagement policy
2. Building Capacity: Involve all parents and school staff in the planning, review, and improvement of Title I programs, including the Family and Parent Engagement policy and the Title I schoolwide program plan/school improvement plan.
3. Involve all parents and school staff in development, review, and revision of the School/Parent Compact
4. Involve all parents and school staff in deciding the use of the 1% Family & Parent Engagement set-aside
5. Involve parents and District staff in the planning, review, and improvement of the District's Comprehensive Improvement Plan (CLIP) and the District Parent Policies

Based on input received during the spring, technical support is provided for the school administrators, specific CLIP requirements to make personnel aware of guidelines during the local procedures meeting late summer (**July**) (*sample LEA procedures agenda, see APPENDIX K*). The **Title I Director** leads the meeting and is responsible for building awareness of procedures and technical support throughout the process.

The CLIP is completed in late (**June/ July**) summer of each year based on the feedback (*timeline, see APPENDIX J*). The CLIP, the DFPE, as well as other documents for public access are available to parents and community via the system website and hard copies at meetings. **Title I Director** updates and finalizes the CLIP each year based on the feedback from meetings. During this time, the district self-monitors (**June through August**) to determine if required elements and timelines for involving parents in the planning and revisions of the CLIP are met. **Title I Director** updates and finalizes the CLIP each year based on the feedback from meetings. As the annual revision process is closed out for the CLIP, The **Title I Director** will finalize changes and prepare it for submission to the GaDOE.

Johnson County Schools Evidence Based Practices

Johnson County Schools implements activities, strategies, and interventions that are evidence based. Evidence based practices and interventions demonstrate a statically significant effect on improving student outcomes or other relevant outcomes based on:

STRONG evidence	At least on well-designed and well-implemented experimental study.
MODERATE evidence	Moderate evidence from at least one well-designed and well-implemented quasi-experimental study
PROMISING evidence	At least one well-designed and well-implemented correlational study with statistical controls for section bias
A Logic Model may be used to demonstrate a rational 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.	

During the annual Title Programs Planning Workshop heled each May/June, school leadership teams identify and record the extent to which the activities, strategies, and interventions contained in their school improvement plan (SIP) / schoolwide plan (SWP) meet the various levels of qualifying as being evidence based: STONG, MODERATE, PROMISING, or Logic Model rational for improving student outcomes. Each school and the district maintain this documentation.

JOHNSON COUNTY SCHOOLS Resolutions Process

Johnson County Schools will resolve all revision requests requested by the GaDOE. The **Assoc. Superintendent of Federal Programs** accesses the requested changes for the CLIP, Equity Plan, and or School Improvement Plans based on the Audit Trail in the GaDOE portal. The Assoc. Superintendent of Federal Programs then communicates with the district team to include the school administrators. **Technical assistance** is provided as appropriate. After corrections are addressed in the CLIP, Equity Plan, and/or School Wide Plan (SWP) - School Improvement Plans

(SIP), then they are resubmitted. This process is continued until all plans are approved by GaDOE.

JOHNSON COUNTY SCHOOLS

Overview of Family & Community Engagement Policies, Practices and Notification

(Subtopics: Purpose, 6 Components, Building Capacity, Parental Involvement Policy - District PIP / School PIP: *Parent Input, Distribution, Monitoring*, School – Parent Compact)

All Family and Parent Engagement Meetings will follow **Johnson County Meeting Procedures Norms related to dated agenda, sign in sheets with roles, minutes / summary, meeting artifacts (presentations, handouts).*

Purpose and 6 Components

The purpose of Family & Community Engagement is to strengthening student academic achievement. Each district and individual school that receives Title I, Part A funds must develop jointed with, agree on with, and distribute to, parents of participating children a written parental involvement policy. The policy establishes the LEA and SEA's expectations for parental involvement and describes show the district educational agency (DEA) and school educational agency (SEA) will implement a number of specific parental involvement activities. The plan will be annually submitted to the GDOE. Johnson County Schools Process for District and School Parental Involvement Policies and Practices are based on **Every Student Success Act (ESSA)**. These guidelines will target the 6 areas of:

1. Provide materials and training such as:
 - a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement.
 - b. Training to help parents work with their children to improve their children's achievement.
2. Remove barriers for parents by providing training in the understanding of:
 - a. National, state, and local educational goals
 - b. State's content standards and student performance standards.
 - c. School improvement and corrective action process if applicable.
 - d. Components of a schoolwide / targeted assistance program if applicable.
 - e. State and local assessments.
 - f. Requirements of Title I, Part A

- g. Understanding student progress during parent conferences
 - h. Ways parents can monitor their children's progress and work with educators to improve the performance of their children.
 - i. Ways parents can participate in decisions relating to the education of their children.
 - j. Child development / child rearing
3. Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school.
 4. Coordinate and integrate parent involvement programs, activities and strategies with Head Start, Even Start, Title III, Migrant, Title I-C, Homeless, Vocational Education, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, Public Preschool Programs and other programs, to the extent feasible and appropriate.
 5. To the extent practicable, provide full opportunities for the participation of limited English parents information related to school and parent programs, meetings, newsletters, translators available during conferences and other activities in a language and format such parents understand.
 6. Provide other reasonable support for parental involvement activities as parents may request (emails, conferences, and support from interpreter).

Coordination of Services

The purpose of Parent and Family Engagement is to strengthening student academic achievement. Johnson County School District will coordinate and integrate strategies to the extent feasible with other federal, state, and local laws and programs. The district Family Coordinator will conduct at minimum quarterly meetings with Johnson County Pre School Program, collaboration with the Head Start program, and other members of the Johnson County Collaborative & Federal Funds Advisory Committee. This committee will coordinate services to encourage and support parents in more fully participating in the education of their children by:

- Discussing and determining how their varied resources can align to support parents and families
- Including local resources (community organizations and faith-based organizations)
- Consulting with local agencies, and supporting academic progress of students as they transition from Pre School to elementary, elementary to middle, and middle to high school, and high school to post-secondary schools and / or careers.

Building Parent Capacity

The purpose of parental involvement is to strengthening student academic achievement. Each district and individual school that receives Title I, Part A funds must support parents and family with development to support learning and growth. Johnson County Schools will complete varied activities to build parent capacity (*SEE APPENDIX for summary of activities provided in Parent and Family Engagement Timeline*). The district via the **Title I Director, Principals, and Parent Liaison**

will ensure correct procedures based on training from the GaDOE and webinars to support parental involvement requirements based on the state schedule.

The district will hold meetings to build awareness of requirements in **July and January** and ongoing at District level meetings. The meeting will focus on:

1. Develop jointly with all parents and school staff, agree on, and distribute to all parents and staff of Title I children a written district and school Parent and Family Engagement involvement policy
2. Building Capacity: Involve all parents and school staff in the planning, review, and improvement of Title I programs, including the school parental involvement policy and the Title I schoolwide program plan/school improvement plan
3. Involve all parents and school staff in development, review, and revision of the School/Parent Compact
4. Involve all parents and school staff in deciding the use of the 1% parental involvement set-aside
5. Involve parents and District staff in the planning, review, and improvement of the District's Comprehensive Improvement Plan (CLIP) and the District Parent Policies

Technical assistance is provided for the school administrators, specific Building Parent Capacity requirements to make personnel aware of guidelines during the local procedures meeting late summer (**July / Aug**) (*sample parent notice, see APPENDIX A-2*). The **Title I Director** leads the meeting and is responsible for building awareness of procedures and **technical assistance** throughout the process. A **meeting agenda and sign-in sheet with stakeholder's role shall be maintained during all meetings** related to Building Parent Capacity (*sample sign-in, see APPENDIX D*).

School personnel, led by the **Principal**, will invite all parents to participate in planning and revisions of the School-Parent Compact, Parent and Family Engagement Policies, Schoolwide Plan and input on budgeting the 1% set aside (**March / April**). The **Title I Director** and the **Parent Liaison** will invite all parents to participate in the planning and revisions of the District Parental Involvement Policies, and the CLIP (**March / April**). Meeting agenda (*sample sign-in, see APPENDIX B*) and sign-in sheet with stakeholder's role shall be maintained during all meetings related to Building Parent Capacity.

The **Parent Liaison**, along with the **Title I Director** and the **school principals**, solicit feedback for the district-wide meeting from stakeholders through the CLIP planning meeting in late **April**. The CLIP details and overview of program initiatives are made available for review, asking questions, and gaining feedback by stakeholders. Feedback cards are provided to visiting stakeholders, and that information is used in revisions of the CLIP. A meeting agenda and sign-in sheet shall be maintained during all meetings related to CLIP revision meetings. The CLIP is available to parents and community via the system website and hard copies at meetings. During this district-wide meeting, the District Parent and Family Engagement Policy are also reviewed and revisions considered. A **meeting agenda and sign-in sheet with stakeholder's role** shall be maintained during all meetings related to CLIP revision meetings (*sample district meeting notice, see APPENDIX E*). The **Title I Director** will maintain all artifacts to document parent input. These meetings (school sponsored and district sponsored) target necessary components of the CLIP:

1. Develop jointly with all parents and school staff, agree on, and distribute to all parents and staff of Title I children a written district and school parental involvement policy
2. Building Capacity: Involve all parents and school staff in the planning, review, and improvement of Title I programs, including the school parental involvement policy and the Title I schoolwide program plan/school improvement plan

3. Involve all parents and school staff in development, review, and revision of the School/Parent Compact
4. Involve all parents and school staff in deciding the use of the 1% parental involvement set-aside
5. Involve parents and District staff in the planning, review, and improvement of the District's Comprehensive Improvement Plan (CLIP) and the District Parent Policies

Based on input received during the spring, **technical assistance** is provided for the school administrators, specific CLIP requirements to make personnel aware of guidelines during the local procedures meeting late summer **(July / Aug)** (*sample LEA procedures agenda, see APPENDIX K*). The **Title I Director** leads the meeting and is responsible for building awareness of procedures and **technical assistance** throughout the process.

The CLIP is completed in late **(June/ July)** summer of each year based on the feedback (*timeline, see APPENDIX J*.) The CLIP, the DF&PE Policy, as well as other documents for public access are available to parents and community via the system website and hard copies at meetings. **Title I Director** updates and finalizes the CLIP each year based on the feedback from meetings. During this time, the district self-monitors **(June through August)** to determine if required elements and timelines for involving parents in the planning and revisions of the District Parent Policies and CLIP are met. The District will use these procedures and the District Parent Policy Checklist to conduct the monitoring.

Monitoring will be provided to the schools via the **Title I Director and Parent Liaison** via written feedback, possible revisions based on required elements, and GDOE checklists (FCE Policy checklist, SWP checklist, Compact checklist) based on documentation for Building Parent Capacity (*written feedback from monitoring interviews with principals completed **October, December, and March** with checklists completed in **May – August** for next fiscal year*). During this time, the district self-monitors **(June through August)** to determine if required elements and timelines for involving parents in the planning and revisions of the District Parent Policies and CLIP are met. The District will use these procedures and the District Parent Policy Checklist to conduct self- monitoring. If after the monitoring is conducted based on the requirements and findings are evident, a corrective action plan is developed by the district level team led by the superintendent. Deficiencies would be addressed as necessary and reviewed for effectiveness with student achievement. Throughout this entire process communication is paramount.

Building Staff Capacity Continued

The purpose of parental involvement is to strengthening student academic achievement. Each district and individual school that receives Title I, Part A funds must participate in professional development to develop the staff's capacity. A meeting agenda and sign-in sheet with stakeholder's role shall be maintained during all meetings related to Building Staff Capacity (sample sign-in, see APPENDIX D). District personnel including program managers and the Parent Liaison, will attend all training conducted by the GaDOE. School personnel, led by the **Principal**, will require all staff to participate in federal programs training **(July / August)**. Additional district wide meetings and activities are provided for staff throughout the year based on the Parent and Family Engagement Timeline: Federal Programs conferences, PLCs within the schools, Dist. wide Parent Plan Mtg, verify school PI calendar for year, Share PI survey results, Complete module for teachers, District wide Parent Conference Day, Family & Community

Engagement Month, Complete module for teachers, Evaluations of school PI notebooks, ESOL International Night (*with District Interpreter available*), Mid-year evaluation of school PI notebooks, Complete module for teachers, and Parent Leadership Month.

The district via the **Title I Director, Principals, and Parent Liaison** will ensure correct procedures based on training from the GaDOE and webinars to support parent and family engagement involvement requirements based on the state schedule.

Parent and Family Engagement Policy (PFE Policy) (District PFE / School PFE)

The purpose of Parent and Family Engagement is to strengthening student academic achievement. Each district and individual school that receives Title I, Part A funds must develop jointed with, agree on with, and distribute to, parents of participating children a written parental involvement policy. The policy establishes the LEA and SEA's expectations for parental involvement and describes show the district educational agency (DEA) and school educational agency (SEA) will implement a number of specific parental involvement activities. The plan will be annually submitted to the GDOE. Johnson County Schools Process for District and School Parent and Family Engagement Policies and Practices are based on **ESSA**. These guidelines will target the 6 areas of:

1. Parenting materials / training
2. Remove barriers with training
3. Educators building Parent Capacity
4. Coordination with other programs
5. Practicable use of native / preferred language
6. Responding to parents

Required training will be completed to support the PIP. Ongoing parental involvement training will occur at the district level led by the **Title I Director or Parent Liaison**. This training including parental involvement policy development and/ or revisions is based on professional development based on GDOE state meetings and webinars (**based on GDOE schedule**). The school levels trainings are led by the principal or Instructional Coach for professional development. Additionally, the **Title I Director** and the **District Parent Liaison** supports training conducted during district wide and leadership meetings, new teacher sessions, school professional development for teachers, and at parent meetings (*see timeline, see APPENDICES, J-1 AND J-2*). Documentation for training will include memos, parent invitation / flyers, agendas, strategy / tip notes, sign-in sheets, minutes, and professional development agendas.

The district will hold meetings to build awareness of requirements in **July and January** and ongoing at District level meetings. The meeting will focus on:

1. Develop jointly with all parents and school staff, agree on, and distribute to all parents and staff of Title I children a written district and school parental involvement policy
2. Building Capacity: Involve all parents and school staff in the planning, review, and improvement of Title I programs, including the school parental involvement policy and the Title I schoolwide program plan/school improvement plan
3. Involve all parents and school staff in development, review, and revision of the School/Parent Compact
4. Involve all parents and school staff in deciding the use of the 1% parental involvement set-aside
5. Involve parents and District staff in the planning, review, and improvement of the District's Comprehensive Improvement Plan (CLIP) and the District Parent Policies

The **district policy** (PFE policy) will be reviewed and revised annually with parental involvement at a district planning meeting coordinated by the Title I Director. The **Parent Liaison**, along with the **Title I Director** and the **school principals**, solicit feedback for the district-wide meeting from all stakeholders through the planning meeting in late **April / May** for the District PIP and the CLIP. The CLIP details and overview of program initiatives are made available for review, asking questions, and gaining feedback by stakeholders. The

Superintendent or Title I Director will include the district's PFE policy during a presentation to the members of the **Board of Education** during the early **summer of each year (May)** to approve for the following school year. Expected results will be shared based on the specific and measurable parent involvement related goals. The initiatives to be undertaken or maintained will seek to ensure that all families within the district are provided the same opportunities for involvement in their child's education. Growth based on the strategies will be studies and shared with the Board and other community stakeholders during the spring of each year (**April/ May**).

With each annual update, each document will be dated with month, day, and year denoting when it was revised. **Required** documentation for all parent meetings includes a parent invitation (*sample flyer, APPENDIX A-2 and E*), agenda, sign-in sheet with role identified (*sample sign in sheet, APPENDIX D*) and proof of parent input (i.e. feedback sheets and meeting minutes).

Each school must also have its own P&FE policy. Each Title I school led by the **principal** or his / her designee and the assistance of the **Title I Director** and **Title I Parent Liaison** will develop a parent and family engagement policy that is developed jointly and agreed on in **April / May** of each year. The policy is dated with specific day/ month/ year (*NOT the same date as the input meeting*) and distributed to parents of participating children writing. This P&FE policy is a result of the school's needs based on the annual data study in which parents and community members review the strengths and needs of each Title I school. The school and its parents will also revise the school-parent compacts (*sample compact, APPENDIX H*) to define responsibilities of parent each spring. Both the compact and the F&PE policy are distributed in a variety of ways.

Feedback from parents will be solicited via phone calls, home visits, parent surveys, and parent feedback forms for suggestions (hard copy in schools and electronic copy available on website). Feedback is also provided via parent surveys in practicable language where possible. Each year the individual schools distribute parent surveys. The surveys are provided in the family's native / preferred language (*sample surveys, see APPENDIX F and G*). The surveys are collected and tallied. The results are provided for use at each school and at the system level. Additional surveys are taken during parental involvement meetings and workshops. Parents also annually review and revise the surveys at each school. The results of all surveys and parental input from Parental Involvement meetings and workshops are reviewed in each school's leadership meetings and during system level meetings. Results of the input from parents are used to design future workshops, make annual revisions in Parent and Family Engagement policy (PFE policy), School Improvement plans (SIP), and Schoolwide plan (SWP) within each school. After the revision, the PIP is distributed numerous ways to ensure that all parents receive a copy and is available for the local community (student handbooks, annual meetings in the fall, office, and via the county website). PFE policy and SWP for each school will be verified with a checklist of required components and signed off by the **principal, Title I director, and superintendent**. The **principal** will ensure all parent policies, school improvement plans, and compact will be developed to during the spring for implementation with the next school year opening.

For multiple means of distribution, all policies are made available to the local community via school handbook, website, and availability at parent meetings. These efforts will include each school convening an annual fall meeting (*sample parent flyer, APPENDIX C and sample agenda, APPENDIX B*) to which all parents of participating children shall be invited to inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved (i.e. jointly developing Parental Involvement Plan, Home – School compact, parent activities, School wide Plan (SWP), School Improvement Plan (SIP) / District Improvement Plan (DIP), Comprehensive Improvement Plan (CLIP), and expected parent resources). This cycle of improving academic achievement with parent input is monitored by the **Title I Director** with the support of the **Parent Liaison** and accountability of **principals** at each school.

As a result of feedback from this process including parents, the Title I budget is developed, led by the **Title I Director** with usage of school allocations led by **the school principals**. Each school uses its allocation based on the collaborative input of building and district administrators, teachers, parents, and stakeholders. This budgeting process includes each school parents having input on the required 1% budgeted allocation and how to best use it to support parental involvement. Based on this collective response, the district and each school plans activities and maximize use of personnel. This would include extended professional development for staff to build ties with parents, parenting workshops (i.e. standardized testing), meeting with Disciplinary Advisory Team, etc. The school system has also aligned with the Family Connections agency. This is an additional measure that also brings families, community stakeholders, and school representatives together for input. The intent is to work with parents as equal partners. Documentation all meetings will be maintained by the principal or his designee (pictures, parent invitation / flyers, agendas, strategy / tip notes, sign-in sheets, minutes, and professional development agendas).

6 Target Areas detailed . . .

1. Provide materials and training such as:
 - a. Coordinating necessary literacy training and using technology from other sources to help parents work with their children to improve their children's achievement.
 - b. Training to help parents work with their children to improve their children's achievement.
2. Remove barriers for parents by providing training in the understanding of :
 - a. National, state, and local educational goals
 - b. State's content standards and student performance standards.
 - c. School improvement and corrective action process if applicable.
 - d. Components of a schoolwide / targeted assistance program if applicable.
 - e. State and local assessments.
 - f. Requirements of Title I, Part A
 - g. Understanding student progress during parent conferences
 - h. Ways parents can monitor their children's progress and work with educators to improve the performance of their children.
 - i. Ways parents can participate in decisions relating to the education of their children.
 - j. Child development / child rearing
3. Educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school.
4. Coordinate and integrate parent involvement programs, activities and strategies with Head Start, Even Start, Title III, Migrant, Title I-C, Homeless, Vocational Education, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, Public Preschool Programs and other programs, to the extent feasible and appropriate.

5. To the extent practicable, provide full opportunities for the participation of limited English parents information related to school and parent programs, meetings, newsletters, translators available during conferences and other activities in a language and format such parents understand.
6. Provide other reasonable support for parental involvement activities as parents may request (emails, conferences, and support from interpreter).

Monitoring will be provided to the schools via the **Title I Director and Parent Liaison** via written feedback, possible revisions based on required elements, and GDOE checklists (P&FE checklist, SWP checklist, Compact checklist) based on documentation for Building Parent Capacity (*written feedback from monitoring interviews with principals completed **October, December, and March** with checklists completed in **May – August** for next fiscal year*). During this time, the district self-monitors (**June through August**) to determine if required elements and timelines for involving parents in the planning and revisions of the District Parent Policies and CLIP are met. The District will use these procedures and the District Parent Policy Checklist to conduct self- monitoring. If after the monitoring is conducted based on the requirements and findings are evident, a corrective action plan is developed by the district level team led by the superintendent. Deficiencies would be addressed as necessary and reviewed for effectiveness with student achievement. Throughout this entire process communication is paramount.

School – Parent Compact

The purpose of parental involvement is to strengthening student academic achievement. Each district and individual school that receives Title I, Part A ensures **ALL parents** have access to the process and implementation for use of federal funds. The School – Parent Compact is one of the components that will be jointly developed by (*all invited*), agree on with, and distribute to **ALL parents** of participating children a written parental involvement policy. The compacts establish the SEA's, parents, and students' expectations for parental involvement and describes how a partnership will work together to attain student achievement. It is verified in a timely manner with a signed and dated compact checklist (*see checklist, see APPENDIX, H-4*) and contains all required sections to address the shared responsibilities of the parent, student, and school. The **principal** is responsible for implementing compacts in each school; the **Title I Director** is responsible for supporting the principals with **technical assistance** and providing input.

Required training will be completed to support the compact. Ongoing parental involvement training will occur at the district level led by the **Title I Director or Parent Liaison**. This training including parental involvement policy development and/ or revisions is based on professional development based on GDOE state meetings and webinars (**based on GDOE schedule**). The school levels trainings are led by the principal or Instructional Coach for professional development. Additionally, the **Title I Director** and the **District Parent Liaison** supports training conducted during district wide and leadership meetings, new teacher sessions, school professional development for teachers, and at parent meetings (*see timeline, see APPENDICES, J-1 AND J-2*). Documentation for training will include memos, parent invitation / flyers, agendas, strategy / tip notes, sign-in sheets, minutes, and professional development agendas.

The district will hold meetings to build awareness of requirements in **July and January** and ongoing at District level meetings. The meetings will focus on:

1. Develop jointly with all parents and school staff, agree on, and distribute to all parents and staff of Title I children a written district and school parental involvement policy.
2. Building Capacity: Involve all parents and school staff in the planning, review, and improvement of Title I programs, including the school parent and family engagement policy and the Title I schoolwide program plan/school improvement plan.
3. Involve all parents and school staff in development, review, and revision of the School/Parent Compact.
4. Involve all parents and school staff in deciding the use of the 1% parental involvement set-aside.
5. Involve parents and District staff in the planning, review, and improvement of the District's Comprehensive Improvement Plan (CLIP) and the District Parent Policies

The compact will be reviewed and revised **annually** with parental involvement at a school planning meeting coordinated by the **School Principal**. The **school principal** solicits feedback for the school planning meeting from all stakeholders in late **April / May** as well as input on the School FPE Policy, District FPE Policy and the CLIP. The CLIP details and overview of program initiatives are made available for review, asking questions, and gaining feedback by stakeholders. The feedback is collected on a form, shared in minutes, and / or documented in emails to be sure it is considered during the process. Each compact is then uniquely developed to meet the requirements of each school.

With each annual update, each document will be dated with month, day, and year denoting when it was revised (***NOT the same date as the input meeting***). Documentation for all parent meetings includes a parent invitation (***sample flyer, APPENDIX A-2 and E***), agenda, and sign-in sheet with role identified (***sample sign in sheet, APPENDIX D***), and proof of parent feedback are **all required** (***for feedback consider feedback sheets, minutes, and or other items to reflect parent input***). Both the compact and the Parent & Family Engagement policy are distributed in a variety of ways.

Each school must also have its own compact. Each Title I school led by the **principal** or his / her designee and the assistance of the **Title I Director** and **Title I Parent Liaison** will develop a parent and family engagement policy (PFE Policy) and compact based on the PFE Policy that is developed jointly, agreed on with, and distributed to **ALL parents** of participating children (**July/August**). This compact is a result of the school's needs based on the annual data study in which parents and community members review the strengths and needs of each Title I school. The school compacts (***sample compact, APPENDIX H***) will define responsibilities of parent each spring for the upcoming school year. The meeting will support the compact having with **clearly defined roles** for the **school, the student, and the parent(s)**.

For **multiple means** of distribution, all policies are made available to the local community via school handbook, website, and availability at parent meetings. These efforts will include each school convening an annual fall meeting (***sample parent flyer, APPENDIX C and sample agenda, APPENDIX B***) to which **ALL parents** of participating children shall be invited to inform parents of their school's participation under Title I and to explain Title I, its requirements, and their right to be involved (i.e. jointly developing Parental Involvement Plan, Home – School compact, parent activities, School wide Plan (SWP), School Improvement Plan (SIP) / District Improvement Plan (DIP), Comprehensive Improvement Plan (CLIP), and expected parent resources). This cycle of improving academic achievement with parent input is monitored by the **Title I Director** with the support of the **Parent Liaison** and accountability of **principals** at each school.

Monitoring will be provided to the schools via the **Title I Director and Parent Liaison** via written feedback, possible revisions based on required elements, and GDOE checklists (PIP checklist, SWP checklist, Compact checklist) based on documentation for School Parent Compact *with checklists completed in **May – August** for next fiscal year). During this time, the district self-monitors (**June through August**) to determine if required elements and timelines for involving parents in the planning and revisions of the District Parent Policies and CLIP are met. The District will use these procedures and the District Parent Policy Checklist to conduct self-monitoring. If after the monitoring is conducted based on the requirements and findings are evident, a corrective action plan is developed by the district level team led by the superintendent. Deficiencies would be addressed as necessary and reviewed for effectiveness with student achievement. Throughout this entire process communication is paramount.*

Reservation of Funds

(also see Reservation of Funds Set Asides) (34 CFR 200.70 and 200.71)

After receiving notification of the Title I, Part A (Transferability Notice provided by the **Superintendent** to include Title IIA, Title IV A) amount from GADOE, reservations in the budget is set aside for required components. Set asides for parent and family engagement, professional development, neglected and delinquent, private school proportionate share and equitable distribution of services, and homeless students are determined. Administrative costs are also part of the reservations, which are not part of schools' per pupil amounts. The Assoc. Superintendent of Fed. Prog. maintains district set asides are met.

The Title I budget is based on system level needs with direct correlation to the needs of the individual schools. It is determined by the **Principal** with the opportunity for input from all stakeholders. Each school holds a planning meeting for the next school year each spring. In **April** (see *Timelines, Appendix J-1 and J-2*), all parents are invited to the planning meeting and asked to give input of how to best use the **1% Reservation of Funds** to best serve the home – school relationships. Flyers (see *flyer sample, Appendix A-3*), minutes, notes, email, sign in sheets with roles define (see *sign in sheet sample, Appendix D*), results from parent surveys, and feedback forms are used to document parent input. The budget is formed making data-based decisions to support student achievement and include a minimum of 1% Reservation of Funds to support parental involvement. Once the budget is reviewed with input from the school level leaders, it goes through the state's approval process. Collaboration and **technical assistance** are continuous. After the budget is approved and action items are implemented, a system of checks and balances helps to maintain and adjust where necessary based on data. Every month Johnson County Schools conducts a district level meeting where the **Title I Director** and **Principals** oversee implementation of funds and programs with input at least **monthly**.

Parent Notifications

Notification for parent planning:

The **school principals** are responsible for leading the process at the school level to support the district getting parent input. A meeting agenda and sign-in sheet with stakeholder's role shall be maintained during all meetings. With district support, the school personnel will invite all parents to participate in the planning and revision of the Title I School Parent Policies, School Parent Compact, and Schoolwide Plan, and to obtain input for spending the 1% set aside. The Title I Director will invite all parents to participate in the planning and revisions of the District Parent Policies and CLIP.

The **Parent Liaison**, along with the **Title I Director** and the **school principals**, solicit feedback for the district-wide meeting from stakeholders.

Title IIA – Parents Rights to Know (transitioned to new ESSA regulations)

The **Title II A Director** is accountable for supporting best practices with hiring teachers meeting **Professional Qualifications (PQ)** to maximize student achievement. They work in collaboration with **Principals, the Superintendent, and the Title I Director**. Parents are informed of their rights to know the qualifications of their children's teacher. This information is made available through multiple methods including Annual Parent meeting held each **fall** (*see page Family and Parent Engagement summary and Parent Engagement Timeline, APPENDIX J-1*), the student handbook, website, and other newsletters sent home with students. If a student has been assigned to or has been taught for four or more consecutive weeks by a teacher of a core academic subject who is not professional qualified (PQ), parents are provided a timely notice (**within 20 school days**).

- 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 Notifications (addendum)

The purpose of parent notices, parent community signage, and social media is to strengthen academic achievement. The culture of learning is supported when the community and parents are engaged. Johnson County Schools will work to build parent capacity and support the community by sharing information pertaining to:

- **School and District Mission (and Vision)**
- **School, District, and State Learning Goals**
- Build ties between home and school (**provide phone and email contact information and interpreter available - Specifically mention “who to reach” and “how to reach” them**)
- Parent Training (i.e. literacy training or parents with technology)
- Encourage an “in sync” culture concentrated on a healthy, safe, rigorous learning environment promoting the “whole child.”
- School and State Assessments
- Title I Requirements (i.e. school’s Annual Title I Meeting, spring Parent planning meetings for compacts, SWP, and Parent & Community Engagement Policy)
- Ways to monitor Student improvement
- Ways for parents to participate in decisions
- Child development tips
- Promote alignment with other services for children (i.e. Headstart, CTAE, **ESOL with native / preferred language available where reasonable**)
- Promote meetings based on the Parent and Family Engagement Timeline (i.e. parent surveys, Parent Conference day, National Parent Engagement Month)
- Share student achievements, share staff achievements relating to students, share parent achievements relating to students, share community business partners relating to student achievement

The district via the **Superintendent or designee** and each school via **the Principal or designee** will work to ensure notices, information, and signage support parent and community engagement to support student achievement as the district targets the “whole child” development. **The District Parent Liaison, the Title I Director and the Technology Director** will provide **technical assistance** and **monitor monthly**.

Ongoing School / District Activities

Newsletter:

JCES – School monthly / primary grades
weekly

JCHS – Each report card / progress report
period

JCMS – Each report card / progress report

JOCO – fall / spring

Website updates (school calendar, professional development calendar, parent section):

JCES – weekly

JCHS – weekly

JCMS – weekly

JOCO –weekly

School wide Calling messages

JCMS –monthly

JOCO – fall & spring

JCHS –monthly

Community Marquee:

JCES – at least bi weekly

JCHS – at least bi weekly

JCMS – at least bi weekly

JOCO – at least bi weekly

School Signs / Parent Electronic signage:

JCHS – at least monthly

Social Media: All schools Facebook (<https://www.facebook.com/Johnsoncountyschools>) and Twitter (<https://twitter.com/JohnsonSchools>)

JCES – at least monthly

JCHS – at least monthly

JCMS – at least monthly

JOCO – at least monthly

Group Texts:

All Schools (varied teachers)

*See Family & Community Engagement Timeline pg. 37***Family & Community Engagement Timeline**

Schools	July / August	September	October
JCES	Community “Chat & Chew” w/ Admin Title I Annual Parent Mtg (<i>Share compacts, budget updates, and PFE Policy</i>) Parent Orientation Parent Skills (<i>Liaison and Community</i>)	Grandparents and Literacy Day Quality Family Time Movie Night PTO (Literacy focused)	Parent Advisory Council (PAC) Family Book Night Parent Conference Day PTO (technology/ STEM and Literacy) Parent Skills (<i>Liaison and Community</i>) Headstart Community Breakfast
JCMS *APTT School	Title I Annual Parent Mtg (Share compacts, budget updates, and PFE Policy) Parent Orientation Middle School orientation Alt. Sch. Orientation Parent Skills (Rowland and Community) Admin in the community “Chew & Chat”	Parent Community Group (Liaison and Community)	PAC (Transition Team to APPT) Parent Conference Day (<i>APPT transition</i>) PTO (technology and parenting skills) Parent Skills (Liaison and Community)
JCHS	Community “Chat & Chew” with Admin Title I Annual Parent Mtg (<i>Share compacts, budget updates, and PFE Policy</i>) Parent Orientation High School Orientation Alt. Sch. Orientation Parent Skills (<i>Liaison and Community</i>) Admin in the community “Chew & Chat”	Senior class focus: Seniors and Parents Ring Ceremony Parent workshop Parent Skills (Technology in Parent Resource Computer lab Mon/ Wed – JCHS lab)	Planning for FCE Month Parent Advisory Council (PAC) Parent Conference Day Mentor Programs: Call Me Mister / Fathers Among Men - Orientation for parents PTO (technology and parenting skills) Teacher Training -Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)

District Wide	Dist. wide Parent Plan Mtg (CLIP & <i>DPFE Policy</i>) Verify school PI calendar for year Share PI survey results Build Capacity - Complete module for teachers Community Collaborative Meeting	Collect samples of school compacts District Parent Advisory Council	District wide Parent Conference Day (Alt start time) Family & Community Engagement Month Build Capacity - Complete module for teachers Evaluations of school PI notebooks Community Collaborative Meeting Headstart Community Breakfast Literacy Parade (aligned with RRW)
	November / December	January	February
JCES	PARENT ENGAGEMENT MONTH! PTO (Literacy Night) Parent workshop module (Parenting Skills) ESOL / International Night Parent Skills (<i>Liaison and Community</i>) Family Quality Time – Shoebox Parade	Parent Advisory Council (PAC) Math / STEM Night Parent Community Group (<i>Rowland and Community</i>)	School Council Parent Conference Day PTO (Soc. Stu. Interactions) Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>) Father Daughter Dance (<i>Growing Together Workshop</i>)
JCMS *APTT School	PARENT ENGAGEMENT MONTH! Math / STEM Night Parent Community Group (<i>Rowland and Community</i>) Parent workshop module (Parenting Skills) ESOL / International Night Parent Skills (<i>Liaison and Community</i>)	Parent Advisory Council (PAC) (Transition Team to APPT) PTO (Soc. Stu & Surveys; data study) Graduation Plan “Make & Take” College Prep workshop Parent Community Group (<i>Rowland and Community</i>)	Parent Conference Day (<i>APPT transition</i>) Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)
JCHS	PARENT ENGAGEMENT MONTH! Math / STEM / Internet Safety Night Parent workshop module (Parenting Skills) Soc. Stu. / ESOL / International Night Parent Skills (<i>Liaison and Community</i>)	Parent Advisory Council (PAC) PTO (Soc. Stu & Surveys; data study) Parent prep for college Parent Community Group (<i>Rowland and Community</i>) College Night (<i>FASFA</i>)	Parent Conference Day Post-Secondary / Financial Aid Prep Workshop Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)
District Wide	ESOL Night Mid-year evaluation of school PI notebooks Community Collaborative Meeting	Build Capacity - Complete module for teachers District Parent Advisory Council Community Collaborative Meeting	District wide Parent Conference Day (Alt start time) Parent Leadership Month
	March	April	May /June
JCES	PTO – GMAS Assessments / STEM Focused Title I Planning Mtg (Compacts, dev. Surveys, and <i>PFE Policy</i>) Parent Community Group (<i>Rowland and Community</i>)	Parent Advisory Council (PAC) focused on Data Title I Planning Mtg (CLIP, SIP) Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)	Student Parent Celebration Day Pre K Parent Visitation Parent Transition workshop (Headstart & Pre-K to Kdg) 5 th to 6 th Transition Night JCES Honors Night
JCMS *APTT School	Counselor -Parent seminar: Graduate Requirements / Registration Title I Planning Mtg (Compacts, dev. Surveys, and <i>PFE Policy</i>) Parent Community Group (<i>Rowland and Community</i>)	Parent Advisory Council (PAC) focused on Data Family Talent Show (value of family time) Title I Planning Mtg CLIP, SIP, Budget (<i>including the 1% Reservation of funds</i>) Parent Skills (<i>Liaison and Community</i>)	FFA Parent Student Banquet 5th to 6th Transition Night 8th to 9th Parent Transition meeting JCMS Honors Night
JCHS	Counselor -Parent seminar: Graduate Requirements / Registration Title I Planning Mtg (Compacts, dev. Surveys, and <i>PFE Policy</i>) Parent Community Group (<i>Rowland and Community</i>) “Pi Day” Math Night	Parent Advisory Council (PAC) focused on Data Family Talent Show (value of family time) Title I Planning Mtg (CLIP, SIP, Budget) Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)	Mentor Programs: Call Me Mister / Fathers Among Men - Closeout mtg. Student / Parent Celebration Month FFA Parent Student Banquet 8 th to 9 th Parent Transition meeting FFA Banquet Scholarship Night Community Baccalaureate Service JCHS Honors Night Cord Ceremony (Pathway Completers)

District Wide	Evaluations of school PI notebooks Build Capacity - Complete module for teachers Community Collaborative Meeting	District Parent Meeting (<i>PFE Policy</i> , CLIP) Begin analyzing data to determine impact on student achievement Revise PI surveys	Collect Parent Satisfaction Surveys Community Collaborative Meeting
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Ongoing School / District Activities

Official County Organ:

Johnson Journal newspaper

Newsletter:

JCES – School monthly / primary grades weekly

JCMS – Each report card / progress report

JCHS – Each report card / progress report period

JOCO – fall / spring

Website updates (school calendar, professional development calendar, parent section):

JCES – weekly

JCMS – weekly

JCHS – weekly

JOCO –weekly

School wide Calling messages

JCMS –monthly

JCHS –monthly

JOCO – fall & spring

Community Marquee:

JCES – at least bi weekly

JCMS – at least bi weekly

JCHS – at least bi weekly

JOCO – at least bi weekly

School Signs / Parent Electronic signage:

JCHS – at least monthly

Social Media:

All schools- Facebook (<https://www.facebook.com/Johnsoncountyschools>) and X (*formerly known as Twitter*) (<https://twitter.com/JohnsonSchools>)

Group Texts:

All Schools (varied teachers)

JOHNSON COUNTY SCHOOLS Maintenance of Effort

MOE is an annual analysis to ensure LEAs support core education in Title I Schools. It is demonstrated by either combined fiscal effort per student or the aggregate expenditures of the LEA. **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. If MOE is not met, the LEA may request for a waiver. Johnson County Schools met maintenance of effort (MOE) in accordance with the MOE formula. Amount for each fiscal year must be 90 percent of amount for previous fiscal year. Aggregate MOE for each fiscal year has been pre-populated. The **Title I Director and CTAE Director** are notified of MOE status.

JOHNSON COUNTY SCHOOLS

Comparability of Services

Johnson County complies with all comparability requirements and implements the procedures annually. **Johnson County School District** does not have OVERLAPPING GRADE SPANS and currently Comparability does not apply. If the need arrives, to maintain Comparability, the district has processes and procedures to implement the expectations.

An LEA may receive Title I, Part A funds only if it uses state and local funds to provide services in Title I schools that are on a whole providing services comparable to non-Title I schools. If all schools in an LEA are Title I schools, all schools must be comparable. Comparability may be determined by grade span to grade span or by school to school. Comparability is determined **annually**. LEAs are exempt if there is only one school per grade span. Johnson County Schools only has one school at each grade span thus comparability of services does not apply. The **Title I Director** is responsible for determining comparability. The **Superintendent** verifies the comparability status.

Johnson County School District accesses the online Comparability Application within the portal. An LEA will either be *exempted* from comparability (no overlapping grade spans) *or* will be required to run a comparability report.

First, on the **LEA Comparability Tab**, the **LEA Contact Information** is completed (and saved). Next, we click on the **Comparability Reporting tab**, **run** comparability and **submit** report. If a district is **exempt** from completing the Comparability Report through the Comparability Application, an exemption form **must** be completed along with the Contact Information Form. The Exemption Form will appear upon selecting the Comparability Reporting Non-exempt districts must complete and submit information. The superintendent will receive an email asking him/her to login to the application to submit the Comparability Report.

The process for reporting, either to exempt reporting or to report comparability, involves a **sign off by the district Title I director and the district superintendent and the Department's Title I Education Program Specialist assigned to the district**. Therefore, both the district Title I director and the district superintendent **must be provisioned** for the Title I Comparability Application. The Submitter (Title I director/coordinator) should be a District User, then, the individual to be provisioned will be able to see the Comparability – Submitter Role (Title I Comparability – Submitter). Select/add the Comparability – Submitter Role to provision the district Title I director/coordinator. To provision the district superintendent, select/add the Title I Comparability – Superintendent Role.

JOHNSON COUNTY SCHOOLS

Target Assistance (TA)

Johnson County Schools has no Title I schools are participating in a targeted assistance program. Should it be decided that schools eligible for targeted assistance will be served; the TA program will be implemented according to the appropriate TA guidelines. **The Title I Director** would be the primary position responsible for implementation of TA.

Equipment purchase for TA program must be reasonable and necessary to implement a properly designed program for Title I, Part A participants. TA program will support targeted assistance students, based on needs assessment. The standards will have been presumed to be met and the use of Title I, Part A equipment in non-Title I, Part A activities is proper if use does not exceed 10-percent of the time the equipment is used in Title I, Part A activities.

JOHNSON COUNTY SCHOOLS School wide Plan *(aligned with School Improvement Plan)*

Each of Johnson County Schools requires a School wide plan (SWP) and a School Improvement Plan (SIP). While previously these were two separate documents, the plans are now aligned based on the present guidance from the GDOE. It describes how each school will provide opportunities to support student learning with the involvement of Family & Community engagement. Equal partnership for the common goal of improving student achievement is valued. Each year the SWP/SIPs are presented, reviewed, and revised annually by school and parents (*see Family & Community Engagement information, page 11*). This meeting occurs typically in the spring to help with planning for the fall. Invitations to participate in SWP/SIP planning meetings occur through school newsletters or a flyer that is sent home with students. More than one public notice may also include the school website and the official county organ, Johnson Journal newspaper. In addition to the planning meeting each spring, input is also solicited via the “SWP/SIP Parent feedback” forms in the school office or on the school website. Suggestions from the participants and technical assistance for the Title I Director for revision of the school wide plan occur at the meeting, which includes a discussion of the 18 required components of a school wide program. Schoolwide program checklists are used to verify that the required components are included in each plan, which includes strategies for whole school reform. The Title I Director provides technical assistance via on-site meetings. Missing or items in need of revision are marked on the checklist and then rechecked when the revised plan is submitted. The **school principal** and **Title I Director** are both required to verify all components of the plan and provide signature on the SWP checklist.

Each fall, every school requires sign in sheets and agendas which are collected from the **annual meeting**, parent orientations (open house) and other meetings. Hard copies of the SWP are provided. Additionally, each school shares the SWP/SIP on the parent tab on the school website for ongoing access.

If new SWP/SIPs are needed for new schools, the following steps will be followed:

Process for adding schoolwide schools:

- Schools must first meet the 40% free or reduced lunch status.
- Meetings are held with faculties to gain consensus on becoming a Title I school.
- An external evaluator is consulted to determine participation in assisting with schoolwide plans.
- The external evaluator and Title I director meet with parents and school personnel during an advertised Title I meeting to discuss requirements of and the process of Title I schoolwide planning.
- The Title I director provides documents and support for completing the schoolwide plan.
- The external evaluator reviews the plan providing feedback for revision.
- Once revised per the feedback, plans are sent to the Title I Area Specialist.
- Once plans are approved, the Title I director assists in further development after spring assessment scores arrive and prior to the annual meeting. The assistance includes data analysis for instructional planning, parent involvement, professional development, and budgeting.
- Once budgets are collected and approved both at the local and state levels, requisitions are completed. The Title I director monitors and provides monthly budget status worksheets to schools.
- Technical assistance and other communication regarding schoolwide Title I requirements are via meetings, phone calls, and emails.

Johnson County Schools does not implement the consolidation of federal program budgets. Purchasing procedures are found under “Title I Monitoring” and “Purchase Order Procedures.”

JOHNSON COUNTY SCHOOLS

School Designation Status

Beginning the 2018 – 19 school year, designation status may be identified as Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) Schools, Distinguished and Reward Schools. Only Title I schools can receive either designation status. CSI schools are based on ranking and are among the lowest 5% of all schools eligible. Among all schools identified for a consistently underperforming subgroup. TSI schools are consistently underperforming schools that have at least one subgroup that is performing in the lowest 5% of all schools in at least 50% of CCRPI components. Additional Targeted Support (ATSI) schools have at least one subgroup that is performing in the lowest 5% of all schools in all CCRPI components.

Because Georgia’s 2015 Elementary and Secondary Education Act (ESEA) Flexibility Waiver expired, there is no longer a federal requirement for the notification to parents. Parent notification for school designation and Flexible Learning Program, are not required by the ESSA. However, locally, Johnson County School District remains committed to using varied communication means to communicate student achievement with parents.

SIG schools will continue to adhere to SIG 1003(g) assurances and non-negotiable elements put forth by US ED and follow the SIG 1003(g) monitoring process.

The **Title I Director** and **Parent Liaison** will support the **Principal** to be sure parents are notified in multiple methods of dissemination.

JOHNSON COUNTY SCHOOLS

Intradistrict Transfer option

(no paid Transportation)

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

The parent of a student enrolled in a public elementary or secondary school in this Johnson County may elect to enroll such student in a public school that is located within the school system in which the student resides other than the one to which the student has been assigned by the local board of education if such school has classroom space available after its assigned students have been enrolled. The parent shall assume the responsibility and cost of transportation of the student to and from the school. All students will be afforded this opportunity based on the requirements.

A student who transfers to another school may continue to attend such school until the student completes all grades of the school.

Each of Johnson County Schools shall annually notify prior to each school year the parents of each student by letter, electronic means, or by such other reasonable means in a timely manner of the options available to the parent under this article. By July first, each school shall notify parents. **(APPENDIX, I-2)** The deadline for request is August 11th of each school year.

Transfer requests will be reviewed and approved or denied on the basis of a lottery in the event a particular school has available space and the number of transfer requests exceeds the remaining available capacity. Once available classroom space is reached at a school, no more transfers will be accepted at that school. Because it is possible that parents may not receive their first choice, they may indicate more than one choice on the Transfer Request Form.

Parents/guardians will be notified by mail of the final decision regarding transfer requests. If the request is granted, notification will include the school the child will attend.

This shall not apply to newly opened schools with available classroom space for a period of four years after the school opens.

The **Title I Director** and **Parent Liaison** will support the **Principal** to be sure parents are notified if this situation applies to the school.

JOHNSON COUNTY SCHOOLS

Title I, Part C Migratory Children Procedures

For the Migrant Education Program

(Including the Local Identification and Recruitment (ID&R) Plan)

Johnson County Schools will support migrant students to assure equal access to a public education and implement measures to close the gaps that may result in migrant families. Special attention will be given to ensure the identification and requirement of migrant children will not be stigmatized or segregate them on the basis of their status. Migrant students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, educational programs for students with disabilities or limited English proficiency, vocational and technical education programs, gifted and talented programs and school nutrition programs. Johnson County Schools is a member of the consortium and is supported by the Abraham Baldwin Agricultural College (ABAC) regional office. This alignment with the support of the ABAC MEP staff helps the school district provide migrant students and their family access to supplemental education, health, nutrition and social services. The school district uses the most current GDOE release version of the **Occupational Survey form** to screen for migrant families and students (the standard form used is in English and Spanish but available in other languages). It is included as part of the initial registration for all new enrollees and for all students as they return to school each the school year within their “back-to-school” registration. This is to ensure all students, new and returning students, **complete the Occupational Survey form annually**. The MEP Contact works directly with each school’s registrar, school counselor and principal at minimum quarterly to monitor registration packets, review procedures and support training to ensure the timely transfer of pertinent school records. All surveys are monitored by the school registrar and counselor. Based on the survey, possible Migrant student information is shared with the ABAC Migrant agency for further determination of eligibility. ABAC contacts the district to confirm any outcome.

The district will use the Migrant Student Information Exchange (MSIX), where appropriate to transfer school records including information on migrant children’s health. The school district’s MEP Contact (Title I Director) obtains assistance from the appropriate Migrant Education Agency to obtain training on the rights of immigrants and migrants and support in reading non-English birth certificates. Based on the school registration, the migrant agency is contacted in writing for support and supplemental help for the families. Student education and health data is shared in a timely manner between the school and a receiving school. The district is sure to move in a timely manner to support proper SIS coding and the transfer of school records to support migrant families.

Training is shared with teachers through the following: Staff meetings, Professional Development Opportunities, Memos, Team/Grade level/Department meetings, and emails. The

additional regular and special education teachers funded with federal funds and other sources are used to dramatically increase the number of nontraditional students who are exposed to and are successfully participating in the regular curriculum. In addition, creative scheduling and removal of barriers to the success of migrant students will be utilized to better ensure their success. The **Title I Director (MEP contact)** will support the district with compliance and alignment with ABAC. Communications with the ABAC Migrant Education **Consortium Specialist** will ensure services to provide supplemental academic and support services and outreach for preschool, out-of-school youth, dropouts, and their families.

The **school counselor** maintains academic growth monitoring for each Migrant student. Not only academic issues, but behavioral and emotional concerns are documented **three times a year**. Additionally, progress is particularly given to Migrant during the At-Risk progress monitoring for each school. Any Migrant student with less than satisfactory progress has a folder maintained by the school counselor which may include the RTI/ MTSS tiered support of intervention. Migrant Students may be identified as **Priority for Service (PFS)**. Based on state assessments, local assessments, and classroom performance, PFS and non-PFS are categorized. In this case PFS are provided supplemental services to support all Migrant students meeting or exceeding performance standards.

Being aligned with the ABAC Migrant Education Consortium, Johnson County Schools does not complete an individualized **Local Identification and Recruitment (ID&R) Plan**. As we partner with the Migrant regional office at Abraham Baldwin (ABAC) and are part of the ABAC ID & R Plan an individual plan is not required for our district. This partnership in the consortium also supports the district in identification of preschool MEP identification, tutoring, and possible summer camps to close gaps outside of the regular school year. ABAC MEP supports the district with services for the parents of Migrant students as well. Although, the district maintains a low or no Migrant population, it still maintains a close relationship with ABAC MEP and participates in **MEP professional development** onsite and offsite (including technical assistance).

JOHNSON COUNTY SCHOOLS

Immigrant Procedures

Johnson County Schools has as one of its primary responsibilities the identification of all students who qualify for ESOL services and to ensure they can meaningfully participate in the academic and special programs offered.

The **Immigrant Identification Process** determines eligible “immigrant children and youth” including those individuals who are:

Eligibility Requirements

Federal eligibility requirements define immigrant students as those who:

- are age 3 to 21;
- were not born in any US state, D.C., or the Commonwealth of Puerto Rico; and
- have not been attending one or more schools in any one or more states for more than three full academic years. These three years do NOT include PreK.

Data Elements that identify status eligibility	<ul style="list-style-type: none">• <u>DATE OF BIRTH</u>• <u>PLACE OF BIRTH</u>• <u>DATE ENTERED U.S. SCHOOLS (including enrollment in pre-kindergarten)</u>• <u>U.S. SCHOOLS LESS THAN 3 YEARS (when U.S. school enrollment is not continuous months)</u>• Grade Level PreK-12
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School data clerks are responsible for entering this data into the student information system. Annual updates are provided to **school administrators and data clerks** regarding identification and coding of immigrant students in the student information system by the **District's SIS Director.**

In determining immigrant status, please note the following:

- Children born in the United States are not immigrants, regardless of the status of their parents.
- Immigrant students may be proficient in English or they may be limited English proficient (LEP). Students' level of English proficiency is not a factor in determining eligibility.
- In ascertaining eligibility, school officials may rely on credible information from any source, including the student, the student's parents or guardians and previous school records.
- Students' immigration status is not a factor in determining eligibility.
- In making determinations whether or not a student meets the federal definition of "immigrant," you must not require students to disclose their immigration status or make inquiries of students or parents that may expose their undocumented status.

Coding Students as Immigrant in Infinite Campus

Birth Country

Birth Place

Date of Entry in US Schools

Supporting Immigrant Needs (*Collaboration with Higher Ed services / community agencies*)

Although, Johnson County School does not have any immigrant students on roll, we have bridges in place to support these students. With regard to collaboration with higher educational institutions, the school system has established a working relationship with Swainsboro Technical College. The technical school aligns with our high school vocation program and allows dual enrollment. Student earn college credit while still enroll in high school studies. The school system also collaborates with several community agencies. For example, The Family Connection agency (FCA) is housed right inside of our high school. The primary goal of the FCA is to provide for a safe family environment (interventions are available). Other agencies include the Department of Family and Children Services (DFACS) and the Laurens Co. Mental Health services. Our school counselors work as liaisons with these agencies to better provide for the needs of students as needed. The **Title III Director** provides support to coordinate services for Immigrant students.

JOHNSON COUNTY SCHOOLS

Elementary and Secondary School Emergency Relief Funds (ESSER)


(includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA), American Rescue Plan Act (ARPAP) and any amendments or continuations)

In response to the economic outcome of the COVID-19 pandemic in the United States, Congress passed three bills that provided immediate and direct financial assistance to state and local educational agencies through the Elementary and Secondary School Emergency Relief funds. These funds were provided to support areas with the greatest need, where the academic and non-academic components of school districts had the most significant impact due to COVID-19. As additional funding was provided, the funds were intended to support state and local school districts' efforts to safely reopen schools, address significant gaps in learning, and support measures of implementation that will continue to reduce the effects of COVID-19 on students and families.

- Section 18003 of Division B of the CARES Act-Coronavirus Aid, Relief, and Economic Security (CARES) Act

- Equitable Services: An LEA that receives ESSER funds under the CARES Act (section 18005) must provide **equitable services** to non-public school students and teachers in the same manner as provided under section 1117 of Title I, Part A of the ESEA.
- Section 313 of the Coronavirus Response, Relief Supplemental Appropriations (CRRSA) Act
- Section 2001 of the ARP Act-American Rescue Plan (ARP) Act- Section 2001
- The LEA must reserve at least **20 percent of funds to address learning loss** by implementing **evidence-based interventions** and ensure that those interventions respond to **students' social, emotional, and academic needs** and address the disproportionate impact of COVID-19 on underrepresented student subgroups. Remaining LEA funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with **Disabilities Education Act (IDEA)**, **Adult Education and Family Literacy Act (AEFLA)**, or **Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE)**.
- Maintenance of Equity: The ARP contains LEA maintenance of equity requirements for FYs 2022 and 2023.
- LEA Safe Return to In-Person Instruction Plan. An LEA that receives ARP ESSER funds must publicly plan for the safe return to **in-person instruction and continuity of services** on its website. Before making the plan publicly available, the LEA must seek public comment on the plan.

DISTRICT/LEA
SCHOOLS


JOHNSON COUNTY SCHOOLS

QUICKLINKS
PORTAL LOGIN

ABOUT US
CALENDARS
DEPARTMENTS
PARENTS
STUDENTS
ENROLLMENT INFO
JOIN US


HOME
ABOUT US
RESOURCE LIBRARY

Resource Library

See below for a collection of informational and required documents

+ BOARD DISTRICT MAPS
+ BOARD MEETING SCHEDULE
+ BOARD MINUTES
+ FEDERAL PROGRAMS
+ PROPOSED BUDGET
+ TAX DIGEST AND FIVE YEAR HISTORY
- POINTS OF INTEREST
- MISCELLANEOUS

[Positive Behavioral Interventions and Supports \(PBIS\)](#)
[Homecoming Representative Recommendations click here to fill out the Google Form](#)
[FY22 JOCO Re-entry Plan](#)

 English

The Johnson County Board of Education uses ESSER Funds to respond to the 2020 COVID – 19 pandemic. These funds include: Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA)

American Rescue Plan Act (ARPAP) and any amendments or continuations. These funds are primarily used to offset the learning loss during the pandemic. For example, whereas, the intent of Title II is to target preparations, training, and recruitment of teachers, principals, and other school leaders based on professional qualifications, ESSER funds intent is to provide a safe healthy learning environment to minimize the impact of the COVID -19 pandemic on academic progress supporting the whole child. All ESSER and related funding follows the same procedures as other federal funds (internal controls, budget management, and fiscal requirements). Further, based on **CARES Use for Compensation**, based on the critical needs arising from the pandemic, employees may receive **hazard pay** for a national or local emergency or to perform **critical services**. Instances when this might happen may include a pandemic or a natural disaster. Employees will be compensated for fully completing an objective from a supervisor related to the aforementioned conditions.

Submit all required documentation complying with state law regarding Public Works Construction Projects.

The **Assoc Superintendent of Federal Funds** will be responsible for providing technical assistance, monitoring use of funds within the district and verifying implementation of procedures focused on lessening the learning loss. The **Director of Sp. Ed. And CTAE** will provide the same responsibility for all funds in this area related to Special Education and CTAE. All expenditures related the facilities and technology will be the responsibility of the **Assoc Superintendent of Facilities / Technology**. Both along with the **Superintendent**, final authorization, will ensure appropriate procedures and use of funds.

Use of Elementary and Secondary School Emergency Relief (ESSER funds) for minor or major construction projects

The Johnson County School District will ensure that school facility repairs and improvements are solely to reduce the risk of virus transmission and exposure to environmental health hazards, and to support student health needs and inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air condition systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.

The Johnson County School District will ensure the required documentation is on file with GDOE Facilities once all steps are completed for approval of projects by the ESSER Grants Team.

- O.C.G.A. 36-91-20, 36-91-21, and 36-91- 22
- Revise or withdraw any state capital outlay funded projects where ESSER funding was utilized.
- Verify that the construction project will be completed by the end of the grant period.
- Submit required documentation adhering to the Davis Bacon Wage Requirement for all federal contracts and subcontract over \$2,000 for construction, alterations, repairs, painting, and decorating.
- Submit applicable required documents that follow federal construction regulations.

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CFR75.600-617

The **Assoc Superintendent of Federal Funds** will be responsible for providing technical assistance, monitoring use of funds within the district and verifying implementation of procedures focused on lessening the learning loss. All expenditures related the facilities and technology will be the responsibility of the **Assoc Superintendent of Facilities / Technology**. Both along with the **Superintendent**, final authorization, will ensure appropriate procedures and use of funds.

JOHNSON COUNTY SCHOOLS

Title II-A

The Johnson County Board of Education uses Title II A funds to support effective instruction via Transferability to Title I. The intent of Title II is to target preparations, training, and recruitment of teachers, principals, and other school leaders based on professional qualifications. The intent is to hire and maintain qualified and effective teachers, principal and other school leaders. Title II A funds will support student achievement to implement the state standards and target low-income and minority students by giving them increased access to effective teacher and leader support. Johnson County seeks to always hire teachers and paraprofessionals who hold professional qualifications for the positions they will fill. The district seeks to have every teacher to hold a clear renewable certificate. The system **Human Resource Director (Superintendent)** and **Title II-A Director** will be responsible for providing technical assistance, monitoring professional qualifications within the district and verifying implementation of these procedures.

JOHNSON COUNTY SCHOOLS

Professional Qualifications

(“PQ” local guidelines based on ESSA)

With the reauthorization of the Elementary and Secondary Education Act of 1965 as the Every Student Succeeds Act (ESSA) of 2015, abiding under Title I, Part A, guides Johnson County Schools to ensure all personnel meet applicable state certification requirements as established by the Georgia Professional Standards Commission (GaPSC). Based on Johnson County Schools Strategic Waiver (Strategic Waiver School System – SWSS) professional qualifications (PQ) are established.

The Johnson County Board of Education seeks to always hire teachers and paraprofessionals who are professionally qualified (PQ) for the positions they will hold. They also seek to have every core academic teacher to hold a clear renewable certificate. The district prefers that all teachers have the appropriate certification and strives to reach this goal. Certification is waived only in the event of an extreme circumstance that is documented by a lack of qualified applicants and/or a specific circumstance in which the lessened certification requirements are specified in the job announcement criteria based upon an anticipated lack of qualified applicants. In the extreme situation where certification is waived and documented by lack of qualified applicants, minimum professional qualification requirements for employment include a bachelor's degree in a related content field and related work experience. Data reflecting teachers teaching “Out of field” will be reported GDOE.

The **Superintendent** will be responsible for all hiring and ensures professional qualifications. The system **Title I / II Director** will be responsible for providing technical assistance, monitoring professional qualifications within the district and verifying implementation of these procedures.

**Inexperienced teachers (Induction Level are 0-3 years (less than 4 years) of experience.*

**Inexperienced principals and other school leaders are 0-3 years (less than 4 years) of experience.*

**Emergency or Provisional credentials hold a GaPSC certificate identified with “W”, “N”, or “SI”.*

**Not teaching in subject or field based on certification results in an “out of field”.*

**Paraprofessionals must either: hold an associate's degree or higher; completed 2 years of college, have passed the GACE Paraprofessional Assessment.*

JOHNSON COUNTY SCHOOLS

Title II-A

Payroll Procedures (Sign in sheets, Personnel Activity Reports (PAR) or time sheets, time logs, monthly schedules)

(See Fiduciary Responsibilities guidance.)

Compensation: Time and Effort (CFR 200.430) – Personnel Activity Reports (PAR) or Time Sheets

(See Fiduciary Responsibilities guidance.)

Compensation: Time and Effort (CFR 200.430) - Semi Annual / Group List (Periodic) Certification

(See Fiduciary Responsibilities guidance.)

Contracted Services (CFR 200.323) (Consultants and Purchased Services)

(See Fiduciary Responsibilities guidance.)

JOHNSON COUNTY SCHOOLS

Title IIA - Parents Right to Know Notification

The **Title II Director** is accountable for supporting best practices with hiring Professional teachers to maximize student achievement. The Title II Director works in collaboration with **Principals and the Superintendent**. Parents are informed of their rights to know the qualifications of their children's teacher. Parent notifications are required. Johnson County will notify parents annually at the start of school (**within 30 calendar days of the start of school**). Each school will use the language of the law and maintain records of the notifications. Each school will document the **multiple formats** of notification in order to ensure accessibility and, to the extent practicable, notifying in a language the parent may understand (native / preferred language). Title II A Director will provide technical assistance to each principal. (*sample JCMS former "non-PQ" parent notice, see APPENDIX I*). Additionally, the director suggests this letter for any person who fills a teacher's position for an extended period. This is to support effective parent communication. Retired teachers holding professional qualifications are most often used to fill long-term substitute situations.

At the beginning of each year and when preparing set asides for the consolidated application, the **Title I director** contacts the **Title IIA Director** to obtain information regarding the status of professional qualifications for teachers. This information is then used to determine the professional development set aside amount for teachers. All teachers who are paid with Title I funds are required to meet professional qualifications status. The **professional development director** sets aside funds to help teachers meet professional qualifications status, if necessary.

JOHNSON COUNTY SCHOOLS

20 Day Notification

In Johnson County Schools, notification requirements apply to all teachers in all content areas. **The principal** is responsible for each school notifying parents if a teacher has not met subject or grade level requirements for professional qualifications in compliance with state law for 4 or more consecutive weeks (20 Day Notification). This means either GaPSC certification requirements or based on extreme situations, the minimum qualifications established locally by Johnson County District. This notification must be made within **10 business days** following the 4 consecutive weeks. (*see sample letter, Appendix I-1*)

- Principal with technical assistance from of the Federal Program Assoc. Sup. verify notification content, verifying dissemination of notification, and maintaining notification documentation.
- Notify parents in a format that will ensure that all parents have the opportunity to receive the information.
- Notify parents, to the extent practicable, in a language that they may understand.
- Ensure the notification includes school/program/ name and a point of contact by position.

JOHNSON COUNTY SCHOOLS

Title II A - Professional Learning

Professional Development

(Professional Development, Title I, Title IIA, Title III, and other federal funds)

Johnson County School District develops its staff with continuous professional growth opportunities for improvement. The Johnson County Schools professional development activities are evidence-based professional development activities that are provided each fiscal year. The need for each professional learning opportunity is data driven based on student data and / or the need for teachers, paraprofessionals, and administrators to stay abreast of GDOE updates aligned with content areas.

An annual District Professional Development Committee meeting is held to assess the needs based on collected data. The team makes recommendations for the District overall professional development goals. The team is composed of district personnel, school personnel, and community stakeholders (RESA support). The outcome is data driven job-embedded activities based on student achievement data, classroom observation data (formal and informal), and evidence practices derived from state guidance from GDOE. They are system wide, school-wide, and or individualized for all personnel (admin, teachers, paraprofessionals, and others). Particular support is given to new teachers, teachers needing targeted support, and teachers not yet Professionally Qualified (PQ).

The span of this system is inclusive of all staff as it targets career development. The system further requires all Administrators, both school and district level, and Instructional Coaches to have a minimum of two Professional Development trainings a year with at least one being offsite training.

Johnson County Professional Development Goals

1. To further develop Effective Leadership via an organization structure which yields systems to increase literacy (STEM Literacy).
2. To enhance the Coherent Instructional System raising achievement in math, science, and social studies.
3. To improve the Supportive Learning Environment and Family & Parent Engagement as it focuses on “whole child” supports.

Individualized professional development goals are set by each faculty member based on the student data and personal growth needs. Based on SIPs and the DIP, PD activities are guided by the **Instructional Coach** (approved by principal and PD Director) at the school level and **Professional Development Director** at the district level (in collaboration with the District Curriculum Team). The PD Director reports progress updates to the **superintendent** on monthly bases during district meetings. The **school principals** are primarily responsible for ensuring their staff learns and implements the PD strategies. **Instructional Coaches** coordinate PD activities at each school through job-embedded learning. Documentation of PD activities includes: monthly electronic PD calendars for the district and each school (approved by the superintendent at the

district level and principals at the school level), sign in sheets with positions identified and agenda for each professional development community and all PD activities, shared PD artifacts from Lab Classrooms and videos. **Instructional Coach** in each building and the **PD Director** at the district level are responsible for maintaining lists of all PL activities, sign-in sheets, agendas, and other artifacts to document admin, teacher, and other faculty participation. Artifacts are shared **monthly** to monitor the progress of professional development. **Annually**, the **principals** with the assistance of the **Instructional Coaches** will require all staff members in efforts to document Professional Learning Goals (or Professional Learning Plan) activities (artifacts from job-embedded training, conference (200.432), workshops/ seminars, college courses). Leaders and support staff will also maintain documentation of PD participation as verified by the **Immediate Supervisor and Professional Development Director**. The information from the artifacts will be evident in the evaluation process to form district-wide data.

Funding is used to support the economically disadvantaged students and impact the whole child. Primary needs are in instructional practices to provide evidence-based interventions. Professional development is shared and redelivered to help maximize implementation. Updates are shared with superintendent, district level team, building teams, RESA, and parents. The goal is the share exceptional practices with as many stakeholders as possible allowing the community to have a shared vision and expectations for career development to support student achievement with professional growth.

Professional Development monitoring meetings are held monthly. The system measures its impact at minimum twice annually with the Professional Learning Director and representatives from each school. Monitoring the impact on student progress reflects the effectiveness of professional growth. Professional opportunities are only as effective as the staff's capacity increased student achievement.

A core component of the professional growth within the district is provided to teachers by Instructional Coaches. Each Coaching Endorsed Instructional Coach gives broad and databased targeted support to all staff. With a primary grade span and primary core content area, each is a champion of evidence-based practices in all content areas. This job embedded approach is additionally evident by model lab classrooms where practices are modeled.

Each District Administrator (Program Director) and Building Level Administrator provides professional development at the district level as well as within the schools. This practice is also supplemented by the partnership with Oconee RESA. Teachers are identified as Teacher Leaders and contribute leading professional growth as well. This includes, but not limited to, an extensive Mentor Program. The JOCO Mentor program is a 3-year process with monitoring for those new to the school system, new to the field, or having received a promotion. There is ongoing collaboration and flow of professional learning.

The extensive list of professional development includes:

- **Career Development**: Georgia Leadership Institute for School Improvement (GLISI), RESA Job-Alike Cohorts, Leadership Book Study, Endorsements: Reading, Instructional Coach, ESOL, MTSS, JOCO Leadership Summit, JOCO Monthly Leadership Mtgs, Paras to Teacher Program, and Teacher Induction / State Approved Teacher Internship
- **State and National Conferences**: Leadership, Student Records, Federal Programs (including ESOL, Migrant, Homeless), CTAE, Assessment, and Family and Parent Engagement
- **Writing instruction support / monitor implementation**

- Sustain SBC / ongoing monitoring, Literacy instructional practices in All content areas (reading comp, writing, and digital literacy), D.O.K., and D.I. based on assessment
- Georgia School Board Association (GSBA “Quality Board”)
- Developing Teacher Leadership
- Coherent Instructional System: P-20 Collaborative, Increased training Multi-Tiered Support System focused on Behavior Intervention Plans (MTSS/ PBIS/ BIP), Focus on Instructional Norms (Increased DOK, D.I. based on assessment, and Digital literacy, 5 E’s Model / S.T.E.M., SBC Inquiry Based Model (S.W.I.R.L), Student mastery (rubric, commentary)
- Mentor Program: New Teacher (3 years) / New to School System (1 year)/ Promotion (3 years) support
- Coach’s Cycle / Impact Cycle – Job embedded PD
- District wide PD Tuesdays
- Instructional Technology (Google Classroom and Digital)
- Supportive Learning Environment / Family & Parent Engagement: Culture focused on vision and mission targeting “whole child” based on data: MTSS, PBIS, and Family & Parent Engagement: Building Parent Capacity: MTSS, SEL, PBIS, Literacy (Birth to 5), Media focused on Cyberbullying, Target Behavior Intervention Plans (BIP ramping up MTSS)

JOHNSON COUNTY SCHOOLS

ESOL Program / EL Students

Johnson County School District meets the needs of its English Learner (EL) populations with the use of local, state **professional learning**, and federal funds. With the district NOT receiving Title III funds, Title I funds are allocated to ensure a sound ESOL program with academic growth and students achieving increased English proficiency. The funds are used implement and monitor our ESOL program. Based on continuous training and technical support received from the state department, onsite and offsite **professional learning**, Johnson County School closely monitors the instructional programs targeting EL-Y / EL-M students.

Georgia is supported by the WIDA Consortium. This connection allows EL students in Johnson County the benefit of the Wisconsin Center for Education Research (WCER), the Center for Applied Linguistics and MetriTech to ensure that our English Language Proficiency assessment

(ACCESS for ELLs) and our ESOL teaching standards remain reliable and valid across administration years.

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Learners (ELs) in grades K-12 (Georgia School Law Code 1981, § 20-2-156, enacted in 1985). The ESOL program is a standards-based curriculum emphasizing academic and social language development. ESOL coursework is based upon the WIDA Consortium English Language Development (ELD) standards. Classroom teachers integrate these standards to both communicate in English and demonstrate their academic, social, and cultural proficiency. Instructional approaches, both in ESOL and general education classes, ensure that the needs of Georgia's ELs are accommodated. To the extent practicable, it is appropriate to use the EL's home language as a means of facilitating instruction and providing parents with school-related information.

Title III is a federally-funded program that provides eligible Local Education Agencies with funding to supplement those ESOL services already in place. Both ESOL and Title III hold students accountable for progress in, and attainment of, English language proficiency. Upon attainment of English language proficiency, students exit from supplemental language services. **Currently**, Johnson County maintains support with local, state, and other federal funds. Title I funds are used to supplement **professional learning**, students services, and support for EL families

Johnson County Schools **utilizes an innovative instructional program** that combines “push-in” model that is supplemented by evidence based instructional strategies. Otherwise, all Georgia Department of Education's curriculum materials as provided on the georgiastandards.org website. When combined with WIDA Standards, English Learners are provided meaningful educational opportunities. The Principal is supported by the Title III Director as he or she provides EL services by an ESOL endorsed Teacher.

Georgia uses the WIDA English Language Development (ELD) Standards for English language acquisition courses. The five broad, overarching standards specifically address academic language development and proficiency and should be integrated with the Georgia Performance Standards (GPS) in the core content areas to facilitate academic achievement. Links to the WIDA ELD Standards are available at www.georgiastandards.org at the bottom of the webpage for each of the core content standards pages as well as under the Resources and Videos tab. They are also found at www.wida.us.

The WIDA English Language Development (ELD) Standards are designed as a curriculum and instruction planning tool. They help educators determine children's ELC levels and how to appropriately challenge them to reach higher levels. The five standards encompass the areas of Social and Instructional language; the language of Language Arts, Math, Science and Social Studies. The WIDA ELD Standards are:

- English language learners **communicate** for **Social** and **Instructional** purposes within the school setting.
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Mathematics**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Science**
- English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

The **Title III Director** supports principal, ESOL endorsed teachers, regular education teachers with compliance, **professional learning**, materials, and purchase procedures. The director, in conjunction with the **Title I Parent Liaison**, take the lead in coordinating parental involvement activities via the school committees as they show due diligence in efforts to include all parents in school activities.

Johnson County Schools will implement expenditure procedures in line with the written fiscal procedures. All requests for purchase must be submitted on the designated forms E. Outlined below is the procedure to follow:

Requests

- Complete the request for Purchase form, including appropriate budget codes
- Submit the form electronically to the BOE
- Request form will be approved or denied and returned to electronically
- Only originally approved amount can be reimbursed.

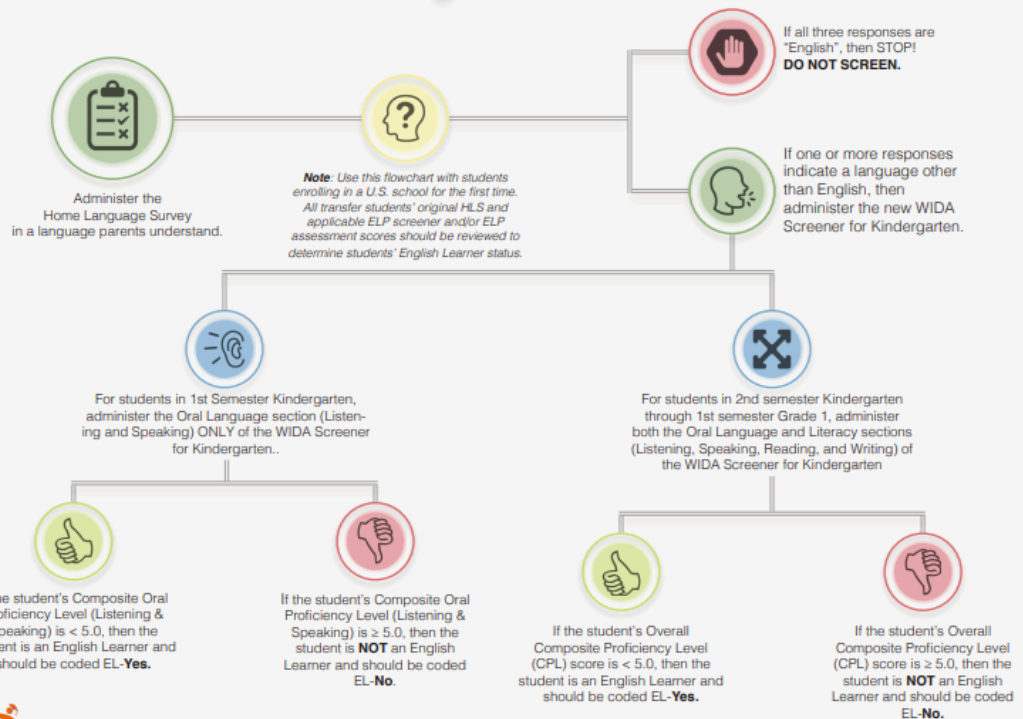
Johnson County Schools will support ESOL students to assure equal access to a public education. Special attention will be given to ensure **the identification limited English. ESOL students** will be provided district services for which they are eligible (School wide Title I, Gifted, Sp. Ed., CTAE, and other programs as they qualify). The school district uses the Home Language Survey Form with all new students as a part of every registration packet to screen for limited English students. Based on the school registration, **school registrars** share registration materials with the **Title III Director**. If the student is determined to be eligible, **Title III Director and Principal** assess student transfer records or results of the WAPT assessment (or Wida Screener as required for Kdg and 1st Semester 1st Grade) to determine next steps. If the student has previously been identified as an EL, services are continued. If the WAPT (or Wida Screener as required for Kdg and 1st Semester 1st Grade) results reflect services are needed, **Title III Director and ESOL Teacher** determine placement and any accommodations needed. Parents are notified in their native / preferred language of the outcome of the meeting (eligibility letter). *(see Notice of Supplemental Language Form English / Spanish, Appendix S)*

Johnson County Schools will support all language minority students (ESOL eligible, exited ELs, immigrant, and youth) by assuring proper records are maintained for enrollment, academic progress, and assessment.

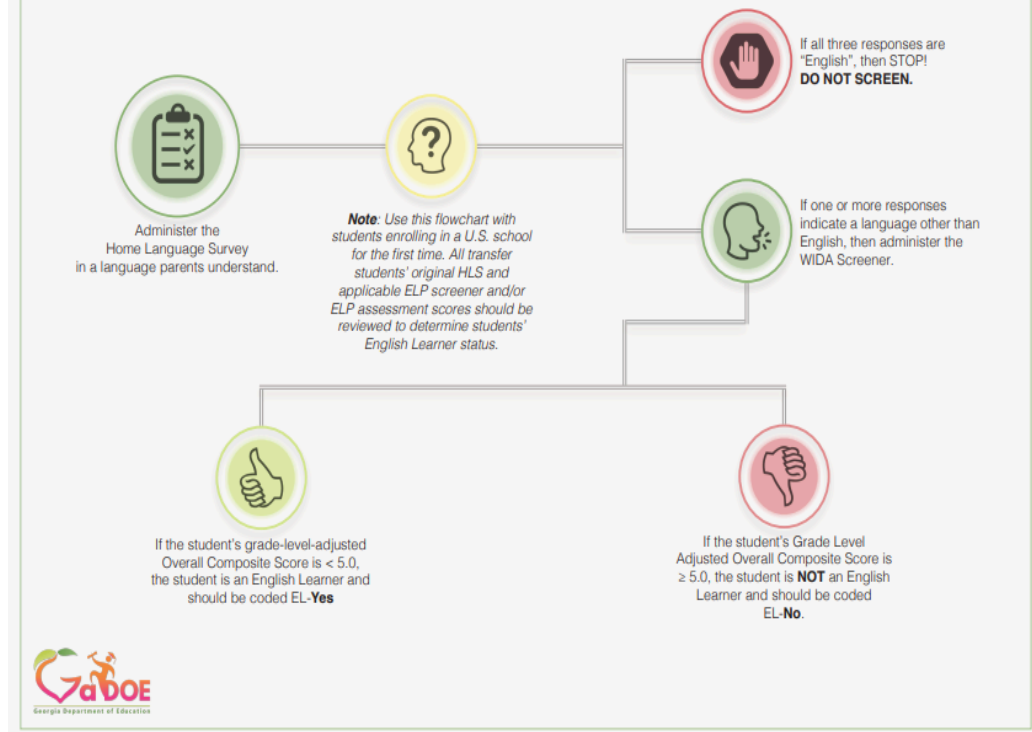
The school district uses Home Language Survey Form to screen for families and students. It is included as part of the initial registration and for students as they enter school during the school year. Based on the school registration, **school registrars** share registration materials with the Title III Director. If the student is determined to be eligible (Title III Director and Principal assess student transfer records or results of the WAPT (or Wida Screener as required for Kdg and 1st Semester 1st Grade) assessment), **School Registrars** are responsible for entering this data entry (specifically to include EL student's **GTID number**) within the student information system. The district is sure to move in a timely manner to support proper SIS coding and the transfer of school records to support families. Johnson County School uses Infinite Campus. *(see BELOW: Entrance Procedures Chart for Kdg and 1st Semester / then 2nd Semester through 12th Grade)*

English Learner (EL) Entrance Procedures

WIDA Screener for Kindergarten and 1st Semester Grade 1



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



If the student is determined to need EL services, records are maintained inside the student's permanent record in a "blue" ESOL file to include the HLS, W-APT, and ACCESS results. If applicable, the Parent Wavier and EL-monitoring documents are also maintained in the permanent record. EL waivers and monitored students are identified in school records by the **School Registrar** with the assistance of the **Title III Director**. These records are monitored **at least annually** (*typically during the beginning, middle and end of the school year*) with a folder review by the **ESOL Teacher** and **Title III Director**. The periodical reviews are a LEA means of maintaining accurate documentation aligned with policies and procedures. All EL "blue" files are labeled for easy identification.

- ☑ EL-Y (*Yes, current EL*)
- ☑ EL-1 / EL- 2 (*Monitored EL based on ACCESS scores*)
- ☑ EL-F (*Former EL*)
- ☑ Wavier (*ELs whose parents waive/refuse ESOL services*)

All ESOL student records will include:

General EL Forms & Checklists

- ☐ School Document Checklist for ESOL
- ☐ updated Cumulative Profile (evidence of at minimum annual review)
- ☐ Student Has Been Tested

- ☐ Indicator of EL status
- ☐ Can – Do descriptors (signed within the last year) ≤ n/a for EL-M
- ☐ Sp. Ed. documents (if dually served) ≤ n/a
- ☐ Length of time in ESOL / Retention Data form

New Student Forms

- ☐ Home Language Survey
- ☐ Parental Notification of ESOL Services
- ☐ ESOL Waiver (if ESOL services declined, signed and dated form by parents) ≤ n/a for EL-M
- ☐ Notification of Services Not Necessary ≤ n/a for EL-M
- ☐ Testing Forms

ESOL Teacher Input Meeting

- ☐ Minutes and recommendations

Testing Forms

- ☐ Evidence of screener W-APT scores WAPT (*or Wida Screener as required for Kdg and 1st Semester 1st Grade assessment*) ≤ not evident in transfer records
- ☐ Test Accommodations (TPC) signed by teachers and dated within the last year (form may state “no accommodations”)
- ☐ Parent Letter for Recommended Accommodations
- ☐ Parent notice / minutes (in native language if possible)
- ☐ ACCESS and other test scores (evidence they were sent home in parent’s language) ≤ n/a for EL-M (year 2) students

End of Year Forms

- ☐ ESOL Notification for Continued Services

Monitoring Forms (for EL-M students) ≤ n/a for EL-Y

- ☐ ESOL Monitoring Letter
- ☐ ESOL Monitoring Form / consultation: ≤ Semester 1 ≤ Semester 2
- ☐ ESOL Assessment Modifications
- ☐ Exit forms (based on ACCESS 5.0 criteria or 4.3 with teacher input)
- ☐ Exit date _____

The **Title III Director** provides annual updates to **school administrators and registrars** regarding identification and coding of EL and immigrant students in the student information system aligned with the **District’s SIS Director**. The **GTID number** and other required

information will be required and ensured it is recorded by the **school's Principal** and confirmed by the **Title III Director**. Johnson County school level and district level personnel will participate in varied local and state training to guarantee EL and immigrant students' records are updated correctly. An ESOL **Professional Learning** Calendar is maintained by the LEA to document all of the **EL professional learning**.

The **Superintendent** will review and revise as necessary rules or procedures that may create barriers for EL students having service. The **Superintendent** will confirm a Title III Director and ESOL Teacher for the ESOL program. The director and teacher will work directly with each **school's Principal, Counselor and Registrar** to safeguard the interests of EL students.

ESOL Program

**Exiting Students (EL=1, EL=2, EL-F)
Monitoring Year 1, Monitoring Year 2, Former EL**

Prior to 2017 ACCESS test results, the Language Assessment Conference (LAC) was used to determine whether certain ELs in grades 1-12 are ready to exit from English to Speakers of Other Languages (ESOL) programs or if they are still in need of language assistance services. During the release of 2017 ACCESS test results, Grades 1 – 12 program exit was based solely on achievement of 4.3 Composite Proficiency Level (CPL). Kindergarten exit is based on a CPL of 5.0 with no individual language domain score less than 5.0. **As of April 2018, the current Exit Criteria is:**

Kindergarten

A kindergarten student must achieve a 4.5 in Writing and a 5.0 or greater in each of the remaining domains of Listening, Speaking and Reading. The student's Overall score must also be 5.0 or greater. All Kindergarten students who meet these minimum criteria must be exited from the ESOL program.

English Learner (EL) Exit Procedures

Kindergarten



Administer the Kindergarten
ACCESS for ELLs.



If the Overall Composite Proficiency Level (CPL) is < 5.0,
• or any of the Listening, Speaking or Reading domains are < 5.0,
• or the Writing domain is < 4.5,
then the student is still an English Learner and remains coded EL-**Yes**.



If the Overall Composite Proficiency Level (CPL) is > 5.0, then the student no longer qualifies for English learner status and must be exited using an **end-of-school-year date** or **June 30**. This EL Status Exit Date may **not** be recorded in the SIS until the beginning of the new school year (after July 1).



Grades 1 – 12

Grades 1 – 12 program exit continues to reflect the required achievement of 4.3 Composite Proficiency Level (CPL) along with teacher input. The reclassification process may be used. If exiting students below 5.0, the Reclassification Form must be used.

English Learner (EL) Exit Procedures

Grades 1-12



Administer the
ACCESS for ELLs 2.0.



If the Overall Composite Proficiency Level (CPL) is < 4.3 , then the student is still an English Learner and remains coded EL-Yes.



LEA Flexibility:

An LEA that chooses to consider possible EL Exit for students scoring between CPL 4.3 – 4.9 must establish written standardized LEA EL Exit Procedures that include an EL Reclassification Review Team decision to exit or not to exit. The LEA's procedures must be implemented consistently in an objective manner and must be applied in a valid and reliable way. LEAs must use the state-provided EL Reclassification Form.



If the Overall Composite Proficiency Level (CPL) is > 5.0 , then the student no longer qualifies for English learner status and must be exited using an **end-of-school-year date** or **June 30**. This EL Status Exit Date may **not** be recorded in the SIS until the beginning of the new school year (after July 1).



The ESOL Committee will convene as needed. The members will also maintain participation in professional learning workshops focused on ESOL.

The student's ESOL teacher and the classroom teacher(s) will participate in the ESOL Committee meeting. Other participants may be selected from the following:

- ☐ The principal
- ☐ Counselor
- ☐ Regular Ed. teacher (or ELA Teacher)
- ☐ Parent(s) of the student
- ☐ ESOL Teacher
- ☐ Other content area teachers or EL endorsed personnel

Exit is based solely on the ACCESS test results (see charts above for flexibility when scores are 4.3 – 4.9).. The **Title III Director and EL Teacher** review the documentation and notify parents of the results. The exit form will be signed by the **Principal, ESOL Teacher, and School Counselor**. If the student exits the program, it is indicated in Infinite Campus student information system.

ELs who meet the criteria for proficiency are no longer eligible for language assistance services and must be exited. Title III law requires that districts **monitor ELs for 2 calendar years following exit** from language assistance services. It is the responsibility of the ESOL teacher to maintain documented evidence in the ESOL folder that the student was monitored throughout the two-year monitoring phase. Regular Ed teachers support in the monitoring and are also provided training. They give written input reflecting the EL-1 or EL-2 student's progress to be sure the student is adapting.

The goal of most second language students is to function as proficient learners in the classrooms. ELs take responsibility for their learning at their individual language-proficiency level. English learners who are in the two-year monitoring phase following their exit from language assistance services should be coded as **EL-1 or EL-2** on state assessments and continue to be eligible for appropriate standard accommodations as outlined on their EL/TPC forms. While monitored the ESOL Teacher will conduct interviews and view student work samples to be sure adequate progress is being made.

After the two-year monitoring period ends, EL-2 students are no longer eligible for any testing accommodations.

Once the two-year monitoring period has ended, the student's coding for Data Collections Student Record purposes will change from **EL-2 to EL-F (Former English learner)**. At the end of the monitoring cycle, the student will then be coded as a former EL (EL-F). The Title III Director provides technical assistance to be sure the School Registrar has current data entry information for Infinite Campus.

ESOL Program

Evaluation and Accountability

To ensure **Evaluation and Accountability** of the Title III / ESOL program, initially, Johnson County School conducts an internal evaluation. This Program evaluation begins with procedures review, includes classroom observations, communication with parents, an ESOL teacher evaluation that has a primary focus on student achievement, and an annual EL folder review based on the monitoring checklist (verified by both the **ESOL Teacher and Title III Director**). At the state level, Johnson County Schools participates in onsite and offsite monitoring with the Georgia Department of Education to further safeguard **Evaluation and Accountability** of the Title III / ESOL program. Typically, the annual Georgia Department of Education (GDOE) Self Evaluation Instrument (SEI) is submitted to the GaDOE Title III/ESOL Division staff. Otherwise, the GDOE conducts an onsite visit. When the district is notified annually of the Annual Measurable Achievement Objective (AMAO) results, administrators are notified at District Administrator meetings and via email of the results and required actions. The information is shared publicly with stakeholders as well.

JOHNSON COUNTY SCHOOLS

Parental Involvement and Notifications – Waivers

In Johnson County Schools, as students use the Home Language Survey and parents are notified in writing of the student's EL status (or receipt of status from another school system) parents receive eligibility letters. If the student qualifies for ESOL services, the parent or guardian receives written notification immediately following the screening or receipt of EL status from another system.

If a parent or guardian indicates that they do not wish for their student to be served by the ESOL program, the ESOL teacher attempts to conference with the parent to explain the benefits of the program. A Parent Waiver of Direct ESOL Services is provided to the parents who do not want their student to receive direct ESOL services. If the waiver is signed by the parent, it is filed in the ESOL folder and the parent refusal status is indicated in Infinite Campus, the student information system. A new waiver must be signed each year for which the parent waives ESOL service.

Principal and ESOL Teacher maintain waiver in students permanent ESOL file located in the permanent record. The **Title III Director and ESOL Teacher** will periodically review files to be sure all documentation is accurate with policies and procedures.

All required forms are shared and documented (native / preferred native language when feasible).

JOHNSON COUNTY SCHOOLS Title IV, Part A - Student Support and Academic Enrichment (SSAE Grant)

The Title IV program funds provide funding to Johnson County Schools as the Student Support and Academic Enrichment Grant. Authorized in Every Student Succeeds Act (ESSA) Title IV, Part A has a wide range of allowable uses. 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:

1. Provide all students with access to a well-rounded education, (like music, arts, social, etc.)
2. Improve school conditions for student learning, (safety, parent support, mentor program, etc.)
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (personalized learning, collaboration, limited on tech purchasing, etc.)
- 4.

The grant has transferability to Title I. Johnson County Schools will align the funds with Title I to support severely at-risk students. Funds must still be drawdown as separate funding. The **Title I Director** shall coordinate and lead the monitoring of the system's use of Title IV funds. The review is a means of holding the school district accountable for appropriate use of resources. By reviewing local activities and needs, the program monitoring allows effective implementation and the need for technical assistance.

JOHNSON COUNTY SCHOOLS Title V - Rural and Low Income

The Title V program funds provide flexibility to eligible rural LEAs to support local activities that address local academic needs. The Title V is a regular, systematic examination of school district administration and implementation of federal education grants. The Title V program review, in conjunction with other state and federal program reviews, aims to ensure that all children in Johnson County Schools have a fair, equal, and significant opportunity to obtain a high-quality education. The **superintendent** shall appoint personnel to coordinate and lead the collaborative monitoring of the system's use of Title V funds. The review is a means of holding the school district accountable for appropriate use of resources. By reviewing local activities and needs, the program monitoring allows effective implementation and the need for technical assistance.

Annually, Johnson County School System will complete and submit the budget for Title V-B, Rural and Low Income, within 30 days after receiving allocation. Johnson County Schools will follow Federal guidance that is outlined in Elementary and Secondary Education Act and

EDGAR (Educational Department General Administrative Regulations) for Title V-B, Rural and Low Income, local budget planning pages, and information from CCRPI / ESEA status school level reports to develop the annual budget. Additionally, annually, the Title V Director will ensure the district submits an evaluation for the use of funds. This process will certify the source's compliance status. The Title V Director is the person responsible for annual submission of Title V-B, Rural and Low-Income Budget and the annual evaluation report.

Planning/Monitoring for Title V-B Rural and Low Income takes place during monthly meetings held by the Johnson County District Leadership Team. The leadership team uses the following information when developing the budget plan:

- Allocation of funds
- Data from AYP school level reports
- EDGAR (section for VI-B)
- Local Budget plans
- Data from School Improvement Teams at each school
- Strategic Plan

The planning information gathered by the District Leadership Team is then presented by the superintendent to the local board for approval.

Agendas and sign-in sheets from monthly system meetings will be maintained for documentation.

JOHNSON COUNTY SCHOOLS

Homeless

In accordance with the McKinney-Vento Homeless Assistance Act, as amended by the No Child Left Behind Act of 2001, the School District will work with homeless children and youths and their families to provide stability in school attendance and other services. Special attention will be given to ensuring the enrollment and attendance of homeless children and youths not currently attending school in a manner that will not stigmatize or segregate them on the basis of their status as homeless. This includes avoiding using the word “homeless” in initial contact with school personnel, families, and you to circumvent stereotypes. Homeless students will be provided district services for which they are eligible, including Head Start and comparable pre-school programs, Title I, similar state programs, educational programs for students with disabilities or limited English proficiency, vocational and technical education programs, gifted and talented programs and school nutrition programs.

Every child of a homeless individual and every homeless child are entitled to equal access to the same free, appropriate public education as provided to other students. The District will without delay assign and admit a child who is homeless to a District school regardless of residence or whether the homeless child is able to produce records normally required for enrollment. School selection is not an option for homeless in the district with only one school per grade span.

The **Superintendent** will review and revise as necessary rules or procedures that may be barriers to **enrollment** of homeless children and youths. In reviewing and revising such procedures, the **Superintendent** will consider issues of transportation, immunization, residence, birth certificates, school records and other documentation. The **Superintendent** will appoint a **liaison** for homeless children. The district liaison will work directly with each **school counselor and school principal** to safeguard the interests of homeless students.

A "homeless child" is defined as provided in the McKinney-Vento Homeless Assistance Act. Anyone having a concern or complaint regarding placement or education of a homeless child will first present it orally and informally to the **District homeless liaison** that shall carry out the **dispute resolution process** as defined in the state plan for the Education of Homeless Children and Youths.

Important steps include:

- **Identification** of local resources (community organizations and faith-based organizations)
- Consultation with local agencies
- Tracking academic progress of homeless students
- Tracking intake with school registrar for accurate student records
- School counselor documenting "response to intervention" if student is below satisfactory in progress (tutoring, School Nutrition, professional development for teachers, mental health services, transportation, after-school program, informed parents, school supplies, emergency assistance)

Johnson County School System has a team-based effort to identify and serve all subgroups. Initially, the **registrar** at each school works cooperatively to identify students during the registration process. Appropriate surveys are included in the required registration packets. Qualifying information to establish the **identification** homeless children in alignment with the McKinney-Vento Homeless Act are included in registration packets and sent home with each current student **at the beginning of the school year**. Homeless surveys are also sent to each school counselor, registrar, and DFACS. Based on the outcome of the survey, the school **registrar** will transfer the student's information to the district liaison for the child to be identified. Each **school counselor** will also conduct informal interviews to investigate possible transitional situations. Based on investigations, **the school counselor or other school official** may provide written notification of possible homeless student to the district liaison. If the child is identified, the **district liaison** will provide written notification to the school counselor, the teacher, the principal, and the registrar to be sure the student has services, is monitored for academic growth, and identified correctly in student records.

The **school counselor** maintains academic growth monitoring for each student to ensure equal access to an appropriate secondary education and support services. Not only academic issues, but behavioral and emotional concerns are documented three times a year. This process supports homeless children in receiving **credit for full or partial coursework**. The district will ensure homeless youths are awarded full and / or partial credit for all coursework satisfactorily completed while attending Johnson County Schools. Additionally, full and / or partial credit is awarded for satisfactorily completed work from a previous school. As a homeless student may transfer from a Johnson County School, the **school registrar** will send necessary information to the district or school receiving the student. The **school registrar** will notify in writing the **school**

counselor, principal, and district homeless liaison after each transfer of student full and partial coursework is completed and it will be verified with documented two-way communication. Credit recovery is one of the methods used to prevent loss of credit. Furthermore, progress is particularly given to homeless during the At-Risk progress monitoring for each school. Any homeless student with less than satisfactory progress has a folder maintained by the school counselor which may include the RTI/ MTSS tiered support of Evidence Based Interventions. The **District Homeless Liaison** will verify with **school counselors** at each report card release the progress of all homeless students.

The county has no homeless shelters or faith-based organizations that assist with housing issues. The only hotel located in the county is consistently contacted for possible long-term residents in addition to those already identified through the registration process. The school counselors and administrators not only identify students but also collaborate in accommodating the needs of homeless students. The teachers are trained and are assisted by support staff. The system employs **2 Parent Liaisons** (including Sp. Ed.) and a federal program coordinator to give supplemental home-school support. As students are identified, resources are aligned to meet academic needs. These services, provided by the school and other agencies, include tutoring / mentoring, home visits, intervention, ESOL instruction, summer school, school supplies, food harvest bank, and clothing.

JOHNSON COUNTY SCHOOLS

Transportation guidelines (Homeless/ Foster Care)

The purpose of **Transportation** awareness of **homeless** is to support the McKinney-Vento Homeless Assistance Act in establishing stability for students in transition. One of the primary assurances of Johnson County Schools, in addition to enrolling without records and support in disputing a resolution via the grievance process, is to ensure the best interest determination (BID) for homeless students by receiving transportation services when feasible to a temporary school or their school of origin.

A homeless child has the right to attend his/her **school of origin**. For homeless students, a school of origin can be: 1. The public school they attended when permanently housed (i.e., before becoming homeless); or 2. The public school they were last enrolled; or 3. The public school they were entitled or eligible to enroll in when the child became homeless, if that child became homeless after such child was eligible to apply, register, or enroll in a public preschool or kindergarten, or is living with a school-age sibling who attends school in the district; or 4. The designated receiving school at the next grade level for any feeder school, where the child has completed the final grade in the **feeder school**.

The purpose of Transportation awareness of **foster care children** is to support the **Elementary and Secondary Education Act (ESEA)**, as amended by the Every Student

Succeeds Act (ESSA), the School District will work with foster care students and their foster parents, Court Appointed Special Advocate (CASA), DFCS case workers or Education Support Monitors (ESM) within the Educational Programing, Assessment and Consultation (EPAC) unit of DFCS to provide stability in school attendance and other services. One of the primary assurances of Johnson County Schools, in addition to enrolling without records and support in disputing a resolution via the grievance process, is to ensure the best interest determination (BID) for foster care students by receiving transportation services when feasible to a temporary school or their school of origin.

The **Foster Care Point of Contact (FC POC)** will work with School Counselors and Principals to be sure students are provided additional support. Additionally, the POC will monitor the schools' registration process and provide support to monitory student records for foster care students.

If a member of DFCS requests a verification form, an email will be sent to the JOCO FC POC:

- The JOCO Foster Care POC will forward to the school registrar, school counselor, and principal for completion
- The registrar will sign the verification form and mail it to the DFCS **address on the verification form**.
- The registrar will notify JOCO FC POC when it has been mailed out

We continually adjust our district wide procedures to be sure we comply.

The **Transportation Director** will coordinate transportation services for all students. Services for homeless and foster care students will be provided immediately and without delay. If additional costs are incurred, the **Transportation Director** will align the other party to resolve any extra costs of transporting homeless and / or foster care students. If there any disputes, it will be resolved with the Complaint and Grievances procedures outlined within the district guidelines (*page 82*). This process will be provided in collaboration with the **District Homeless Liaison and District Foster Care Point of Contact** and the local child welfare agency.

The **Superintendent** or designee will ensure the transportation guidelines in collaboration with the **Transportation Director, Homeless Liaison, Foster Care POC, and Parent Liaison**. Training will be conducted annually in **July** to all bus drivers and transportation personnel (*see federal programs timeline APPENDIX J-1*) by the **Director of Transportation** with the collaboration of the **Homeless Liaison (Title I Director), and Foster Care POC**.

The training will build awareness to create a team of support via the bus drivers, county dispatch, and each school's transportation coordinator (**principal / building secretary**). The training meeting will be

documented with an agenda and sign-in sheet with roles established (see sample agenda, APPENDIX L and sign in sheet, APPENDIX D). Suggested topics for the training are: *McKinney Vento Act purpose / definition, Foster Care, responsibilities of the LEA and point of contact in LEA, best interest determination (BID) aligned with Transportation to "School of Origin" - The Number One Barrier (to attending school regularly), Review transportation policy / practices "school of origin", awareness of hotels and shelters, Bus Foreman / BOE & Dispatchers communication before and after school*

Additionally, all parents will be informed of transportation services. The transportation meeting will be announced in the official organ to invite parents and facilitate coordination / access to transportation. The **Director of Transportation** will coordinate this joint meeting for staff and parents with the support of the Homeless Liaison. Parents will have supplemental access to transportation services information via each school's Student / Parent Handbook and / or each school's Annual Title I Meeting held in **August**. It will be led by the **Principal**. Items suggested for school agenda / power points: *Homeless - McKinney Vento Act purpose / definition, Foster Care, responsibilities of the LEA and point of contact in LEA, Transportation - The Number One Barrier (to attending school regularly), Review transportation policy / practices "school of origin", awareness of hotels and shelters, Bus Foreman / BOE & Dispatchers communication before and after school.*

JOHNSON COUNTY SCHOOLS

Foster Care

In accordance with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), the School District will work with foster care students and their foster parents, Court Appointed Special Advocate (CASA), DFCS case workers or Education Support Monitors (ESM) within the Educational Programing, Assessment and Consultation (EPAC) unit of DFCS to provide stability in school attendance and other services.

Special attention will be given to ensuring:

- the student's best interest determination (BID) remains at the school of origin (unless it is determined that remaining at the school of origin is not in the child's best interest)
- if a new school is required, the child will be immediately enrolled without delay (even when the child is unable to produce student records required for enrollment)
- the **school registrar** at the new school will contact the original school of origin to obtain relevant records

Johnson County Schools will collaborate with multiple agencies including the local child welfare agency to facilitate successful implementation of the procedures to support the foster child. The **Foster Care Point of Contact** is the **Title I Director**. The POC will monitor implementation of procedures and document monitoring efforts. For each school, the **Foster Care Point of Contact** is the **school counselor and school principal** will safeguard all procedures in the interest of providing stability for foster care students. The POC will work in collaboration with the registrar to monitor registration procedures.

Each school will be notified directly by foster parents, Court Appointed Special Advocate (CASA), DFCS case workers or Education Support Monitors (ESM) within the Educational Programing, Assessment and Consultation (EPAC) unit of DFCS. Once a child is identified, the District POC is notified. **The District POC** verifies the child's status with the **registrar, school counselor, and principal**. The registrar will then identify the child in the student information system. Confidentiality for this process will be aligned with FERPA regulations.

Johnson County Schools will ensure immediate **foster care student transportation** via the Foster Care Transportation Plan. The foster care transportation plan will be monitored by the **Director of Transportation** and the **Foster Care POC**.

The **school counselor** maintains academic growth monitoring for foster care student. Not only academic issues, but behavioral and emotional concerns are documented **three times a year**. Additionally, progress is particularly given to foster care during the At-Risk progress monitoring for each school. Any foster care student with less than satisfactory progress has a folder maintained by the school counselor which may include the RTI/ MTSS tiered support of intervention.

The **Superintendent** will review and revise as necessary rules or procedures that may be barriers to stability of foster children. In reviewing and revising such procedures, the **Superintendent** will consider issues of transportation, immunization, residence, birth certificates, school records and other documentation. The **Superintendent** will appoint a district **Point of Contact**. The district POC will work directly with each **school counselor and school principal** to safeguard the interests of foster care students.

Important steps include:

- Identification of local resources (community organizations and faith-based organizations)
- Consultation with local agencies
- Tracking academic progress of homeless students
- Tracking intake with school registrar for accurate student records
- School counselor documenting “response to intervention” if student is below satisfactory in progress (tutoring, School Nutrition, professional development for teachers, mental health services, transportation, after-school program, informed parents, school supplies, emergency assistance)

Johnson County School District has a relatively small (many times none existent) Foster Children enrolled in Johnson County Schools. The staff is trained and ready to assist. The system employs **2 Parent Liaisons** (including Sp. Ed.) and a federal program coordinator to give supplemental support. As students are identified, resources are aligned to meet academic needs. These services, provided by the school and other

agencies, include tutoring / mentoring, home visits, intervention, ESOL instruction, summer school, school supplies, food harvest bank, and clothing. The team of faculty members collaborates to ensure educational stability for children in foster care.

JOHNSON COUNTY SCHOOLS

Neglected and Delinquent

Johnson County does not have any N & D programs or facilities / schools. However, if a new N & D facility opened within our geographic boundaries, then the students would be served. Consultation would occur between the Title I Director and the N & D program or school.

JOHNSON COUNTY SCHOOLS

IDENTIFICATION AND SERVICE FOR

AT-RISK SUBGROUPS (*MTSS and PBIS*

***supports*)**

Process for identifying and serving subgroups At-Risk:

The Johnson County School District uses a variety of high-quality assessments available to students in order to determine academic needs. The **Principal** with support of **Instructional Coaches** will lead the school in data study and the **Superintendent** with support of **Assoc. Sup of Federal Programs (School Improvement)** will lead the district in this study of formal and informal assessment data. This process will take place at minimum **3 times throughout the year**. The state testing program results are utilized throughout the year in addition to several other high-quality assessments. The data collection includes the following:

GMSA (EOG / EOC/ GKIDS)	Grad. Rate	Lexile
Pre / Post Tests	Parent Contact logs	End of Year Assessments (K-2)
EIP checklist	At risk lists	Content areas Pre and Post tests
Failure lists	Google Classroom walks results	Tutoring data
Discipline reports	Peer Observation	PBIS (Educator's Handbook)
Attendance data	PDPs (# of teacher per year)	RTI / MTSS data (Tiers) (# of students on each tier by the month)
Retention lists	Teachers on "targeted" small group support with ICs (# of teachers by the month)	
MAP /NWEA	Homeless subgroup	
Student Attendance	SWD subgroup	
Teacher Attendance	ELs subgroup	
Parent Satisfaction Survey	Migrant subgroup	
H.I.R. (IC interview with Teachers)	DIBELS	

When teachers return in the fall, individual student results are studied to determine individual instructional needs. At the classroom and grade level, data is examined for each student to determine specific strengths and weaknesses. At each level, teachers and building administrators track this information using data to determine the rank order based on the above data collections list (also including Fry Sight Word Inventory, DIBELS, Pre and Post testing for math and reading, phonics inventories, grading systems) to determine the need for:

After school tutoring	Credit recovery
Summer school	Attendance recovery

At Risk lists are monitored by the **Principal, Director of Student Services, Assoc. Sup of Fed Prog. and Superintendent**. The expectation is that interventions will impact student achievement causing positive student achievement.

This data is expanded by supplemental data from demographic data, FTE / Student record data (including Students with Disabilities, homeless, English Learners). Further identification of academic need is focused on specialized program eligibility. English Learner (EL) students are identified with the WAPT placement test (or Wida Screener as required for Kdg and 1st Semester 1st Grade) and served based on WIDA standards. In addition to standard testing, the ACCESS for EL students is used to help determine academic needs and measure progress. In accordance with the McKinney-Vento Homeless Assistance Act the schools work with homeless -Vento Homeless Assistance Act the schools work with homeless students and youths and their families to provide stability in school attendance and other services. Special attention is given to homeless and Foster Care students to provide for their academic needs. The primary advocate for homeless and Foster Care students' needs is the counselor in each school who received intense specialized training to support these students. School level staff including principals, assistant principals, instructional coaches, key teachers and key paraprofessional analyzes school data for overall strengths and weaknesses. Input from varied stakeholders is ongoing during monthly meetings with the Federal Programs advisory.

Data for all students is compared with data for all students at the state, RESA and comparison group levels. All data is compared internally to show differences or gaps between racial groups, special and regular education students. In addition to utilizing summative data, formative data on student performance is collected and analyzed on a regular basis. Benchmark assessments are

utilized to assess student attainment of standards each grading period. The Georgia Online Assessment System has proven to be a valuable resource in the area of formative assessments. In addition to assessing student performance, teacher performance is also assessed on a daily basis. The district curriculum team utilizes the Google Walk Program to make an electronic record of observations of teachers in order to evaluate the effectiveness of classroom instruction. This data is compiled and shared with the school board at least once a year during the State of The Schools Presentations. After that meeting, results are shared with faculties and parents at each school in various ways, such as parent orientation workshops to welcome family back to school, faculty meetings, and on the district website/. Non-Academic Data Input is gathered periodically from parents, teachers, and other community stakeholders through both formal and informal surveys and discussions in various small group meetings, including the school council. The community risk assessment involves a survey of business and community members identified through the Rotary Club and the Chamber of Commerce and a parent survey. These community and parent surveys contain questions about the academic status of the school and system as well as stakeholders perception of the level of drug use, violence and safety of students both in school and on the bus.

Response to Intervention (R.T.I.) / Multi-Tiered System of Supports (MTSS): Johnson County School District uses Response to intervention (RTI) to support equity for students. It is a process used to help students who are struggling with a skill or lesson. The process begins with a universal screening of all children in the general education classroom followed by quality differentiated and assessment-based instruction in the general education classroom. Every teacher uses **interventions** to supplement a set of **teaching procedures** (*see the district wide Instructional Norms see pg 103.*) with any student to help them succeed in the classroom.

Each school utilizes the Multi-Tiered System of Supports. MTSS provides a framework for instruction that supports a common understanding. MTSS integrates assessment and intervention within a schoolwide, multilevel prevention system to maximize student achievement and reduce behavior. Using the MTSS framework, schools will identify students who are at risk for poor learning outcomes and provide an indicator of system effectiveness. Schools will monitor students' response to primary, secondary or tertiary instruction in order to estimate rates of improvement, identify students who are not demonstrating adequate progress, and compare the efficacy of different forms of instruction.

RTI and MTSS are NOT just for children with special needs or a learning disability. The **Principal (or designee)** ensures fidelity and documentation of the RTI process. The **District Director of Student Services (RTI / MTSS Coordinator)** provides **weekly technical assistance and monitoring** of each school's process. District and school level administrators, school counselor (or designee) participate annually in onsite and offsite RTI trainings. Each school additionally provides ongoing formal and informal RTI training. **RTI data is collected quarterly** by the **District RTI / MTSS Coordinator** and each **Principal** (or designee) to support the monitoring of implementation and effectiveness.

Positive Behavior Interventions and Supports (PBIS): Johnson County School District uses Positive Behavior Interventions and Supports (PBIS) to support equity for students. PBIS process emphasizes the development of systems that support evidence-based practices. It is a schoolwide approach to improve student behavior by teaching and promoting positive behavior. It is a

process used to help students who are struggling with a skill or lesson. Every teacher, supported by every administrator, uses **the PBIS frameworks**.

The **Principal (or designee)** ensures fidelity and documentation of the PBIS implementation. The **District PBIS Coordinator provides weekly technical assistance and monitoring** of each school's process. District and school level administrators, school counselor (or designee) as well as teacher leaders participate annually in onsite and offsite PBIS trainings. Each school additionally provides ongoing formal and informal PBIS training. **Discipline and PBIS data are collected monthly** by the **District PBIS Coordinator** and each **Principal** (or designee) to support the monitoring of implementation and effectiveness. Discipline data is shared **monthly** at Board Meetings and with the public by the **Principal**. GDOE and RESA support team members at a minimum **annually** conduct an onsite progress monitoring visit. Findings are reported the Superintendent and district leadership team.

JOHNSON COUNTY SCHOOLS

Private Schools

Based on Section 1120 of ESEA requirements, Johnson County School System serves private school children with Title I. The Title I coordinator will consult with private school officials during the design and development of the Title I program. The Title I coordinator will collect signatures from private school officials verifying the consultation has taken place. The consultation will be timely and meaningful (identification of children, services provided, assessment, equitable distribution of services, and complaints resolutions). **Title I Director** is lead in this process and ensures that ES4PS is completed in SLDS for all Private schools that may contain Eligible private school children. ES4PS will be completed in October / November. The letter extends the opportunity for planning and participation with all federally funded programs. If there is no response to the invitation, the **Title I Director** will follow up to document good faith efforts with multiple means of communication.

Title I 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.

Private schools are identified by the requirement that they give to the local school system a DE111 form within the first 30 days of school. This allows us to determine the Private Schools within and outside of our Geographic area that have enrolled students for Johnson County. The DE111 follows students to other districts. *(see more information on Equitable Services for Private Schools on page 21. **Private School Contact List and Private School Timeline for Equitable Services, see APPENDIX T**)*

**Nonprofit Organization include an organization operating primarily for educational or other purposes in public interest not primarily created for profit. (CFR 200.70)*

JOHNSON COUNTY SCHOOLS

Charter Schools

Johnson County Schools has no charter schools. However, should a charter school open in Johnson County and qualify for services/resources, planning would occur via discussions with representatives from the charter school.

JOHNSON COUNTY SCHOOLS

Fiduciary Responsibilities: Federal Program Budgets

Fiscal Management: Internal Controls

(CFR 200.61 & 200.62) (CFR 200.302 & 303) 2 CFR 200.302(b)(7); 200.403

Johnson County has sufficient controls to ensure all federal funds and properties purchased with federal funds are used only for authorized purposes and expended under the program for which they are received. It operates in accordance with the Code of Federal Regulations. The system of internal control provides reasonable assurance that all charges are **accurate, allowable, and properly allocated**. The internal control systems include activities that prevent noncompliance from occurring (e.g., policies and procedures, adequate training, mechanized systems), detect noncompliance when it has occurred (e.g., routine reconciliations, monitoring, audits), and prevent noncompliance from reoccurring. **Auditors** are specifically responsible for testing an entity's internal controls and reporting on any deficiencies. The **Superintendent** will safeguard the controls as the district routinely compares the amount budgeted to the amount actually spent at least **monthly**. This helps to monitor expenditures and ensure they are occurring as planned. All costs charged to federal funds are reasonable, **necessary, allocable, and allowable** as they comply with federal cost principles. Only the amount of money required for their immediate needs is requested.

Monthly budget status sheets, as well as periodic payroll reports, are provided to federal program directors by the business office. The **director** of each program collaborates with the **bookkeeper and superintendent** monthly to ensure compliance with intended use of funds. The process is used to monitor expenditures and verify that the appropriate personnel are coded and paid from the Federal Programs budgets.

Reservation of Funds of Set Asides

After receiving notification of the Title I, Part A and Title IIA amounts from GADOE, reservations in each budget are set aside for required components such as family and parent engagement parent involvement, professional development, neglected and delinquent, private school per pupil and equitable distribution of services, and homeless students. Administrative costs are also part of the reservations, which are not part of the schools per pupil amounts.

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

When budgeting the current year's federal grant award, the Federal Programs Director multiplies the district's Title I allocation by 1%. The 1% set-aside is a requirement for local educational agencies (LEAs) that receive at least \$500,000 in Title I-A funds. If that amount is greater than \$500,000, the Federal Programs Director sets aside that amount for Parent and Family Engagement. In addition to the Title I grant award amount, when the district chooses to exercise transferability from other federal programs into Title I, the 1% is recalculated to include the additional Title I funds.

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

At the end of each fiscal year, the Federal Programs Director reviews the detail expenditure report for the 1% Parent and Family Engagement set aside aligned with function code 2100. The Federal Programs Director subtracts the expenditures from the 1% required set aside. Any remaining funds are carried over to the next fiscal year and allocated through a customized Parent and Family Engagement Carryover set aside and budgeted when carryover funds are received by the district.

Homeless Children and Youth Set-Aside: For homeless children and youth, districts must use one of four methods to set-aside funds. Each district must have a Homeless Set-Aside using one of four possible calculation methods.

FOUR POSSIBLE METHODS TO CALCULATE HOMELESS

- SET-ASIDE:
- Method 1: Identify homeless student needs and fund accordingly
 - Method 2: Obtain a count of homeless students and multiply by the district's Title I, Part A per pupil allocation (PPA)
 - Method 3: Reserve an amount greater than or equal to the district's McKinney-Vento sub grant request
 - Method 4: Reserve a specific percentage of the district's poverty level or its Title I, Part A allocation

To best meet the needs of the homeless population in Johnson County, the district utilizes Method 1 to calculate the district's homeless set aside. Method #1 is reserving the set aside amount based on anticipated needs of homeless student. Based on the district's prior years expenses related to

fulfilling the requirements set out in §722(g)(6) of McKinney-Vento, Johnson County Schools will set aside an amount that will allow the district to provide appropriate services.

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

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

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

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

Set aside funds are tracked and variances are investigated and resolved as soon as possible.

Cash Management (2 CFR Part 200) (CFR 200.302(b)(6) (CFR 200.305)

The primary goal of the cash management policy is to set forth activities addressing the safety of principal as well as to support operations. The **Superintendent** will ensure the goal of cash management and ensure entities do not keep federal funds on hand for long periods. The district **Bookkeeper** will **reconcile** expenditures with budget amounts for each federal award. Internal controls are at the district and school levels based on the Cash Management Policy.

Improper Payment (CFR200.428) costs to recover payments are allowable as appropriate. Collections of improper repayments are used in accordance with cash management policy.

Drawdown of Funds (CFR200.305(b)(3))

Johnson County drawdowns funds based on actual program expenditures. The district **Bookkeeper, Program Manager, Assoc. Superintendent of Fed. Prog, and Superintendent** are responsible to review all expenditures on a monthly basis based on approved budgets to

ensure drawdowns are only for **immediate needs** and not drawn down before **actually needed**. The **segregation of duties** includes:

- The Bookkeeper completes the Drawdown form with signature.
- The form is verified by the Federal Program Director then the superintendent. (*For sample, see APPENDIX U*).
- The Superintendent gives final approval.
- The Bookkeeper requests funds by completing a DEO 147.
- Drawdowns completed by the Bookkeeper. As funds are released to the district's bank account, the bank statement is reviewed and balanced by the financial assistant.
- The Federal Program Director monitors drawdowns in the MyGaDOE platform, ConApp. (*For sample, see APPENDIX U-2*).

All sub-recipient requests will be evaluated by the Federal Prog Director. The approval is determined before funds are drawn down from GAORS. The funds will be drawn down separately, but aligned to support the academic programs. Johnson County uses the **reimbursement** payment method for **Drawdowns**. At least every other month, Johnson County requests drawdown of the funds that have been expended according to the approved budget.

The district **Bookkeeper** will maintain the documentation **with signatures and dates** of reconciliation.

Completion Reports

The Title I and all federal programs have a process that is a regular, systematic examination of school district administration and guiding the implementation of federal education grants. The **board bookkeeper** completes the completion report after all expenditures are made and after receiving all funds. After review of the reports by the **program manager**, the **bookkeeper** will sign-off. The **program manager** will also check expenditure reports monthly.

Allowability of Costs

2 CFR 200.302(b)(7); 200.403 CFR 200.302(b)(6) (CFR 200.61 & 200.62) (CFR 200.302 & 303)

Johnson County conforms to terms of grant as required legally under federal, state and local law. **Identification of direct or indirect costs** (CFR 200.413) are treated consistently (similar charges are treated the same). All efforts in determining allowability are supported with corresponding documentation including **required certifications** (CFR200.415). The Federal

Programs Director and BOE Book Keeper work to safeguard these procedures. The system of Allowability of Costs provides reasonable assurance that all charges are **Necessary, Reasonable, and Allocable.** Any payments deemed unallowable, must be refunded unless otherwise stated (CFR200.410). (Including **Advertising** / PR (CFR 200.421))

Rank Ordering and Allocations (Eligible Attendance Area) 34 CFR 200.70 and 200.71

Per pupil amounts are awarded to each school in rank order of poverty based on the number of children from low income families who reside in eligible attendance areas (previously eligibility based on free/reduced price meals under the Richard B. Russell National School Lunch Act, currently using Community Eligibility Provision, CEP). Low-income is determined by Community Eligibility Provision (CEP) calculations for school lunches using the previous year's October FTE count. After CEP collaboration between the **Director of Food Services and Federal Program Director**, the next factor for consideration in ranking is by academic achievement to help determine the greatest need. Higher-ranking schools receive the same amount or more than the school ranked below those schools. The per-pupil allocation is always large enough to provide a reasonable assurance that each school can operate its Title I program of sufficient quality. The **Federal Program Director** will ensure allocations are expended in the proper rank order and higher poverty schools do not receive a per pupil amount that is lower than a lower ranked school with schools over 75% poverty percent receiving the highest priority. The per-pupil amount must provide a level of funding in a school budget sufficient to implement an effective federal program (i.e. Title I program). The program director will work with the principals to maintain correct expenditures based on the allocations. Monthly reviews will be conducted based on collaboration between the **Director, the Principals, and the Bookkeeper.**

Carryover

Carryover funds may occur when funds in a fiscal year result in excess. If the carryover is allowed, it will be reallocated the next year. The funds when required will carry the same expenditure guidelines as the original intent including the same required set aside requirements. Parent and Family Engagement carryover worksheets will be used annually to maintain and monitor the 1% reservation of funds aligned with function 2100. Parent and Family Engagement expenditures will be separated from Homeless expenditures in the report. The **federal program director** of the carryover funds will work with the **BOE Book keeper** and **Superintendent** as carryover funds are reallocated for the **next fiscal year.**

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

The 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 “allowable, reasonable, and necessary.”

When considering a purchase with federal funds, ask:

- Is the cost of the goods/ services chargeable or assignable to the federal award in accordance with relative benefits received (allocable)?
- Do I have the capacity to use what I am purchasing (reasonable)?
- Did I pay a fair rate and can I prove it (reasonable)?
- 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)?
- Is the proposed cost consistent with the underlying needs of the program (reasonable)?
- Do I really need this (necessary)?
- Do I need to spend these funds to meet the purposes and needs of the program (necessary)?
- Is this expenditure related to an identified area of need in an improvement plan (necessary, allowable)?
- Would I be comfortable defending this purchase (allocable, reasonable, and necessary)?

Payroll Procedures

(Sign in sheets, Personnel Activity Reports (PAR) or time sheets, time logs, monthly schedules)

Under the supervision of the **Superintendent**, the **BOE Bookkeeper** will coordinate perform accounting technical assistance to support the payroll system (review additions, deletions, and changes for accuracy). The **BOE Bookkeeper** will receive and review payroll records to ensure compliance with policies, procedures and regulations. Payroll will be entered into the system and include all payroll actions (wage garnishments, benefits withholding, payroll liability claims, overtime hours, and worker’s compensation claims; prepares, balances and corrects payroll reports). It will be prepared monthly. In addition, the process will include tax deposits, 941 quarterly filings, and W-2's and other year-end reports. Coordinated efforts will meeting requirements of government agencies such as Internal Revenue Service, retirement systems, Social Security Administration, Division of Family Services and Department of Labor with the School District’s payroll function. Signatures are verified including the **program director** (verifying records accurately reflect the work performed) **by the BOE Bookkeeper** as records are again reconciled for clerical and arithmetic accuracy, completeness, and compliance with established standards and procedures. This process is finalized at the end of the year to be sure federal funds are properly allocated.

For hourly employees, Personnel Activity Reports (PAR) or **time sheets / sign in sheets** (*for sample, see APPENDIX M*). Documents are verified for correct time and date(s). **Teachers** verify with signature followed by **school principal** for substitute teachers. The **school secretary** will maintain documentation for the school. Otherwise, **program directors** will maintain documentation for federal/ state programs. The cutoff date for sign in sheets is the **20th of each month** to align with time sheets.

Personnel Activity Reports (PAR) or Time sheets are verified for intended purpose (teacher that is covered or other activity completed). It includes the date, the name and the funding source. The funding source is indicated such that BOE will know which allocation should be expended. The documentation is maintained at the school level and shared between the school secretary and the BOE Bookkeeper. It is verified with a **principal's** signature (also teacher signature if funding is for a substitute teacher). If the funds are managed by a **program director**, then the director must sign for approval as well. After all signatures are secured, the school secretary will submit building level time sheets to the BOE. **Program directors** will submit district time sheets to the BOE. The cutoff date for submission to the BOE is the 20th of each month.

Time logs are maintained to be maintained by personnel without set schedules and paid from multiple funding sources (*for sample, see APPENDIX N*). They are verified by the immediate supervisor. The **program manager** verifies the funding source, signatures, and maintains documentation.

For personnel with set routine schedules, a monthly schedule will be signed and submitted to verify all duties are aligned with federal expenditure procedures. Each **principal or designee** will collect the schedules from all federally funded personnel for documentation with the **Title I director**.

Compensation: Time and Effort (CFR 200.430) – Personnel Activity Reports (PAR) or Time Sheets

The **Federal Program Director** will be responsible for providing technical assistance, monitoring procedures, and verifying time and effort documentation. Accurate records of the work performed are required for all federal program employees. Records of compensation may reflect categories of activities based on the total activities. If compensation records do not meet the standards, PAR reports may need to be supported with additional documentation. *See Budgets procedures. PAR/ Timesheets details are*

further listed in the “payroll” session.

Compensation: Time and Effort (CFR 200.430) - Semi Annual / Group List (Periodic) Certification

Semi Annual (Periodic) Certification Forms are completed semiannually by all personnel totally funded by a Title program. These employees are expected to work solely on a single Federal award or cost objective, charges for their salaries and wages will be supported by periodic certifications that the employees worked solely on that program for the period covered by the certification. These certifications will be prepared at least semi-annually and will be signed by the employee or **supervisory (typically the principal and or program director)** official having first-hand knowledge of the work performed by the employee.

Semi Annual (Periodic) certification will be completed in accordance with federal guidelines and completed “after-the-fact.” **The Program Director aligned with the funding source** will notify the various Principals and School Administrative Assistant of the time to begin

preparations for obtaining Semi Annual (Periodic) Cert. certification in **December** (or prior to the close of the fall semester) and in **May** (or prior to the close of the year/second semester). The form acknowledges source of funding and duties / responsibilities. Forms are then given to Administrators responsible for verifying personnel time and effort and forwarded to the **Program Director aligned with the funding source** for review and for signing. After each form is collected and properly signed and dated, they will be documented for the program records.

Group List certification will be completed to support stipends for professional development funded by a Title Program. They will be completed “after the fact” and verified by the immediate supervisor having first-hand knowledge of the work performed by the employee.

Contracted Services (Consultants and Purchased Services)

CFR 200.323)

The **Assoc. Superintendent of Federal Programs** will work with the **District Bookkeeper** to ensure compliance and accuracy. Both will support the **Program Director / Coordinator** to ensure that contracts are fulfilled in accordance with the terms, budgeted correctly, and that services were provided in accordance with purchased services contract. Contracts will include payments after deliverables are received.

IDEA Excess Cost Calculation Submission

The purpose of these procedures is to establish a clear process for ensuring the **timely submission** of the IDEA Excess Cost Calculation in compliance with federal and state regulations. These procedures outline the actions, data collection process, timeline, and responsible individuals to facilitate accuracy and compliance.

Timely IDEA Excess Cost Calculation Submission

Actions to Ensure Timely Submission

1. Annual Review of Requirements - The **Director of Special Education** will review federal and state requirements for IDEA Excess Cost Calculation and disseminate updates to relevant personnel.
2. Data Collection and Verification - The **Finance Coordinator** will gather and verify financial data related to excess costs, including district expenditures and special education-specific costs.
3. Calculation and Review - The **Finance Coordinator** will complete the initial Excess Cost Calculation. The **Director of Special Education** will review the calculation for accuracy and compliance.
4. Approval and Submission - The **Superintendent** will conduct a final review and approve the submission. The **Finance Coordinator** will submit the final calculation by the state-designated deadline.

5. Documentation and Recordkeeping - The **Finance Coordinator** will maintain all supporting documents, including financial records and correspondence related to the submission. The **Director of Special Education** will ensure a copy is stored in the district's compliance files.
6. Post-Submission Verification - The **Director of Special Education** and **Finance Coordinator** will confirm receipt of submission with the state education agency and address any required corrections.

Data Collection Process - Information to be Collected

- Total district expenditures (general education and special education)
- Special education-specific expenditures (personnel, services, supplies, etc.)
- Enrollment data for students with and without disabilities
- IDEA funding allocations and expenditures
- Prior year excess cost calculations for comparison

Timeline for Actions

Action	Responsible Party	Timeline
Review federal and state requirements	Director of Special Education	Annually in August
Gather financial and enrollment data	Finance Coordinator	October - December
Complete preliminary Excess Cost Calculation	Finance Coordinator	January
Review calculation for accuracy and compliance	Director of Special Education	February
Approve and submit calculation	Superintendent & Finance Coordinator	March
Confirm receipt and resolve discrepancies	Director of Special Education & Finance Coordinator	April
Maintain documentation	Finance Coordinator	Ongoing, post-submission

Responsible Individuals

1. Finance Coordinator –
 - Collects and verifies financial data.

- ☐ Completes the Excess Cost Calculation.
 - ☐ Maintains financial records.
 - ☐ Submits the calculation.
2. Director of Special Education
- ☐ Reviews IDEA Excess Cost Calculation requirements.
 - ☐ Ensures data accuracy and compliance.
 - ☐ Confirms submission and maintains compliance documentation.
3. Superintendent
- ☐ Conducts final review of the calculation.
 - ☐ Approves submission.

Implementation and Monitoring

The Finance Coordinator and **Director of Special Education** will meet quarterly to review progress on data collection and calculation. The **Superintendent** will receive updates on progress and any identified issues. A final review meeting will be held in **February** to confirm readiness for submission. Any errors or corrections identified post-submission will be addressed promptly in coordination with the state education agency.

By following these procedures, the LEA will ensure compliance with IDEA Excess Cost Calculation requirements and timely submission each year.

Stipends

(GaDOE 160-3-3.04)

Stipends will be paid for successful completion of the learning opportunity during **off contract time** at the rate of \$125 per day for teachers and paraprofessionals. The immediate **principal (or designee)** and appropriate **federal program coordinator** will maintain the appropriate paperwork to ensure employees are adequately compensated. Documentation will be secured to verify work is **allowable, reasonable, and necessary**. Professional Development which incorporates and / or aligns with SBOE content will address an individual professional learning plan, SWP/SIP initiative, DIP (Strategic Plan) initiative or goal. The skills developed must be **implemented and demonstrated** in the **work setting** (must be evident by documentation). Stipends will **not** be used for board members nor persons not employed by the board.

Leave Policy

This policy shall apply to all benefits-eligible employees of the Johnson County Board of Education. Based on the **Professional Personal Leaves and Absences Board policy (descriptor Code: GBRI)**, all employees will follow the appropriate work calendar for their position and take leave in accordance with the policy. **Principals and other supervisors** will ensure the policy is covered.

Travel Authorizations Procedures

(CFR 200.474(b)); 200.475; OCGA §50-5B-5; OCGA §20-2-167(b); SBOE 160-5-2-.23; GSA 48; (CFR 31.205-46a)

Expenses related to transportation, lodging, meals, and other incidental costs incurred by employees while traveling on official business for the non-federal entity, including airfare, train tickets, hotel accommodations, per diem allowances for meals, and necessary ground transportation, are considered allowable travel expenses and may be reimbursed according to the organization's established travel policy. Johnson County School Districts' per diem and other reimbursable amounts will align with the current state rate of allowability.

(Travel packet sample, APPENDIX R

for support with documentation of: Purchase Orders, Activity Agenda, mileage, meals, teacher name, location, receipts)

1. PRE-APPROVAL PRIOR to TRAVEL - Purchase order (P.O.) request aligned to goals/ action steps	11. If approved, the BOE Secretary will notify originator allow the personnel to register (using district funds).
2. Request for Leave Request Form (LRF) FULLY completed 10 business days (required written Superintendent approval is required PRIOR to completing registration if fees will be incurred. The Prof Dev Director will verify the PD Leave is necessary and aligned with the SIP or DIP (Strategic Plan).	12. Personnel will complete registration and send invoice to BOE Secretary. (May verify invoice is paid prior to departure by sending email inquiry to BOE Secretary.)

3. Meeting / Conference agenda or Meeting / Conference flyer (<i>agenda is preferred but flyer may be substituted but flyer may be substituted</i>).	13. Secure Tax-Exempt forms prior to leaving to give to hotel at check in.
4. Information with pricing must be included (flyer or email)	14. Additional Tax-Exempt form (may be applicable; on JOCO website)
5. PO signed by Principal, Program Director (based on the funding source), and previous documentation emailed to PD Director (<i>aligned with leave approval</i>)	11. If approved, the BOE Secretary will notify originator allow the personnel to register (using district funds).
6. PD Director initials to recommend approval (Purchase order must be approved by the school and Program Director aligned with the funding source.)	15. <u>AFTER TRAVEL</u> - Travel Reimbursement Form (TRF) completed within school and preliminary district approved P.O. and 5 Business days after event
7. Agenda still attached to travel packet.	16. Hotel receipt reflecting taxes removed attached to approved P.O. and L.R.F.
8. Flyer still attached to travel packet.	17. Conference agenda attached to TRF
9. PD Director emails recommendation for approval or denial to BOE Secretary (including originator on the email).	18. Signed reimbursement form (employee, immediate supervisor, and program director) is emailed to BOE Secretary
10. Superintendent will approve or deny within 3 business days .	19. Reimbursement check within 10 Business days

Travel costs incurred by employees for travel (lodging, meals, and incidental expenses) must be considered reasonable and allowable to not exceed normally allowed charges. Documentation will verify participation is necessary to the federal award.

The breakdown below is for TRAVEL primarily related to use of federal funds and is based on the procedures listed below from the Purchase Order Procedures from the JOCO Federal Guidelines Procedures (see Purchase Order section).

Under the supervision of the **Immediate Supervisor, Program Directors, and Secretary** will coordinate efforts to ensure compliance with travel policies, procedures, and fiscal regulations. Within each school, **the Principal** has the option PD leave, followed by the **Program directors** to determine funding approval and provide technical assistance for compliance within the schools and with the district and final approval by the **PD Director**.

*Sick, Personal, and other non-PD leave are school based decisions with the **principal** deciding final approval. Other types of leave at the district level, require **the superintendent's** (or designee's) final approval. Note: **CRITICAL LEAVE** (PROFESSIONAL DEVELOPMENT DAYS OR 3 WORKING DAYS BEFORE / AFTER A SCHOOL HOLIDAY) **REQUIRES 10 WORKING DAYS PRIOR APPROVAL.***

Before Travel Packet

- IF THERE IS A REGISTRATION FEE locate the **requisition form (purchase order)** on the system website (username / password) with faculty access. After completing the purchase order, sign it and submit it with **PD flyer or agenda** (*relating to the SIP / DIP*) to be approved by your **immediate supervisor** (*maintaining a personal copy for your records*).
- IF APPROVED, the **secretary** will file for **program directors** (if needed) approval.
- **Program Directors/ coordinator** (i.e. Title I, CTAE, Spec. Ed.) will routinely review travel purchase order requisitions in the school office folder.
- The secretary will scan approved purchase orders to the **BOE secretary**.

- The **BOE secretary** receives scanned purchase orders for the superintendent. The **superintendent** has final approval for all purchase orders / requisition forms. The **BOE Secretary** will email the originator if purchase order is approved or denied within 3 Business days.
- ONCE REGISTRATION IS APPROVED, the leave form (*travel packet sample, APPENDIX R*) is completed from the system website. **School staff** will complete FORM B for professional leave. **District staff** will complete FORM D. After leaving the original (*maintaining a personal copy*) of the **leave form request, PD agenda / flyer, and approved purchase order** for registration (if required) with the secretary, the **Director / coordinator** (i.e. Title I, CTAE, Spec. Ed.) will routinely review leave forms in the school office folder.
- **Program Directors** will make a copy as needed for documentation of artifacts, monitoring, and auditing.
- The **secretary** (or superintendent's designee) will email the originator if leave form is approved or denied within 24 hours.
- If approved, **PD Director** will notify the **Instructional Coaches** for inclusion of the PL calendar.
- **At this point, after it is approved**, one needs to register for the conference, and secure reasonable travel / hotel accommodations.

*** Use of Professional Leave funds for Professional Development will follow the same procedures. The **building Secretary** will notify the **Professional Development Director** for review and approval (*typically based on the alignment with school / district improvement and budget expenditures*) prior to it being reviewed and approved by the **Principal (and or the designee)**.

While Traveling

- Maintain all receipts
- Use Hotel Tax exemption form as necessary (located on system website)
- Record all mileage

After Travel Packet

- **Within a week of returning** from travel, attach agenda, completed reimbursement form (located on system website), and all receipts together.
- Secure **immediate supervisor's** approval on travel reimbursement form.
- If specific program funding, secure signature of **Program Director**. The director will review to sign, secure principals' signature, scan and email to the BOE. If NOT specific program funding, submit it to the **Principal** for signature, then scan and email to the **BOE Secretary**.
- The **BOE Secretary** will email when the reimbursement check is ready for pick up (**within 10 business days**).

The **Superintendent** has final approval on all reimbursement forms.

The **Professional Development Director** will collaborate with the Superintendent, Principals, Program Directors, Instructional Coaches, and BOE Secretary to ensure correct procedures. The **Superintendent** will safeguard the procedures with final approval on all leave and all reimbursements. This helps to monitor expenditures and ensure they are occurring as planned as well as costs charged to federal funds being reasonable, **necessary, allocable, and allowable**.

Program Directors will maintain their own copies of travel packets. The BOE secretary will also maintain completed travel packets for professional development records and internal controls with fiscal management. Teachers are encouraged to maintain completed travel packets.

Program Directors will secure monthly expenditure reports to monitor spending and advise Principals and Superintendents.

PLEASE NOTE: *The expectation for PL is for off-site to be redelivered to pertinent faculty (email, artifacts, face-to-face, modeling, Coach's Cycle, PLC, faculty meeting, grade level meeting, dept. meeting, etc.) There should be an entry on the PL calendar (see IC for school-based PL or PL Director for district based PL), an agenda, sign-in sheet, and other possible artifacts would include minutes, pictures, lesson plans, student work.) Parental Involvement components in redelivery are strongly encouraged and required if federal funds are used.*

Segregation / Separation of Duties

(CFR 200.303(a)) (GAO-14-704G 10.03;10.12-10.14; 2 CFR 200.303(a))

Segregation of duties is crucial to effective internal controls. It reduces the risk to both erroneous, misuse, and inappropriate actions. Johnson County has sufficient controls to ensure no one person shall:

- Initiate a transition
- Process a transition
- Authorize transactions
- Record the transactions
- Reconcile the balances
- Handle the assets
- Review the reports.

Appropriate separation of duties is maintained at the Board. Principals submit requisitions / purchase orders to the **Director of Curr and Sch Imp. (or other Program Director managing funds, i.e. Title I, Title III, CTAE Director, Technology)** who reviews them before sending them to the Superintendent (*for sample, see APPENDIX P*). The **superintendent** approves all purchase orders and requisitions as the orders are placed with the vendors via the board secretary. The business office is responsible for payment of invoices when the goods are received. **Title I Director and the board Secretary** are responsible for ensuring that requirements relating to suspension and debarment are followed and that only qualified vendors receive their business. **Title I Director and the board Secretary** does not maintain a listing of the Suspended and Debarred Parties, but instead collaborates with the Assoc. Superintendent of Maintenance & Operations. This is the designated position to verify vendors on the Suspension and Disbarment listing. If amount exceeds \$25,000, detailed suspension and debarment procedures are followed. **The board Bookkeeper** reviews receipt documentation as well as contract specifications before payment is made to a vendor. Purchase orders are maintained and vendors' invoices are reviewed to ensure compliance with contract specifications.

The **Superintendent** will safeguard the controls as the district routinely compares the amount budgeted to the amount actually spent at least **monthly**. This helps to monitor expenditures and ensure they are occurring as planned. All costs charged to federal funds are reasonable, **necessary, reasonable, and allowable** (CFR 200 403-200,405) as they comply with federal cost principles. Only the amount of money required for their immediate needs is requested.

Procurement

(CFR 200.317, .318(c), & 320) sealed bids 2 CFR 200.329(b) and
proposals 200.320(c);200.325(b)(c) (2 CFR 200.320(f))

Johnson County Procurement limits are within the federal guidelines regarding micro purchase (CFR 200.67), small purchase, sealed bids, competitive proposals, and sole source (*see Procurement "Claw" visual, APPENDIX T*). The district conducts technical evaluations of proposals. With the collaboration of an outside consultant, bids are received and selected.

Method of Procurement	Purchasing Level	Summary
Micro Purchase	\$0 - \$10,000	<i>Calculate dollar amount for each purchase order, must be equitable among suppliers, may be awarded without competitive quotes (CFR200.316)</i>
Small Purchase	\$10,001 - \$250,000	<i>Quote must be obtained from at least 2 qualified sources. Maintain documentation with voucher packet</i>
Sealed Bids (<i>formal advertising</i>)	\$250,000+	<i>Bids are solicited publicly, awarded to lowest price which conforms to all materials and conditions, must align with 2 CFR §200.319 sealed bids 2 CFR 200.329(b) and proposals 200.320(c);200.325(b)(c)</i>
Competitive Proposals	\$250,000+	<i>Contracts are awarded based on alignment to the program based on price and other factors, must align with 2 CFR §200.319 2 CFR 200.320(d)(3); 200.318(d)(e)(f); 200.319</i>
Sole Source (<i>Noncompetitive</i>)		<i>ONLY available from a single source, should be LIMITED, can be problematic 2 CFR §200.320(f) Noncompetitive Proposals (2 CFR 200.320(f), Sole Sourcing is allowed (Limited use) when:</i> <ol style="list-style-type: none"> <i>1. The aggregate dollar amount does not exceed the micro-purchase threshold.</i> <i>2. The item is available only from a single source.</i> <i>3. The public emergency for the requirement will not permit a delay resulting from publicizing competitive solicitation.</i> <i>4. The Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to written requirements from non-federal entity.</i> <i>5. After soliciting a number of sources, competition is determined inadequate</i>

All purchases shall be reasonable and allowable from a qualified vendor, the purchase may be processed with appropriate signatures.

Suspension and Disbarment

34 CFR 85.110; 2 CFR 180.220; 2 CFR 200.327

Johnson County Schools ensure procedures are in place to support effective procurement and prevent fraud by awarding contracts to ineligible contractors. The district shall protect funds from being expended with irresponsible companies and individuals to maintain only qualified vendors receive business from Johnson County Schools. The **Director of Facilities** (or **federal program director**, if federal funds are used) will work in conjunction with the **Superintendent** to consistently not engage with suspended, debarred, fraudulent or unethical contractors. This will include contractors identified as temporarily excluded pending investigation.

All contract awards exceeding \$25,000 will first be verified and cleared via <https://www.sam.gov/portal/SAM/##11> as verified by the **Director of Facilities**. This process will exclude vendors and personal services based on its status. If a vendor is found to be suspended or debarred, the report will be printed and maintained. The vendor or personal services provider's bid will not be accepted nor entered into a contractual agreement with Johnson County Schools. Contracts for services shall include language regarding Debarment and Suspension. Signed contracts will be maintained by the **Director of Facilities** (or **federal program director**, if federal funds are used).

Uniform Guidance / Risk Assessment (Risk of Review CFR 200.205) / Conflict of Interest **2 CFR 200.318(c)(1)/ Procurement Policy**

The Board follows State procurement policy. Johnson County Schools uses the new standard for complying with the Uniform Guidance. The compliance with the Code of Federal Regulations (CFR) initiated FY15. This systematic process evaluates the potential risks that may be involved while securing materials and services. The county Bookkeeper has received training and is familiar with GDOE and federal PSD requirements.

Conflict of interest occurs when there is a financial or other interest with an awardee. The following are conflicts of interest: employee or officer of the firm, immediate family member, or an organization with a financial interest. Solicitation, gratuities, favors, nor may items of monetary value be accepted for personal benefit. No employee, officer or agent may participate in selection, award or administration of a contract support by a federal award if he/she has a real or apparent conflict of interest.

Discipline actions apply and align with any violation. Violations will resort in reports to the Superintendent and if appropriate, local authorities. The **Bookkeeper, Program Director,**

and Superintendent are responsible for ensuring that both the Board's and the federal procurement policies are followed.

Federal requirements and guidelines are referenced to ensure proper compliance when federal program requirements differ from the organization's normal policies. Based on **Mandatory Disclosures**, all violations involving fraud, bribery, or gratuity of a federal award will be disclosed in writing in a timely manner via the chain of command for reporting conflicts.

Domestic Preference (200.322)

Johnson County Schools will to the greatest extent practicable provide a preference for the purchase of goods and materials produced / manufactured in the United States. The district will provide "made in USA" preference for the purchase, acquisition, or use of goods, products, or materials. This includes but not limited to iron, aluminum, steel, cement, and other manufactured products. The requirements of this section must be included in all subawards including all contracts and purchase orders for work or products under this award. The **Program Manager** of the funding source will initiate all purchases aligning with domestic preference with final approval by the **Superintendent**.

Record Retention and Storage (CFR 200.333 & .335)

Johnson County Schools will maintain retain and store supporting financial documentation for a minimum of three years after federal awards are granted. After final disposition of real equipment, records will be maintained for a minimum three years. The **BOE Bookkeeper** will maintain all financial records with the supervision of the **Superintendent**. Each **director** of a federal funded program will maintain inventory at the district level and **building principals** at the school level. These procedures and practices are reviewed annually relating to all inventory. All inventories will be signed and dated to sure ensure accountability and accuracy.

JOHNSON COUNTY SCHOOLS

Acquisition of Equipment

The Johnson County Board of Education, through its **Superintendent or other designees**, shall make all purchases for the acquisition of equipment, supplies (2 CFR 200.94) (2CFR 200.313), materials, services, rents or leases as necessary for the operation of the School System. Requisitions shall be completed by designees of budgeted funds and submitted to the **program director** for preapproval. The Superintendent shall have final approval before any orders are placed. All purchases shall be strictly in accordance with the policies, rules and regulations of the Johnson County Board of Education, the State Board of Education, and in compliance with Georgia laws.

JOHNSON COUNTY SCHOOLS

Purchase Order Procedures

An approved purchase order (evidence based or logic rational based materials, services, travel, other expenses) must be obtained before an order can be made to use Title I- A, Title II, Title III, Title IIA Title I-C, Title V-B, IDEA, or CTAE funds. Johnson County Schools is a member of the GDOE Migrant (MEP). All funding will be secured in accordance to consortium requirements.

A purchase order without authorized signatures (**program director, principal** if it is a school expenditure and superintendent) will result in an unauthorized purchase. Unauthorized purchases will not be paid by the Johnson County Board of Education. The Johnson County Board of Education is under no obligation to pay vendors for unauthorized purchases. Any unauthorized purchases may become the responsibility of the individual making the purchase.

To make a purchase with a county requisition the following process must be followed.

1. A county requisition must be completed and signed by the person requesting the supplies (200.94.), materials, etc. *If request is over \$10,000, two quotes must be submitted with the purchase order.*
2. This requisition must then be given to the school principal for approval and budget coding.
3. **After the school principal approves the requisition, the requisition must then be given to the Title I Director for approval before it is sent to the central office bookkeeping.**
4. The Title I Director will either approve or deny the requisition. To approve the requisition, the Title I Director must sign and date the requisition.
5. At this time a copy of the signed purchase order is filed with Title I and original forwarded to central office bookkeeping approval with dated signatures by superintendent and county bookkeeper.
6. The central office processes the purchase order.
7. After the purchase is completed, all items are reviewed (Risk of Review CFR 200.205) and checked against the packing slip by central office personnel. The personnel then aligns the packing slips with invoices for payment. When check in is verified to be accurate, it is then delivered to the personnel where purchase originated.
8. On the receipt/invoice, central office personnel certifies that services have been rendered and it is permissible to pay the invoice.

JOHNSON COUNTY SCHOOLS

Ordering Instructional Materials

Originating from school / district level / media center

Purchase orders shall be reviewed and recommended based on evidence based or logic rational based documentation. The Assoc. Superintendent of Federal Programs shall make recommendations to the Superintendent for final determination. Materials, services, travel, and other expenses must be approved by the program manager and Superintendent before an order can be made to use Title I- A, Title II, Title III, Title IIA Title I-C, or Title V-B (Sp. Ed. Director serves as Title V-B program manager).

See "Procedures and Norms" pg. 106

JOHNSON COUNTY SCHOOLS

Audit and Audit Resolutions Process (CFR200.501)

Johnson County Schools will obtain an independent audit (CFR200.501) to ensure compliance of auditing standards and adequacy of disclosure. As an auditee (CFR200.508), the district will procure for the proper performance and report submission, prepare financial statements, provide access to information, and promptly follow up with corrective actions based on findings. The district shall gather auditing evidence to substantiate financial records for an independent audit. The audit information shall be logical and reasonable.

The district personnel(s) responsible for audit resolution shall promptly evaluate findings and recommendations reported by auditors. A corrective action plan shall be developed by the recipient to determine proper actions in response to audit findings and recommendations. The process of audit resolution minimally includes an initial determination, an informal resolution period and a final determination. Such determination shall be based on applicable statutes, regulations, administrative directives, or grant/contract conditions. After the conclusion of the informal resolution period, the responsible district personnel(s) shall issue a final determination. The Superintendent will ultimately ensure all audit procedures are maintained.

JOHNSON COUNTY SCHOOLS

Equipment Management (CFR 200.313(d) **and** **Real Property (All Inventory)**

Johnson County Schools shall ensure the maintenance and implementation of adequate controls to secure equipment purchased with federal and local funds until disposition occurs. The purpose of the controls is to maintain that all expenditures are in accordance with procurement procedures. Adequate controls safeguard purchase and equipment to maintain that they are reasonable (*withstand public scrutiny*), necessary

(based the SIP as driven by student data), allocable (related to the federal award), and allowable (can be assigned to a category of the grant). All inventory monitoring procedures are disseminated to the staff **at least annually** to safeguard the use of federal and local funding (**Title I Director** at the district level and **Principals** at the school level verified dissemination with meeting agendas and sign-in sheet). Equipment and Real Property is “non-consumable” items with expected use to exceed one year and a value greater than \$5,000.00. All single unit items in the amount of \$5,000 or greater, will be inventoried to align with the federal funds. To protect against fraud, waste and abuse, a local inventory of all tangible property with a useful life of one year shall be maintained inventory procedures without regard to costs (including computers). Inventory documentation (signed spreadsheets) is signed off by the **principal** (or designee) at least **annually during post planning**. Each principal will provide documentation of completed inventory monitoring by the **last day of post planning** each school year to the **district level personnel** responsible for funding. All inventories will be finalized at the district level by **June 30 each fiscal year**. All inventories will be signed and dated to sure ensure accountability and accuracy.

Most federal funds (including Title I) are budgeted, towards personnel. For technology purchases, the **Technology Director** must be consulted with all requisitions for and within the school system (*sign off for the clearance of all technology related purchase orders*). The **Principal** will maintain inventory at the building level, monitor use of materials for Title I approved use only, and provide secure measures to sustain the equipment. The **Principal and CTAE Director** will maintain inventory at the building level, monitor use of materials for CTAE approved use only, and provide secure measures to sustain the equipment. The **All Federal Program Directors (including Special Ed Director, Title I Director, and Title III Director for ESOL Program)** will receive a copy of the property inventory; provide technical assistance to its inventory, and monitor its use.

The documentation is key to **All Federal Program (including Title I) inventory**. (*see sample Inventory with required information, APPENDIX O-1 AND O-2*)

evidence shall include as per 2 CFR Part 200.313: A. Written procedures for managing equipment. Procedures should include the following: i. Acquisition of equipment.

vii. Equipment use for Title I, Part A TA programs.

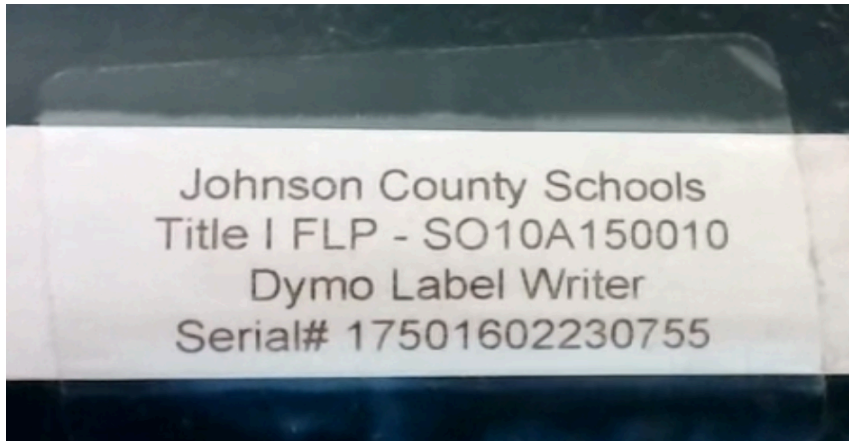
viii. Equipment use for private schools.

1. Entry of Information into Inventory Management System

- All equipment should be properly tagged and labeled for inventory tracking. The label should mark the equipment as Title I and include the fiscal year of purchase and property of the respective school district.
- On-site visit verifies that the equipment property is in a program as long as there is need for such property to accomplish the purpose of the program for which it was purchased.
- Review of inventory that accounts for all equipment purchased with federal dollars and contains the required elements (*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)

- Offsite use of equipment will be documented and maintained. The staff member will give a request in writing for the use of equipment to the program manager. The program director or building supervisor responsible for the inventory will maintain the written request and update the inventory spreadsheet.
- Evidence that inventory is updated as equipment items are purges and new purchases are made.
- Equipment is purged and added to the inventory in a timely manner.



2. Off-site Use of Equipment

- Documentation of procedures for any off-site use of equipment.
- Form indicating date the equipment was taken off-site, use of the equipment, person responsible for the equipment use, date the equipment was returned and the condition of the equipment on return. (This would include mobile equipment, such as laptops, tablets, cameras, etc.) (*see sample form, APPENDIX O-3*)

3. Physical Inventory

- Documentation shall include the date of the physical inventory and **the signature of the person conducting the physical inventory**. The signature will document all categories (2 CFR 200.313(d)(1)):
 - Facility Name
 - Location of Equipment
 - Date purchased
 - Description
 - Serial number
 - Vendor
 - Cost of Equipment
 - FAIN Number (Federal Award Identification Number or FRN (Federal Request Number), if purchased with federal funds
 - Condition of Equipment
- (*see sample Inventory with required information, APPENDIX O-1 AND O-2*)

4. Equipment Disposition

- Disposition is noted on the inventory maintained by the LEA. Once equipment is no longer being used for its original purpose, it can be designated as surplus. Once designated as surplus, it can be used outside of Title guidelines.
- The date of disposition is recorded on the inventory sheet.

- The recipient should include the date of disposal and sales price or the method used to determine current fair market value if the recipient compensates the state.
- The item must remain on the inventory as disposition for five years before it can be removed.

5. Loss, Damage or Theft of Equipment (*see sample form, APPENDIX O-4*)

- Evidence Adequate safeguards to prevent loss, damage, or theft of the equipment. Some possible control features could include:
- Locks or security camera (for particularly valuable or vulnerable items)
- Access controls to warehouses to limit entry by unauthorized personnel
- Use of logs or sign-in sheets for certain items of property; for example, iPads, laptops, cameras, projectors
- Procedures for promptly entering items received into the inventory management system
- Documentation of notification of loss, damage or theft of equipment and, if appropriate, any police reports.

6. Maintenance Procedures to keep property in good condition

- All inventory will be routinely monitored to include identification of the item's condition.
- Storage and appropriate use will maximize the condition of inventory.
- Used items that are maintained as stock in inventory will be treated the same as new items.
- Used Items will be stored in the same location as other identical items and treated in the same manner as if the item were new.
- A used item must be serviceable in order to be maintained in inventory.
- Program managers will align with direct supervisors. If needed based on condition, the property will be addressed as necessary.

JOHNSON COUNTY SCHOOLS

Disposition Procedures

Johnson County Schools will set forth in accordance with requirements of federal guidelines regarding the use, awarding, monitoring and reporting of contracts for the disposal of real property regulations. The system shall dispose of real property in accordance with laws in a manner so as to permit full and free competition offering the most advantageous terms. The **Director of Facilities and Maintenance** and **director of the federal program funds responsible** for the equipment shall supervise and direct all dispositions of the real property.

If equipment that was purchased with federal funds is no longer being used for its original intended purpose, it can be designated as surplus. Surplus items can be used for a different purpose outside of Title guidelines. School principals (or designee) must make a request in writing to establish the original purpose has been met and the new intent of the item. This request would be approved by the **federal program director**.

Based on the description, equipment less than \$5,000 and greater than 3 years old can be retained, sold, or disposed. Items no longer usable will be disposed of. Property may be disposed of for not less than fair market value for cash, credit, or other property as deemed proper by **Director of Facilities and Maintenance** and **director of the federal program funds responsible**

No disposition of real property shall be made unless appraised. Disposition shall be made by request for proposal and negotiated disposition. All transactions must be approved by the **superintendent** and **members of the Board of Education**. The **Director of Facilities and Maintenance** shall record real property reports including the date of disposition relating to disposition of real property. The disposition date shall be entered on the inventory form by the **director of the federal funding** source.

The school district does not lease equipment using federal funds. The school district does not have any targeted assisted schools. The district does not have any participating private schools. However, procedures will safeguard all equipment should any of the scenarios become a need in Johnson County Schools.

Disseminating inventory procedures is one means to safeguard equipment that Johnson County Schools implements. It promotes awareness of allowable uses of federally funded property. The district further monitors equipment to safeguard loss, damage, or theft by pulling purchase orders from object codes 615 and 616.

If equipment is **lost or stolen**, the school principal will investigate and will notify the local authorities to file a report. The **principal** will email the findings of the investigation and notice of the authorities to the **district program director and Director of Facilities**. Based on this documentation, the inventory spreadsheet will be updated.

JOHNSON COUNTY SCHOOLS

Complaints or Grievances Procedures

Johnson County Schools provide an **annual** dissemination of a written notice of the district's complaint procedures to students, employees, parents. Advisory committees, appropriate private school officials and other interested parties. The **Superintendent**

shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Such employees may have access to legal counsel as determined by the **Superintendent** or designee.

What is a complaint? A complaint is a written allegation that a school, school district, other agency authorized by a school district or the GDOE, has violated the law in the administration of education programs.

What information should a complaint include? A complaint must identify: the alleged violation, the facts supporting the alleged violation, and any supporting documentation.

How and where should a complaint alleging a violation by a school, school district, or other agency authorized by a school district or the GDOE be sent? To initiate a complaint that a school, school district, or other agency authorized by a school district or the GDOE has violated the administration of an education program, a complainant must submit a written complaint to the teacher or educator immediately in charge of supervision of the student or program. A list of school contact information can be found at www.johnson.k12.ga.us, by emailing using the educator's first and last name: first_last@johnson.k12.ga.us or calling (478) 864-3302

- Title I, Part A; Title I, Part C; Title I, Part, D, Title I Rewards; Title III, Part A - Tacia McKay, Program Director
- Title II, Part A – Tacia McKay, Dr. Christopher Watkins, Program Director
- Title V, Part B – Tacia McKay, Program Director
- Title IV-A - Tacia McKay, Program Director
- McKinney-Vento Act / Homeless – Tacia McKay, Program Director
- School Improvement (*N/A for Johnson Co.*)– Tacia McKay
- Migrant – Kristyn Ivey, Program Director
- Parental Involvement – Tacia McKay, Program Director / JJ Rowland, District Parent Liaison

How and where should a nonpublic school official submit a complaint alleging a violation by a school district? To initiate a complaint that a school district has violated the administration of an education program, a nonpublic school official must submit a written complaint directly to the GDOE State Superintendent. A list of the GDOE contact information can be found at www.gadoe.org, by emailing askdoe@gadoe.org, or by or calling (800) 311 – 3627

Investigation of a Complaint

What happens after a written complaint alleging a violation of law by a school, school district, or other agency authorized by a school district or the GDOE is submitted? When a written complaint is received, a Letter of Acknowledgement is issued to the complainant.

What information is sent about the investigation regarding an alleged violation by a school, school district, or other agency authorized by a school district or the GDOE? An

investigation is coordinated. When the investigation is complete, the complaint is notified regarding the outcome of the investigation.

Resolution of the Complaint

How are violations by a school, school district, or other agency authorized by a school district or the GDOE resolved? If a violation has occurred, a designee and or committee is assigned to oversee the matter identifies and imposes the appropriate consequences or corrective action as required by regulation to resolve the complaint. If a violation has occurred, a designee or committee identifies and imposes the appropriate consequences or corrective actions as required by regulation to resolve the complaint.

Appeal Process

Can a complainant appeal a decision? If the complainant does not agree with the decision, the complainant may appeal to the GDOE Secretary, United States Department of Education at:

Secretary, United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-4611

The complainant must appeal no later than 30 days after the resolution is offered. The appeal must be accompanied by a complete statement of reasons supporting the appeal.
Georgia Department of Education Complaint Procedures Under the Elementary and Secondary Education Act (ESEA) as amended by ESSA:

Section 9304 – General Applicability of State Educational Agency Assurances

Section 9503 – Complaint Process for the Participation of Private School Children

A. Grounds for a Complaint

Any individual, organization or agency (“complainant”) may file a complaint with the Georgia Department of Education (“Department”) if that individual, organization or agency believes and alleges that a local educational agency (“LEA”), the state education agency (“SEA”), or an agency or consortium of agencies is violating a Federal statute or regulation that applies to a program under the Elementary and Secondary Education Act. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systematic or ongoing. This procedure applies to complaints that may involve, or relate to 21st CCLC.

B. Complaints Originating at the Local Level

As part of its Assurances within ESEA program grant application and pursuant to Section 9306 of the ESEA, and LEA accepting federal funds also agrees to adopt local written procedures for the receipt and resolution of complaints alleging violations of law in the administration of covered programs. Therefore, for complaints originating at the local level, a complaint should not be filed with the Department until every effort has been made to resolve the issue through local written complaint procedures. If the complainant has tried to file a complaint at the local level to no avail, the complainant must provide the Department with written proof of their attempt to resolve the issue at the local level.

C. Filing a Complaint

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

- i. A statement that the LEA, SEA, agency or consortium of agencies has violated a requirement of a Federal statute or regulation that applies to an applicable program
- ii. The date on which the violation occurred

iii. The facts on which the statement is based and the specific requirement allegedly violated (include citation to the Federal statute or regulation); iv. A list of the names and telephone numbers of individuals who can provide additional information v. Whether a complaint has been filed with any other government agency, and if so, which agency vi. Copies of all applicable documents supporting the complainant's position vii. The address of the complainant

The complaint must be addressed to:

Georgia Department of Education
Office of Legal Services
205 Jesse Hill Jr. Drive SE
2052 Twin Tower East
Atlanta, GA 30334
Telephone: (404) 463-1537
Email: sdrake@doe.k12.ga.us

Once the complaint is received by the Office of Legal Services, it will be copied and forwarded to the appropriate Federal Program Manager.

When a complaint involves and LEA, the department will also send a copy of the Letter of Acknowledgement to the local superintendent, along with a copy of the complaint. The Department will contact the LEA to clarify the issues and review the complaint process. If the complaint cannot be resolved through this contact, the Department will invite the LEA to submit a written response to the Department, and to provide a copy of the response to the complaint.

D. Investigation of Complaint

Within ten (10) days of receipt of the complaint, the General Counsel or his or her designee will issue a Letter of Acknowledgement to the complainant that contains the following information:

- a. The date the Department received the complaint;
- b. How the complainant may provide additional information;
- c. A statement of the ways in which the department may investigate or address the complaint; and
- d. Any other pertinent information

JOHNSON COUNTY SCHOOLS

Ethics, Fraud, Waste, and Corruption

Procedures

Johnson County Schools is committed to the highest standards of excellence, integrity and accountability throughout all of its operations. The expectation is for all employees to report suspected malfeasance or wrongdoing on the part of any employee or member of the community. The report may be made anonymously or in confidence. Reports at the building level should be made to the school principal and at the district level to the superintendent.

Fraud – An act of intentional or reckless deceit to mislead or deceive.

Examples:

- Fraudulent travel reimbursement.
- Conducting a business on State time for personal gain

Waste – A reckless or grossly negligent act that causes State funds to be spent in a manner that was not authorized or represents significant inefficiency and unneeded expense, whether intentional or unintentional.

Examples:

- Purchase of unneeded supplies or equipment. • Purchase of goods at inflated prices.

Corruption – The intentional, wrongful, or improper use or destruction of State resources, or seriously improper proactive that does not involve prosecutable fraud.

Examples:

- Falsification of time records to include misuse of overtime or compensatory time.
- Misuse of State money, equipment, supplies and/or other materials.

Anyone suspecting fraud, waste, or corruption involving Department of Education funds should call or write:

(1) Johnson County Schools District
P.O. Box 110, 325 Lee Street
Wrightsville, Georgia 31096
Telephone (478) 864-3302
www.johnson.k12.ga.us

Or

(2) Georgia Department of Education Office of Legal
Service
205 Jesse Hill Jr. Drive SE
2052 Twin Tower East Atlanta
Georgia 30334
Telephone: (404) 463-1537

Or

3) Office of Inspector General's Hotline email
message to: oig.hotline@ed.gov toll free number
1-800-MIS-USED. T
To ensure complete anonymity, download a hardcopy of the special complaint
form
(<http://www2.ed.gov/about/offices/list/oig/oighotline.doc>), complete, and mail to:

Inspector General's Hotline

Office of Inspector General
U.S. Department of Education
400 Maryland Avenue, SW Washington, DC
20202-1500

Assessment Security

The purpose of the Johnson County Assessment Security Policy and Procedures Plan is to describe processes to manage the security of test materials and security incidents including testing misconduct, breaches, and mishandling of the protected exam material, coaching, other testing improprieties; as well as consequences. The guidelines are used in conjunction with those set forth by the Georgia Department of Education and the Student Assessment Handbook. The **Assessment Director** participates in GADOE provided trainings and webinars. In turn, the Johnson County Assessment Director will provide professional development to district and building personnel **annually**. The Superintendent and District Leadership Team will review and approve the system's

testing procedures and plan annually. The building **principal** will ensure implementation of the procedures. A copy of Johnson County Schools Assessment Security Policy and Procedures Plan is posted on the system website.

Johnson County Schools Procedures & Norms

The following were established based on GDOE support for targeted district leadership support.

Meeting Procedures

(District, Faculty, School Leadership teams, etc.)

The purpose of meetings is to build collaboration and stakeholder buy-in. Procedures are established to have consistent expectations district wide. Meetings will be established by the **Superintendent** (district level) or **Principal** (school level) with buy-in from the team members. Other district and building level meetings will be organized with the superintendent and / or principal's permission. Set dates will be established for **regular meetings** (daily, weekly,

monthly, annually). **Attendance** is expected at all meetings if the personnel have reported to work (not on sick or professional leave). Attendance is verified as **sign-in sheet with stakeholder's role shall be maintained during all meetings.** Administrator coverage would be prearranged as necessary. **Time** will be pre-established for start and ending times. **Dated agendas** will be posted / shared 3 days prior (school personnel, district personnel, RESA personnel, and other stakeholders). Invitation to add to agenda would be extended for consideration.

Documentation for meetings will include notices, posting on calendars, emails, agendas, sign-in sheets with roles identified, minutes, and samples of shared meeting artifacts (presentation slides or handouts). **Minutes** will be shared with the staff-at-large and other stakeholders within one week.

Cancellation (postponement) notice of meetings will be shared by the meeting coordinator's immediate supervision. It will include rationale in writing. **Infrequent, unexpected scheduling** of meetings will have prior notice by the meeting coordinate with supervisors and other stakeholders with as much notice as possible.

Type of Meeting	Frequency
District Admin Mtgs	Once a month
Bld Admin Mtgs	Once a week
District Curriculum Mtgs	Once a month
Bld Leadership (SCT/Cabinet)	Once a month
Bld level Admin – IC Collab. Mtgs	Once every two weeks
District Personnel Mtgs	Once a month

***Additional meetings will be at the discretion of the principal and/or superintendent.

Norms:

- *Participants* - All **participants** are expected to attend all meetings (there are a few exceptions: regional sports games, professional leave to conferences, etc.). The meeting participant will initiate to process for coverage with supervisor (ie. Give notice to principal and athletic director). This may result in practices or student organization club meetings being cancelled to be sure all students are supervised. If participants cannot attend, he / she will get prior approval and be sure agenda items can be delivered (if he/ she is on the agenda) and are responsible for knowledge of other agenda items covered in the meeting. Wednesday scheduling of sports games, competitions, other student organization activities will have prior written approval by the **superintendent**.
- *Participation* – All participations would **remain in the meeting** from the beginning until the end. Infrequent, pressing matters will be cleared with **immediate supervisor**.

- *Electronic Distraction* – All **distractions** are kept to a minimum.
- *Respect all opinion and ideas* – One voice at a time, listen attentively
- *Designated Roles* – Leader, facilitator, recorder, time keeper are established. If not in attendance, he / she will get coverage.

Assessment Practices and Uses

The purpose Assessment Practices and Uses in Johnson County Schools is to support student achievement. The expectation is for ALL qualifying students to participate in every assessment. **100% participation rate is the goal**, is best for students, and supports data usage. Assessments are used to determine data and the data is used to support data-driven decisions relating to instruction, professional development, budgets, program management, and personnel. With assessment data, objective decisions can be made. The **Assessment Director** in conjunction with the **Associate Sup of Federal Programs (Curriculum Director)** will provide district level technical assistance with assessment practices and uses. The **building Principal** will ensure implementation of assessment practices and uses. While the **principal** (or school test coordinator) will monitor the implementation, **the Assessment Director** will at minimum bi-annually review the building artifacts of the procedures (*calendars, building procedures, lesson plans, assessment data, agendas, etc.*). The **Superintendent** will at a minimum annually review assessment procedures.

Each school has a school-wide assessment team. This team consists of the literacy coach, media specialist, teachers and paraprofessionals, and school-wide paraprofessionals. Benchmarking is done three times per year for GMAS areas and formative assessments are the primary tool for non-GMAS course. Teachers assess their own progress monitoring throughout the year.

Assessments can be diagnostic **formative** tools. These are required in classroom instruction as it leads to differentiated, small group instruction. Formatives while a part of **daily instruction (at minimum twice a week)** are also required for each classroom's **benchmark** testing (*beginning, middle, and end of the course; unless the previous school's data can be used as a direct indicator of the student's beginning level performance*).

Assessments may also be **summative** in nature. While each school may have its own "retake" policy, there are summative test that the GDOE requires (see list below).

Assessments will be used as **screeners** to support student placement in specific content areas or as indicator for deficits in other areas such as a language deficiency. Each school will have screeners for all students at minimum in the areas of **reading and mathematics**. These screeners will be given when a student is **new to the school or more frequent if required by an academic program**.

Assessment **data usage** will be evident at the district level, at the school level, and within every classroom. Artifacts may include, but not limited to:

Classrooms – data notebook (ALL student scores), written formative assessment results (at minimum twice), small groups established based on data (noted in lesson plans)

School – assessment calendar, data study calendar, professional development focused on data usage, release time for teachers to data study, school leadership agenda, admin agendas, data room (**minimum quarterly updates**), and an annual needs assessment summary (“*State of the School*”)

District – assessment calendar, data study calendar, professional development focused on data usage, leadership meetings focused on data study, district leadership agendas, curriculums agendas, district data room (**minimum quarterly updates**), and an annual needs assessment summary (“*State of the District*”)

Samples of assessment –

Required by GDOE – EOPA, GMSA (EOC and EOG), GKID Fitness gram, AP, EPA, ACCESS for ELs, GAA, WAPT (screener)

Locally required – DIBELS, MAP (screener), IKAN (screener included), Edmentum (screener included)

(SEE District Assessment Timeline Pg. 103)

Assessment Timeline

Schools	July / August	September	October
JCES	Skills Pre-Test K – 5 th in all content areas DIBELS MAPS (screener and benchmarks) I-Ready Diagnostic (ELA & Math) Pre –test in all non-ELA & Math classes	I-Ready Diagnostic (ELA & Math)	MAPS (screener and benchmarks) I-Ready Diagnostic (ELA & Math)
JCMS	Benchmarks / Pre –test RI (Reading) GLOSS (Math)		MAPS (screener and benchmarks)
JCHS	Benchmarks / Pre-test SRI (Reading)		MAPS (screener and benchmarks) Benchmarks / midpoint check PSAT

District Wide	Fitnessgram (transition to GA Fit)	GAA Fitnessgram (transition to GA Fit)	MAPS (benchmarks) GAA Fitnessgram (transition to GA Fit)
	November / December	January	February
JCES	Skills Benchmark K – 5 th in all content areas DIBELS I-Ready Diagnostic (ELA & Math) Pre –test in all non-ELA & Math classes	GKIDS midpoint check DIBELS I-Ready Diagnostic (ELA & Math) MAPS (benchmarks)	I-Ready Diagnostic (ELA & Math)
JCMS	Benchmarks / Post –test IKAN (Math) GLOSS (Math) RI (Reading)	MAPS (benchmarks)	
JCHS	Benchmarks / Post –test EOP	Benchmarks / Pre–test RI (Reading) MAPS (benchmarks)	
District Wide	GAA ACCESS Fitnessgram (transition to GA Fit)	GAA ACCESS Fitnessgram (transition to GA Fit) MAPS (benchmarks)	GAA ACCESS Fitnessgram (transition to GA Fit)
	March	April	May /June
JCES	I-Ready Diagnostic (ELA & Math)	EOG Benchmark K – 3 rd GKIDS deadline DIBELS I-Ready Diagnostic (ELA & Math)	DIBELS I-Ready Diagnostic (ELA & Math) MAPS (benchmarks)
JCMS	GLOSS (Math)	Benchmark in non EOG classes EOG	Posttest MAPS (benchmarks) IKAN (Math) RI (Reading)
JCHS	Benchmarks		MAPS (benchmarks) EOP RI (Reading) Benchmarks / Pre –Post EOC
District Wide	GAA Fitnessgram (transition to GA Fit)	Fitnessgram (transition to GA Fit)	Fitnessgram (transition to GA Fit) MAPS (benchmarks)

*** The minimum expectation is that every subject / course will have a minimum of a pre test, a mid point test, and a posttest to assessment student growth and the need for adjustment in differentiated instruction.

Uses of Data and Collaboration Norms

Johnson County Schools uses data and collaboration to support student achievement for the whole child. Data is studied at all levels to develop common understanding of needs and with all stakeholders to provide input on common goals. Collaboration is data driven as it targets 1) Professional Development for Administration and faculty, 2) Specific issues relating to a student, a grade level, a content area 3) Improve best practices in leadership, teaching/ learning, and parenting, 4) Promote partnership, ownership, and sense of team.

Collaboration is forming relationships with other people to improve data. It begins with an identified need. After the data directs the need, the peer relationships will target improvement (“peers” is maximized with the inclusion of Admin (district & building), Instructional Coaches, Teachers, Parents, Students, and Community Stakeholders).

The **Use of Data** and **Collaboration Norms** are modeled by the instructional leader. The **Principal** is the primary guide for schools and the **Superintendent** is the primary guide for the district. Each is primarily responsible for insuring their staff uses data and collaboration with consistency. Each member of the instructional leaders **School Change Team (school leadership) or District Change Team (DCT)** is expected serve as a role model in collaboration. Being a role model includes participation, leading, and demonstrating best practices of collaboration for others.

Johnson County Schools promotes the following to support Use of Data and Collaboration Norms (also see sample agenda and sample minutes):

Collaboration Protocol follows our established **Meeting Procedure’s norms**: Norms:

- *Participants* - All **participants** are expected to attend all meetings (there are a few exceptions: regional sports games, professional leave to conferences, etc.). The meeting participant will initiate to process for coverage with supervisor (ie. Give notice to principal and athletic director). This may result in practices or student organization club meetings being cancelled to be sure all students are supervised. If participants cannot attend, he / she will get prior approval and be sure agenda items can be delivered (if he/ she is on the agenda) and are responsible for knowledge of other agenda items covered in the meeting. Wednesday scheduling of sports games, competitions, other student organization activities will have prior written approval by the **superintendent**.
- *Participation* – All participations would **remain in the meeting** from the beginning until the end. Infrequent, pressing matters will be cleared with **immediate supervisor**.
- *Electronic Distraction* – All **distractions** are kept to a minimum.
- *Respect all opinion and ideas* – One voice at a time, listen attentively
- *Designated Roles* – Leader, facilitator, recorder, time keeper are established. If not in attendance, he / she will get coverage.

Collaboration Documentation and Cancellation follows our established **Meeting Documentation and Cancellation**:

Documentation for meetings will include notices, posting on calendars, emails, agendas, sign-in sheets, minutes, and samples of shared meeting artifacts. **Minutes** will be shared with the staff-at-large and other stakeholders within one week.

Cancellation (postponement) notice of meetings will be shared by the meeting coordinator’s immediate supervision. It will include rationale in writing. **Infrequent, unexpected**

scheduling of meetings will have prior notice by the meeting coordinate with supervisors and other stakeholders with as much notice as possible.

Each school providing a healthy atmosphere for Use of Data and Collaboration will provide:

- At minimum twice a month focused strictly on instructional practices and continuous improvement (SIP)
- Prof Dev aligned with SIP every **Tuesday** during planning time (led by Admin, IC, Teacher Leaders, RESA, others)
- Collaboration Dev focused on instructional practices every **Thursday** during planning time (led by grade level or Team leader; consider an Admin assigned to each grade level or content)
- Common Planning on master schedules
- Celebrations to support faculty moral with a focus on student achievement
- Analyze student work to maintain a focus on student achievement
- Focus on data to maintain a focus on moving students towards graduation, student achievement, safe learning environment, and stakeholder engagement
- Peer Observations (or PODS) for all teachers to view implementation of collaboration results and to gather data for future collaborations.

Type of Collab	Type of Data	Lead	Frequency (minimum)
School Leadership	Data to support “Continuous Improvement” (SIP) and focused on instructional prac.	Principal	At minimum twice a month
Content or Grade Level meetings	At-risk lists, SLDS, GMSA, benchmarks, attendance, discipline	Teacher Leader (i.e. Grade Level Chair or Dept Chair)	Weekly (On Thursday)
PLC	Prof Learning, Teacher needs data, student achievement, HIR	Admin, IC, Teacher Leaders, RESA, others	Weekly (On Tuesday)
Interdisciplinary teams	Attendance, PBIS, discipline	Teacher Leader (i.e. Grade Level Chair or Dept Chair)	monthly
Vertical Teams	GMSA, benchmarks, attendance, discipline, SI, DIBEL	Admin (district or building) or Teacher Leader	annually
Policy / Procedures	Parent surveys, Attendance, PBIS, discipline	Admin (district or building) or Teacher Leader	annually
Disciplinary	Attendance, PBIS, discipline	Prin (or AP)	quarterly

Instructional Practices Norms

The purpose of Instructional Practices (IP) Norms is to establish district wide performance expectations that will yield systematic student achievement. IP Norms are based on the district's vision and mission statement. They will yield a “franchise” for classroom instruction which will provide a culture of diverse learning styles. The use of evidence-based practices is the bases for development of the whole child. They will yield actively engaged students with critical thinking and problem solving for relevant learning in a safe supportive learning environment.

The **Superintendent**, district Instructional Leader, and **Principal**, school Instructional Leader, will set the tone for expectations of instructional practices which target the vision and mission statement. Setting this foundation with personnel, students, parents, and community stakeholders will be **documented** (faculty meeting artifacts -daily, emails - weekly, classroom visibility tool – daily at school level/ bimonthly at district level, parent meeting artifacts- 6 per year minimum, community meeting artifacts – 2 per year minimum, lesson plan feedback - weekly, artifacts from all staff member participation in onsite and / or offsite PD- monthly).

Instructional Practice Norms

Based on all state standards for content area	Communicates the learning targets (goals) based on the standard(s).	Uses varied learning materials
Based on locally developed curriculum map guided by GaDOE curriculum maps and pacing guides	Is based on the framework of Opening, Work Session, Closing	Build use of technical terms (vocabulary)
Planned (lesson plan w/ identified DOK of standards, tasks, and assessments to ensure alignment)	Primarily student focused learning with guidance from the teacher	Includes appropriate teacher and student use of technology
Based on Collaboration (horizontal and vertical)	Active teacher monitoring	Include varied grouping techniques within each class (whole, small, peers, independent)
Based on job embedded PL aligned with needs assessment and professional goals	Includes evidence-based practices	Uses self or peer assessment / feedback (commentary, rubric) relating to learning goals
Based on RTI	Begins with assessment data	Supports literacy (speaking, reading, writing, digital)
Approved by Inst. Leader (or designee)	D.I. based on a combination diagnostic, formative, and summative assessments.	Includes planned reteaching
Initiated in a positive and safe environment	Includes modeling and /or exploration	Includes a summative (varied tools with identified DOK)
Based on the Standards Based Classroom model	Science-includes the 5-e model for teaching and learning: engage, explore, explain, extend/elaborate, evaluate	Frequent IL and support staff monitoring
Social Studies Inquiry Based Model (S.W.I.R.L.)	Online Instructional Learning	Distance Learning Virtual

Use of Instructional Practice Norms will be highlighted and celebrated. **Instructional Leaders and support team members** will document highlights and celebrations with teachers, students, parents, and community stakeholders.

Formal and informal feedback will be shared based on implementation of IP Norms. This **documented collaboration supporting IP Norms** will include TKES, LKES, feedback from District Wide team, RESA & GDOE support, and parent/ community stakeholder visits.

JOHNSON COUNTY SCHOOLS

Ordering Instructional Materials

Originating from school / district level / media center

Typically, at the end of each school year in preparation for the next school year and occasionally during the school year, the **Teacher** (with Instructional Coach support), **Principal**, **Director of Curr and School Improvement**, and **Superintendent** will coordinate the process for purchasing instructional materials for use in the classroom. The aim for all purchases is to provide engaging instruction that is differentiated and based on assessment. The school district supports teachers having every possible tool to engage students in rigorous learning.

Curriculum Material Orders **originating from the school**

Teachers should sign and scan purchase orders to **Instructional Coach**. If **recommending**, the **IC** will sign and scan to the **Principal** and copy teacher on the email. If not recommending, the IC will refer to the Principal and explain their reservation (also notifying the teacher). If recommending, the Principal will sign and scan to the **Dir of Curr and SI**. If not recommending, the Principal will notify the **IC and Teacher**. The **Principal** will have the final decision at the school level. **If curriculum materials are serving a program with a district director (i.e. CTAE, ESOL, Sp.Ed., ect.), the Principal will request sign-off on approval prior to submitting to the Dir. Of Curr and SI. If the program director is not recommending, he or she will email the rational to the Dir. Of Curr. and SI.*

If the **Dir. Of Curr and SI** is recommending a purchase, the purchase order will be signed and scanned to the board office for **superintendent** consideration (copying the teacher and the IC on the email for PO request. If not recommending, the **Dir. Of Curr. and SI** will refer to the **Superintendent** and explain the reservation (also notifying the Principal). The **Superintendent** will have the final decision at the board level.

After **superintendent** approval, the BOE will notify the **Dir of Curr and SI**, **Principal**, **IC**, and **teacher**. If the **superintendent** has concerns, the concerns will be addressed by the **Dir of C and SI** and/ or the **Principal**. If the purchase is not approved, after the **BOE** notifies the **Dir of C and SI**, the director will in turn notify the **Principal** and the teacher.

All responses (approved with recommendation, without recommendation, final approval, or final denial) shared with all parties **within one week**.

If PO is approved, the **teacher** may call the BOE after 30 days to determine when the delivery should be completed.

Curriculum Material Orders **originating from the district**

District level personnel with curriculum materials suggestions, will share materials information with the **Principal** or other personnel to determine school level interest / need. If the school personnel are interested in purchasing the materials, above procedures will be followed.

Media Instructional Material Orders **originating from the Media Centers**

Media Specialist should request signature for approval with the **Principal**. If not recommending, the Principal will explain his / her reservation. If recommending, the Principal will sign and scan to the **Dir of Curr and SI**. The **Principal** will have the final decision at the school level.

If the **Dir. Of Curr and SI** is recommending a purchase, the purchase order will be signed and scanned to the board office for **superintendent** consideration (copying the media specialist on the email for PO request). If not recommending, the **Dir. Of Curr. and SI** will refer to the **Superintendent** and explain the reservation (also notifying the Media Specialist and Principal) . The **Superintendent** will have the final decision at the board level.

After **superintendent** approval, the BOE will notify the **Dir of Curr and SI, Principal, IC,** and **teacher**. If the **superintendent** has concerns, the concerns will be addressed by the **Dir of C and SI** and/ or the **Principal**. If the purchase is not approved, after the **BOE** notifies the **Dir of C and SI**, the director will in turn notify the **Principal** and the **Media Specialist**.

All responses (approved with recommendation, without recommendation, final approval, or final denial) shared with all parties **within one week**.

If PO is approved, the **Media Specialist** may call the BOE after 30 days to determine when the delivery should be completed.

Johnson County System Leadership Team

Dr. C. Watkins, Superintendent

M. Brantley, Coordinator of Food Services

K. Ivey, Director of ESOL (*ESOL, Migrant, and Immigrant Services*)

A. Attaway, Director of Student Services (*MTSS, PBIS & SEL*)

C. Howard, Elementary Principal

C. Lindsey, Assoc. Superintendent (*Technology, Trans., Facilities & SIS*)

T. McKay, Assoc. Superintendent (*Federal Programs, Prof Dev. & Sch Imp*)

Dr. H. Kiser, Director of Sp. Ed., CTAE, & Assessment (*Title V-B, Carl D. Perkins (CTAE), IDEA*)

H. Hightower & A. Tanner, Literacy Coors (*Lit Community Outcomes*)

C. Howard, Elementary Principal

R. Bethea, Middle / High Principal

Johnson High School



Parent Meeting

Title I Parent Meeting September 7 @ 4:30pm

ICHS media center.

Please come to help develop School Parental Involvement Plan (PIP), School Improvement Plans, SchoolParent Compacts, and Parent Survey. Input will determine how we spend Federal, State, and Local funds.

Samples are available for preview on the school website.

www.johnson.k12.ga.us

Door Prizes" Family Literacy Gift bags including gift cards donated from the community!

JCHS: Reid Bethea (478) 864-2222 reid_bethea@johnson.k12.ga.us

Assoc. Superintendent / Federal Programs: Tecia McKay / Parent Liaison: JJ Rowland (478) 864-3304 tecia_mckay@johnson.k12.ga.us / jj_rowland@johnson.k12.ga.us

APPENDIX A-2

Johnson County Elementary School

Parent Meeting



Title I Planning Meeting April 29 @ 8:00 am

ICES Media Center.

Please come to help develop School Wide Plan (SWP) and the school system's Comprehensive Plan (CLIP) to determine how funds are spent (budgets).

Samples are available for preview on the school website.

www.johnson.k12.ga.us

We want your feedback and input!

If you cannot come to the meeting, please complete a "feedback from" in the front office or a parent survey located on website.

JCES: Mr. Charles Howard (478) 864-3446 charles_howard@johnson.k12.ga.us

Title I Director: Tecia McKay / Parent Liaison: JJ Rowland (478) 864-3304 tecia_mckay@johnson.k12.ga.us / jj_rowland@johnson.k12.ga.us

APPENDIX A-3

JOHNSON COUNTY MIDDLE SCHOOL

Parent Meeting



Title I Planning Meeting April 29 @ 8:00 am

Media Center.

Please come to help develop

School Wide Plan (SWP) to determine which programs the school wants to implement,

Comprehensive LEA Improvement Plan (CLIP) to decide how funds are spent

Title I Budget to look at how to use 1% Reservation of Funds for Parental Involvement

Samples are available for preview on the school website.

www.johnson.k12.ga.us

We want your feedback and input!

If you cannot come to the meeting, please complete a "feedback from" in the front office or a parent survey located on website.

JCMS: Reid Bethea (478) 864-2222 reid_bethea@johnson.k12.ga.us

Title I Director: Tecia McKay / Parent Liaison: J.J. Rowland (478) 864-3304 tecia_mckay@johnson.k12.ga.us / jj_rowland@johnson.k12.ga.us

APPENDIX B

Johnson County Middle School

Reid Bethea, Principal
Dexter Mack, Asst. Principal
John Buxton, Asst. Principal
Tecia McKay, Assoc Sup of Federal Prog
J.J. Rowland, Parent Liaison
150 Hershel Walker Way Wrightsville, GA 31086
August 19, 2024

Title I Annual Parent I Meeting

Welcome parents and community members!

We are glad to welcome you to our school's Annual Title I Parent Meeting.

There are a few light refreshments in the back of the room, please help yourself. Also, if needed, child care is available in room # _____. Please sign in your child before the meeting begins.

This morning/evening we will be discussing our school's Title I program. We will cover some topics together as a large group and others in smaller groups. This way you will have an opportunity to ask questions, offer suggestions, get to know other parents, and participate in more detailed discussions.

As a large group we will discuss:

- What is a Title I school?
- How does our school spend Title I money?
- How does our school participate in the Title I Program?
- What are our school's Title I (schoolwide or targeted assistance) requirements?

Then we will break into small groups and discuss the following items in more detail. You will have the opportunity to visit each table.

- Table #1 - Title I the [Statewide](#) Cards, and the [State's](#) Schoolwide Plan and [Longitudinal Data System](#)
[Grades Report](#)
- Table #2 - Curriculum, District Parent and Family Funding and Parent and
Standards, Assessments Engagement Policies Family Engagement (including WIDA ACCESS
- Table #3 - School and
Goals and School-Parent [\(SLDS\)](#) and Family Engagement
- Table #4 - Teacher Opportunities
and Alternate Professional
Assessments), and Qualifications, Report
- Table #5 - Title I Parent

We will then end the meeting as a large group, once again, to address:

- How responsive will the school be to my questions when staff is contacted? Provide staff contact information
- Closing and evaluations

We encourage you to ask questions throughout the large group presentations and at the small group table discussions. We want to make sure you leave the meeting informed about the Title I program as well as the opportunities the school provides to get engaged in your child's education.

Thank you for coming! We hope to see you again very soon!

APPENDIX C

Johnson County Schools

Title I Parental Involvement and other Federal Programs

Johnson County Middle School

Will host its

JCMS Title I Annual Meeting August 28, 2024.

Please come to this information meeting!

“What is a Title I school? What is JCMS’s status?”

“How does JCMS spend Title I money?”

“JCMS is School Wide Title I. What does that mean and how does it help my child learn?”

“Where is the parental involvement? How can I volunteer to help? What are my rights as a parent?” ✓

Family & Community Engagement Policy ✓ Parent Compact ✓ Teacher Quality (Parents Rights to Know)



For more information contact:

JCMS: Reid Bethea (478) 864-2222 reid_bethea@johnson.k12.ga.us

Title I Director: Tecia McKay (478) 864-3304 tecia_mckay@johnson.k12.ga.us

SWP FPE Policy CLIP

APPENDIX D

*** Recommended for use at any function where parents / stakeholders are included.

Johnson Co. Schools Title I - Family & Community Engagement Sign-In Sheet			
<i>Informational Meet (school status, state of Focus: the school, SIP plans for the year)</i>		Meeting Date:	<i>Typically a date in August</i>
Facilitator: C. Howard, Principal		Place/Room:	<i>Publicized location</i>

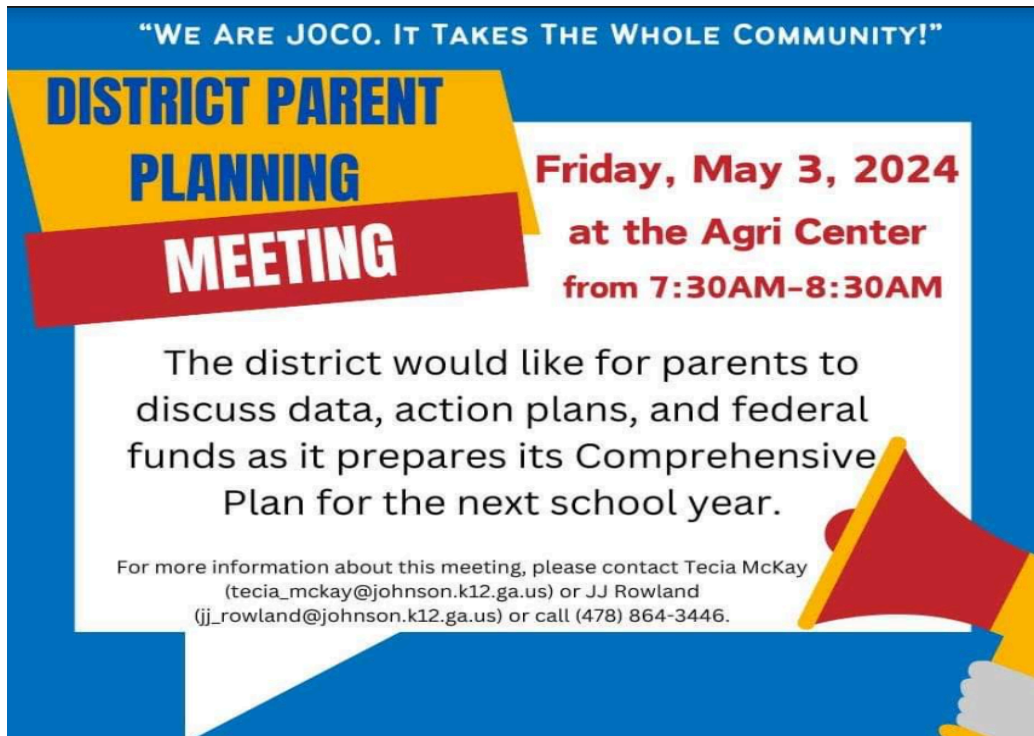
Name	Position / Relation: Parent / Teacher/ Counselor/ Admin/ Community Business/ Other	Student's Name / Grade	Phone	E-Mail

APPENDIX E

Johnson County Schools

Family and Parent Engagement with Federal Programs

District Wide Meeting for District Planning / Input



“What is the district doing with federal funds?”

“Can I take a look at the data so I can help develop the comprehensive plan (C.L.I.P.)?”

“How can I volunteer to help at the district level with the parent and family policy (District PFE Policy)?”

“How do we know we have professionally qualified teachers? (Title IIA)”

“What is Continuous Improvement?”

For more information contact:

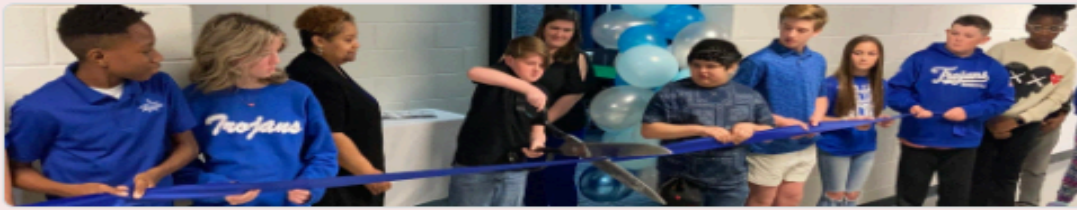
Superintendent: Dr. Christopher Watkins (478) 864-3302 christopher_watkins@johnson.k12.ga.us

Assoc. Superintendent: Tecia McKay (478) 864-3302 tecia_mckay@johnson.k12.ga.us

Sp.Ed. / CTAE Director: Dr. Hanna Kiser (478) 864-3302 hanna_kiser@johnson.k12.ga.us

Title I Parent Liaison: JJ Rowland (478) 864-3302 jj_rowland@johnson.k12.ga.us

APPENDIX F



Parent Satisfaction and Needs Assessment Survey

We value your feedback as a parent, school partner and participant in our annual needs assessment process. The survey is also available in the office of your child's school and online at www.johnson.k12.ga.us. Responses will be summarized and analyzed in order to plan for the next fiscal year. The estimated time to complete the survey is between 3-5 minutes. If completing a printed copy, please return it to the school front office by Monday, May 13, 2024.

tecia_mckay@johnson.k12.ga.us [Switch account](#)



* Indicates required question

Email *

Your email

Check one school: *



☐ Johnson County ELEMENTARY School



☐ Johnson County MIDDLE School

☐ Other:

1. From what source do you get "most" of your information about school? (check * ALL that apply)



- ☐ Newsletter
- ☐ Friends
- ☐ Children
- ☐ Newspaper
- ☐ Teacher
- ☐ District & School website or Social Media (Facebook Page / Twitter Page)
- ☐ Principal
- ☐ School wide / District wide Phone Callout System
- ☐ Other: _____

2. Do you feel informed? *

- ☐ Yes
- ☐ No

If you DO NOT feel informed, please explain.

Your answer _____

3. How effective are the following toward improving communication between your family and the school? *

	Good	Fair	Poor
Parent Orientation (beginning of the school year)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District Sign (Hwy 319 in front of JCES)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grade Level orientation sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Teacher Conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PTO Meetings / Curriculum Nights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School Newsletter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facebook/Twitter / Social Media / Text Messages	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. What makes you feel welcomed at your child's school? *

Your answer

5. How well does your child's school do the following? (If on phone, slide screen to the right to see all choices.) *

	Not Well	Minimally well	Fairly Well	Very Well
Create an environment focused on learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare your child for the next school year?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Workshops for Parents - Building Parent Capacity: What workshop topic(s) do you think would support your child and your family? (Type your answer below)

Your answer

7. Workshops for Staff - Building Teacher Capacity: What workshop topic(s) do you recommend be presented to the staff to improve our effectiveness relationships with students and families?

Your answer

9. Where would you like these parenting programs to be held? *

Choose

In school

Virtually online (Facebook / Google Meeting/ Zoom)

Hybrid: In person and an online option

At my church

In a community / public facility

In the home of a parent (you or your neighbor)

- ☐ Development of school parent engagement plan
- ☐ Development of district parental engagement plan
- ☐ (PAC) School parent advisory council/committees
- ☐ (PAC) District parent advisory council/committees

10. School Improvement / District Improvement: What should be the school's / district's main academic priority? *

Choose

If you selected "Other" above, what would you recommend be the district's or the school's main academic priority?

Your answer

11. What is most convenient for you (Choose one day of the week)? *

Choose

What is most convenient for you (Chose one time of the day)? *

Choose

12. What changes do we need to make in our Parent-School Compact for next year?

Your answer

13. What changes do we need to make in our Family Engagement Plan for next year?

Your answer


13. What changes do we need to make in our Family Engagement Plan for next year?

Your answer


14. Optional: Your Name / Address / Phone Number

Your answer

☐ Send me a copy of my responses.

Submit  Page 1 of 1 [Clear form](#)

Never submit passwords through Google Forms.

 reCAPTCHA [Privacy](#) [Terms](#)

Updated May 3, 2024



Encuesta de Evaluación de Necesidades y Satisfacción de los Padres

B I U ☺ ☒

Valoramos sus comentarios como padre, socio escolar y participante en nuestro proceso anual de evaluación de necesidades. La encuesta también está disponible en la oficina de la escuela de su hijo y en línea en www.johnson.k12.ga.us. Las respuestas se resumirán y analizarán para planificar el próximo año fiscal. El tiempo estimado para completar la encuesta es entre 3-5 minutos. Si completa una copia impresa, devuélvala a la oficina principal de la escuela antes del lunes 13 de mayo de 2024.

Email *

Valid email

This form is collecting emails. [Change settings](#)

Marque una escuela (Check one school): *

☐ Johnson County ELEMENTARY School



☐ Johnson County MIDDLE School

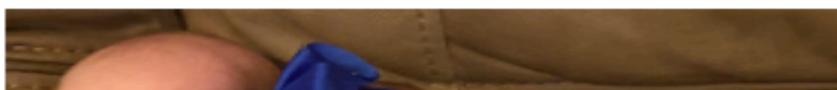


☐ Johnson County HIGH School




☐ Other...

1. ¿De qué fuente obtienes "la mayor parte" de tu información sobre la escuela? (marque todo *
lo que corresponda)



Johnson County



High School

School-Parent Compact

2024-2025

Principal
Mr. Reid Bethea
reid_bethea@johnson.k12.ga.us

Assistant Principals
Dexter Mack: dexter_mack@johnson.k12.ga.us
John Buxton: john_buxton@johnson.k12.ga.us


150 Herschel Walker Drive
Wrightsville, GA 31096
Phone: 478-864-2222
www.johnson.k12.ga.us/hs

Revised with parent input 5/8/23

We are JOCC, It takes the whole community!

Events to Build Partnerships and Communication

- Family Workshops to Support Student Learning
- Chew & Chat in the community with Administrators
- Teacher Parent Conference Days-designated by school calendar
- Honors Assembly-Parents notified by newspaper, call out system, Infinite Campus, & social media
- Parent workshops (i.e. Financial Aid Night and I-Parent Technology Night)
- Parent and Family Engagement Meetings. (Title I)
- Curriculum Nights (i.e. Math / STEM Night to highlight Science, Technology, Engineering, and Mathematics)
- Family Fun Nights (Math & Reading)
- School callout system, newspaper, email, school website



Support for Student Learning:

For additional information about your child's progress at Johnson County High School, classes, school policies, programs, or other general questions, please call the your child's teachers at 478-864-2222 or email principal at:

reid_bethea@johnson.k12.ga.us

Mr. Reid Bethea / High Principal
reid_bethea@johnson.k12.ga.us

Dr. Christopher Watkins, Superintendent
christopher_watkins@johnson.k12.ga.us

Tecia McKay, Associate Supt. of Federal Programs
tecia_mckay@johnson.k12.ga.us

What is a School-Parent Compact?

For schools receiving Title I funding, it is required that students, parents, and educators share the responsibility for promoting high student performance. This voluntary agreement defines goals, expectations, and shared responsibility of schools, parents, and students as equal partners in achievement the goal of all students being prepared to become college and career ready.

Compacts should include:

- Goals from School Improvement Plan (SIP)
- Explain how teachers will help students develop skills.
- Recommend strategies for parents to use.
- Make note of how teachers and parents will communicate about student growth.
- Encourage parents to volunteer.
- Written in a family-friendly language.

Our Mission:

The mission of Johnson County High School is to prepare students to meet or exceed standards in order to graduate on time and/or be college and career ready.

Jointly Developed

JCHS parents, students, and staff developed this School-Parent Compact. The leadership team suggested home learning strategies. Parents and students also gave input on what helps students learn. Planning meetings are held each year to revise the compacts based on educating the whole student. More information is available online by clicking on the parent tab at: www.johnson.k12.ga.us

Goals for Student Achievement



District Goals:

Goal 1: Effective Leadership / Family & Parent Engagement: By the end of 2024, create an organizational structure with stakeholder engagement which will provide systems to increase literacy, Math, and Science (CTAE) data by 3% as measured by the GMAS. (Literacy in community focused on STEM Equity)

Goal 2: Coherent Instructional System: By the end of 2024, increase student achievement data in math, science, and social studies by 3% as measured by the GMAS (targeting levels 3 and 4). (Minimize Lesson Learning Loss, Tier 1 Practices, small group instruction based on FI, grading practices)

Goal 3: Supportive Learning Environment: By the end of 2024, improve the student learning environment resulting in a 3% on "whole child" data and the CCRPI. (PBIS, MTSS, & SEL)

JCHS Goals:

Goal 1: By the end of 2024, the number of students who effectively apply the knowledge, attitudes, and skills necessary to understand and improve social-emotional learning will increase by 3% each year as measured by Satchel data.

Goal 2: By the end of the 2024, school year, there will be a 3% yearly increase of high school students performing at or above proficient as measured by Reading Inventory Data.

Goal 3: By the end of 2024, student achievement data will increase by 3% each year as measured by Milestone data in all content areas.

Working Together Responsibly Teachers, Parents, Students:

Entire School Staff will:

- ★ Invite guest speakers to advise student how to better cope with SEL issues.
- ★ Encourage students to read for pleasure and teach evidence based reading strategies.
- ★ Train students/parents to use digital programs to support at home learning and help improve student achievement data.
- ★ Communicate with parents using Remind, email, surveys, and phone calls to help them understand what their students are learning/doing in class.

Parents will:

- ★ Talk with my child about the importance of self-awareness (how are you feeling).
- ★ Provide literacy materials (board games, books, magazines) at home.
- ★ Attend school events to support my student's academic achievement.
- ★ Keep in contact with my student's teachers in order to stay informed about current work and grades by regularly checking Infinite Campus.

Students will:

- ★ Actively participate in Social Emotional Learning lessons provided by teachers, counselors, and other presenters.
- ★ Commit to reading daily.
- ★ Participate in class, complete assignments, ask for help from teachers, and self monitor academic achievement in all classes.
- ★ Communicate with parents about their own academic achievement and encourage them to attend upcoming school events.



Communication about Student Learning:

- Update the Infinite Campus School Information System at least weekly. Grades will be posted within one week of test or assignment due date.
- Schedule conferences when students are struggling.
- Call, email, or write parents when issues with behavior or classroom work arise.
- Use call out system, website, progress and report cards, Remind, newsletter, handbook and newspaper to keep our parents informed.

Specialized Areas

- ☆ Guidance & Counseling Services
- ☆ Gifted
- ☆ Special Education Support
- ☆ Work-based Learning
- ☆ CTAE

How Can You Help?

Be an advocate by:

- ⇒ Attending school activities
- ⇒ Volunteering in the schools by tutoring, mentoring or sharing your skills with students.
- ⇒ Consider joining the Parent Advisory Council (PAC).

Revised with Parent Input 5/8/24

Parent Compact Signature form

Johnson County Elementary School students participate in the Title I, Part A program, and their families, agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement as well as describes how school and parents will build and develop a partnership that will help children achieve the State's high standards. Please review the attached School-Parent Compact.

Please sign and date below to acknowledge that you have read, received, and agree to this School-Parent Compact. Once signed, please return this form to your child's teacher and keep the School-Parent Compact to review with your child and keep as a reminder of your commitment. The School-Parent Compact will be discussed with you throughout the year at different school-family events as we work together to help your child succeed in school. We look forward to our school-parent partnership!

School Representative Signature: _____

Date: _____

Parent/Guardian Signature: _____

Date: _____

Student Signature: _____

Date: _____

Checklist for the School-Parent Compact

Title I, Part A, Section 1116 of the Every Student Succeeds Act (ESSA) requires that each school receiving Title I, Part A funds jointly develop with parents of all Title I children a school-parent compact.

School: Johnson County Elementary School

CONTENT: Jointly Developed

What are the Federal and State Requirements?

Each school served under Title I, Part A shall jointly develop with parents for all children served under Title I, Part A, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement

Section 1116(d)

Does the Compact Include the Following Required Components?

Jointly Developed	
<input checked="" type="checkbox"/>	A description in family-friendly language how parents are involved in developing and revising the compact
A sample description:	
<p>The parents, students, and staff partnered together to develop this school-parent compact for achievement. Teachers suggested home learning strategies, parents added input about the types of support they needed, and students told us what would help them learn. Parents are encouraged to attend annual revision meetings held in the spring each year to review the compact and make suggestions based on student needs and school improvement goals. Parents are also encouraged to participate in the annual Title I parent survey that is also used as a tool to collect parent feedback regarding the current Title I programs and policies.</p>	

Note: After final revision, ensure that the School-Parent Compact is in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Under Monitoring Indicator 8.3. Distribution and Accessibility, the Georgia Department of Education monitoring team will review whether the School-Parent Compact is in an understandable and uniform format and provided in a language the parents can understand.

This checklist was reviewed by the following school and district representatives:

School Representative's Name: Charles Howard
Title/Role: Principal
Signature: Charles Howard Date: 5/15/24

District Representative's Name: JJ Rowland
Title/Role: Parent Liaison
Signature: JJ Rowland Date: 5/15/2024

APPENDIX I- 1

Reid Bethea, M. Ed.
Principal



Johnson County Middle School
150 Herschel Walker Drive
Wrightsville, GA 31096
Phone: 478-864-2222 ** FAX: 478 -864-4054
www.johnson.k12.ga.us

Dexter Mack, E.Ds.
Assistant Principal

John Buxton, M.Ed.
Assistant Principal

August 26, 2024

Dear Parents/Guardians:

In Georgia, in accordance with the Every Student Succeeds Act (ESSA) of 2015, all LEA schools are required to provide timely notice to parents when students have been assigned or taught for 4 or more consecutive weeks by a teacher who does not meet applicable state certification or licensure requirements (including requirements aligned to approved charter and strategic waiver applications) at the grade level(s) and subject area(s) in which the teacher has been assigned. *ESSA Sec. 1112 (e)(1)(B)(ii)*

Johnson County Middle School is notifying you that your child's [Insert grade –if applicable - and course] teacher, [Insert Teacher's Name], does not meet State and/ or LEA professional qualifications. [Insert name of LEA or school] is working with this teacher to ensure that the necessary steps are taken in order to meet these requirements.

Johnson County Middle School is fortunate to have Ms. _____ as a member of our faculty. Ms. _____ recently earned her degree in _____ from _____ College / University. Ms. _____ is certified to teach _____.

My staff and I will closely monitor this class to ensure student achievement. The qualifications that Ms. _____ has will enable her to provide a positive learning experience for your child this semester. However, if you have additional questions or concerns about your child's educational progress or teacher, please feel free to call or email at reid_bethea@johnson.k12.ga.us

Sincerely,

Reid Bethea
Principal

Johnson County Elementary School

Charles Howard, Ed.S.
Principal

2160 W. Elm St.
Wrightsville, GA 31096

Beth Martin, Ed.S.
Assistant Principal

Phone: (478) 864-3446 **Fax:**
(478) 864-4056

www.johnson.k12.ga.us

Based on compliance with ESSA, this form is being revised. It will reflect Johnson County Schools NOT having any school on the state TCI nor CSI list.

July 1, 2024

NO SCHOOL DESIGNATION PARENT NOTIFICATION

Dear Parent(s)/Guardian(s):

Federal requirements state that parents or guardians who have children attending a Title I school be notified of how well their school is preparing its students for college and/or a career, as well as the school's designation.

Certain Title I schools are designated as Reward, Priority, Focus, or Alert schools. One of the measures to determine the status is the College and Career Ready Performance Index (CCRPI), which serves as a comprehensive report card for all schools in Georgia. The CCRPI provides a score between 0-100 for each school, and that score measures how well the school is doing in preparing its students to be successful in college and/or a career.

(Provide the school's CCRPI score and how/where they can find more information about the details of the score).

I am very proud to tell you that **[Insert School Name]** has not been given a school designation this year, which means we are continuing to provide a quality education to all of our students.

(Provide an explanation of student academic achievement data, stressing where your students/school are doing well).

At **[Insert School Name]**, we take pride in the teaching we provide for our children. Our teachers and staff members work very hard to meet the needs of all students to ensure they achieve at their highest potential.

Based on our school's designation status, the Intradistrict Transfer Option law does not apply to our school. Since our district only has one school at each level, there is no choice. Additionally, our school is not required to offer tutoring for supplemental academic services.

An important part of **[Insert School Name]**'s success is parent participation and support in developing activities to improve student achievement. We hope that you will become involved in our school improvement work as we continue to monitor student achievement and set high expectations. If you are interested in participating in the development of our school improvement plans, being a part of our family engagement team or have questions about how you can better help your child in school, please contact **[Insert Contact Name]**, **[Insert Position]** at **[Insert Phone Number]** or **[Email Address]**.

Thank you for all that you do to support your child's education.

Sincerely,

Charles Howard, Principal

Federal Programs Yearly Timeline

Monitoring – District Level, Program Director / School Level, Principal or Designee

	District <i>(efforts led by Program Director)</i>	Schools <i>(efforts led by Principal or Designee)</i>
July	<p>Revise Comprehensive LEA Improvement Plan (CLIP)</p> <ul style="list-style-type: none"> - District Parent meeting to revise CLIP, DIP, DFPE policy <p>Review / revise written Federal Programs guidelines and timeline</p> <p>Provide technical assistance regarding school level Title I Annual Parent meeting (<i>meeting document samples in Federal Guidelines appendices</i>), provide parent information)</p> <p>Host federal programs meeting for Principals</p> <ul style="list-style-type: none"> - Procedures / guidelines review - Timeline review - Title I Annual Meeting - Implementing SIP & SWP - CLIP development - FLIP (if necessary based on Focus or Priority status) <p>Provide technical assistance for Transportation Dept (Homeless)</p>	<p>Revise Comprehensive LEA Improvement Plan (CLIP)</p> <ul style="list-style-type: none"> - Review SIPs / DIP <p>Notice of Homeless Children and Youth (McKinney Vento) upon enrollment</p> <p>Principals prepare Parent Notice on School status</p> <p>Principals, bld. admin and other school reps participate in Fed prog. mtg.</p>
	<p>Title II A – apply for certification for all new teachers and paraprofessionals</p> <p>Title II A – provide remediation plans with all new hire that are not PQ</p>	
	<p><i>(Based on ESOL program funded with Title I)</i></p> <p><i>ESOL: District PL workshop</i></p> <p><i>ESOL: Parent Student Monitoring notices</i></p>	<p><i>ESOL: Home Language Survey (all new students and Pre K students)</i></p> <p><i>ESOL: administer W-APT as needed based on HLS</i></p> <p><i>ESOL: PL workshop (teachers of ESOL)</i></p> <p><i>ESOL: Parent Student Monitoring notices (Principals, Counselors, Teachers, and Parents)</i></p>
August	<p>Revise Comprehensive LEA Improvement Plan (CLIP)</p> <ul style="list-style-type: none"> - Technical Assistance workshop (parental engagement) - Monitor progress with Parent and Family Engagement implementation timeline based on PFE Policy <p>Monitoring for compliance with school level Parent Notifications (<i>samples notices in Federal Guidelines appendices</i>)</p> <p>List Title I employees (including P.Q. teachers, P.Q. Parapros, Instructional Coaches, and others: securing schedules or need for time logs if split funded)</p> <p>Complete Homeless Survey (McKinney Vento Act)</p>	<p>Host school level Title I Annual Parent meeting for information sharing</p> <ul style="list-style-type: none"> - District / School status based on ESEA Flexibility Waiver - School Wide Plan program / School Improvement Plan and process, Compacts <p>Parent Notifications: All Title I schools notify parents of</p> <ol style="list-style-type: none"> 1. Child's teacher / paraprofessional qualifications; Parents Rights to Know 2. Title I status (Comprehensive or Targeted) (newspaper, newsletter, flyer, principal's letter) 3. Non-P.Q. Teacher if more than 20 days 4. FERPA 5. Transfer policy/ procedures (if necessary based on Focus or Priority status)

	Title II A – provide remediation plans with all new hire that are not PQ	Principals complete Data Review Statement
	Superintendent completes Data Review Statement	Principals complete P.Q. Attestation

September	<p>DIP progress monitoring</p> <p>Complete Consolidated Application (predicator to CLIP and budgets)</p> <ul style="list-style-type: none"> - Principals Attestation documented in Title I files at district - District Parental engagement Assurances if principals opt to sign - List of Title I personnel and schedules <p>Complete budgets based on DIP, SIPs, and SWP</p> <p>Conduct Title I Evidence and Artifacts notebook review</p> <p>Homeless survey due</p> <p>Title I-C MEP survey due to regional office</p>	<p>SIP progress monitoring</p> <p>Sign P.Q. Attestation</p> <p>Sign 1% Parental Engagement Assurance if opting to do so</p> <p>Monitor update of school's Title I Evidence and Artifacts notebook (P.I., evidence for use of funding, SIP)</p>
	<p>Title II A – coordinator's meeting</p> <p>Principals Attestation documented in Title I files at district</p>	Sign P.Q. Attestation
	<i>Title III: GDOC training</i>	
October	<p>Completion reports due (Grants Accounting Online Reporting System (GAORS))</p> <p>Complete budgets based on DIP, SIPs, and SWP</p> <p>Complete Neglected & Delinquent report (support N&D facilities if applicable)</p> <p>Private School Consultation letter (ES4PS - invitation for Dec. mtg)</p> <p>Provide technical assistance with school level parent workshops (<i>meeting document samples in Federal Guidelines appendices</i>), attend meetings, provide parent information)</p> <p>Attend Cross functional monitoring Training (if required)</p> <p>Comparability for next year based on previous year's FTE (if required)</p> <p>May request carryover waiver</p>	<p>Parent workshop (parent and family engagement)</p> <p>Monitor progress with Parent and Family Engagement timeline based on PFE Policy</p> <p>Review of benchmark school data: monitor progress with SIP</p>
	Title V, Part B evaluation report	
November	<p>Conduct Title I Evidence and Artifacts notebook review</p> <p>Review expenditures; verify Title I personnel on payroll</p> <p>Based on state rotation, host redelivery of Cross Functional Monitoring Training (all program directors, district and bld admin)</p>	<p>Monitor update of school's Title I Evidence and Artifacts notebook (P.I., evidence for use of funding, SIP)</p> <p>Participate in Cross Functional Monitoring Training (if required year)</p>

	Begin to set up official files for Cross functional monitoring (if required)	
	Title II A – self assessment	
December	DIP progress monitoring Align with budget and expenditures (adjust based on positions) Monitoring for compliance with school level parent engagement and documentation	SIP progress monitoring Parent workshop (parental engagement documentation)

	<u>Private Schools Consultation</u> for next school year planning Prep for Monitoring (self-monitoring of artifacts / Cross functional labeling and detailed evidence based on labels) <i>ESOL: ESOL Night</i>	Support teachers align their professional development documentation Prep for Monitoring (self-monitoring artifacts / Cross functional artifacts) <i>ESOL: ESOL Night</i>
January	Technical assistance with Per. Certs. (after mid-year complete) Review budget for amendments and carryover funds Submit carry over amendment Monitor expenditures with Reward funding (if required: deadline June 30) Monitor progress with DIP Title II A – needs assessment <i>ESOL: PL Meeting / Student Monitoring</i> <i>SAR due to GDOE</i>	<u>Semi- Annual (Periodic) Certification</u> (mid-year) Review of benchmark school data: monitor progress with SIP Review expenditures with Reward funding (if applicable) <i>ESOL: PL Meeting / Parenting Student</i> <i>Monitoring notice and meeting (Principals, Counselors, Teachers, and Parents)</i>
February	DIP progress monitoring Provide technical assistance with school level parent workshops (<i>meeting document samples in Federal Guidelines appendices</i>), attend meetings, provide parent information) Align with budget and expenditures <i>ESOL: GDOE Training</i>	SIP progress monitoring Parent workshop (parental engagement) Monitor progress with Parent and Family Engagment implementation timeline based on PFE Policy

March	<p>Review of district and school data; monitor progress with Strategic Plan (DIP).</p> <p>Support schools as they begin to revisit needs assessment.</p> <p>Align with budget and expenditures</p> <p>Conduct Title I Evidence and Artifacts notebook review</p> <p>Support Schools Parent Planning meetings</p>	<p>Review of benchmark school data: monitor progress with SIP</p> <p><u>Title I Parent Planning Meeting</u> - Revise <u>revisit / revise School Parent and Family Engagement Plan, Parent - School Compact, Parent Survey</u> for next school year (send home parent response form – optional)</p> <p>Begin needs assessment revisit</p> <p>Monitor update of school's Title I Evidence and Artifacts notebook (P.I., evidence for use of funding, SIP)</p>
April	<p>Review of district and school data</p> <p>Revise of <u>District Parent and Family Engagement Plan</u> for next school year (with parent input) (District meeting and send home parent response form)</p> <p>Complete of District Parent and Family Engagement Plan for next school year</p> <p>Support Schools Parent Planning meetings</p>	<p>Review of school data</p> <p><u>Title I Parent Planning Meeting</u> - Revise <u>CLIP, School Wide Plan SWP, SIP, and budgeting (including the 1% Reservation of funds)</u> for next school year (send home parent response form – optional)</p> <p>Complete of School Parent and Family Engagement Plan for next school year to prep for handbook</p> <p>Distribute Parent Survey</p>
	<i>Conduct Migrant (MEP) needs assessment</i>	
	Title II Needs Assessment for FY 16 planning	
May	<p>Revise DIPs based on new data</p> <p>Monitoring for compliance with assistance to school SIP revision (SIP process, sample SIPs, strategic plans leading to professional development plan)</p> <p>Revise DIP implementation strategies</p> <p>In depth alignment with budget and expenditures</p> <p>Deadline for Amendments</p> <p>Support schools in completing needs assessment (based on end of the year data).</p> <p>Provide technical assistance to schools to include all “new school year” parent engagement updates in handbook, website and other formats (Right to know, PFE Policy, DIP, SWP).</p> <p>Technical assistance with <u>Per. Certs.</u></p>	<p>Revise SIPs based on new data</p> <p>Revise SIP implementation strategies</p> <p>Revise SWP (with parent and family engagement)</p> <p>Align with budget and expenditures</p> <p>School complete needs assessment based on end of the year student data and parent surveys / feedback</p> <p>Include all “new school year” parent engagement updates in handbook, website and other formats (<u>Right to know, PFE Policy, DIP, SWP, Parent School Compact</u>).</p> <p><u>Semi Annual (Periodic) Cert. Certifications</u> (end of year)</p>
	<i>ESOL: Pl Meeting / Student Monitoring SAR due to GDOE</i>	<i>ESOL: Pl Meeting / Parenting Student Monitoring notice and meeting (Principals, Counselors, Teachers, and Parents)</i>
	Title V, Part B deadline for amendments	

June	Present District and School Parent and Family Engagement Policies (PFE Policy) to the BOE members (Handbook review) Title I Directors Training (conference) Homeless Training (conference) Self-Monitoring Checklist due (if non- Cross Functional monitoring year) Deadline to spend (Comprehensive or Targeted monies (if applicable))	File year-long professional development documentation Deadline to spend (Comprehensive or Targeted monies (if applicable))
	Title II Equity Plans are due Title II Directors Training (conference)	

APPENDIX J-2

Family & Community Engagement Timeline

Schools	July / August	September	October
JCES	Community “Chat & Chew” w/ Admin Title I Annual Parent Mtg (<i>Share compacts, budget updates, and PFE Policy</i>) Parent Orientation Parent Skills (<i>Liaison and Community</i>)	Grandparents and Literacy Day Quality Family Time Movie Night PTO (Literacy focused)	Parent Advisory Council (PAC) Family Book Night Parent Conference Day PTO (technology/ STEM and Literacy) Parent Skills (<i>Liaison and Community</i>) Headstart Community Breakfast
JCMS *APTT School	Title I Annual Parent Mtg (Share compacts, budget updates, and PFE Policy) Parent Orientation Middle School orientation Alt. Sch. Orientation Parent Skills (Rowland and Community) Admin in the community “Chew & Chat”	Parent Community Group (Liaison and Community)	Parent Advisory Council (PAC) Parent Conference Day APTT Meeting PTO (technology and parenting skills) Parent Skills (Liaison and Community)
JCHS	Community “Chat & Chew” with Admin Title I Annual Parent Mtg (<i>Share compacts, budget updates, and PFE Policy</i>) Parent Orientation High School Orientation Alt. Sch. Orientation Parent Skills (<i>Liaison and Community</i>) Admin in the community “Chew & Chat”	Senior class focus: Seniors and Parents Ring Ceremony Parent workshop Parent Skills (Technology in Parent Resource Computer lab Mon/ Wed – JCHS lab)	Planning for FCE Month Parent Advisory Council (PAC) Parent Conference Day Male Mentor Program PTO (technology and parenting skills) Teacher Training -Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)
District Wide	Dist. wide Parent Plan Mtg (CLIP & <i>DPFE Policy</i>) Verify school PI calendar for year Share PI survey results Build Capacity - Complete module for teachers Community Collaborative Meeting	Collect samples of school compacts District Parent Advisory Council	District wide Parent Conference Day (Alt start time) Family & Community Engagement Month Build Capacity - Complete module for teachers Evaluations of school PI notebooks Community Collaborative Meeting Headstart Community Breakfast Literacy Parade (aligned with RRW)
	November / December	January	February
JCES	PARENT ENGAGEMENT MONTH! PTO (Literacy Night) Parent workshop module (Parenting Skills) ESOL / International Night Parent Skills (<i>Liaison and Community</i>) Family Quality Time – Shoebox Parade	Parent Advisory Council (PAC) Math / STEM Night Parent Community Group (<i>Rowland and Community</i>)	School Council Parent Conference Day PTO (Soc. Stu. Interactions) Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)
JCMS *APTT School	PARENT ENGAGEMENT MONTH! Math / STEM Night Parent Community Group (<i>Rowland and Community</i>)	Parent Advisory Council (PAC) APTT PTO (Soc. Stu & Surveys; data study) Graduation Plan “Make & Take” College Prep workshop	Parent Conference Day (<i>APPT transition</i>) Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)

	Parent workshop module (Parenting Skills) ESOL / International Night Parent Skills (<i>Liaison and Community</i>)	Parent Community Group (<i>Rowland and Community</i>)	
JCHS	PARENT ENGAGEMENT MONTH! Math / STEM / Internet Safety Night Parent workshop module (Parenting Skills) Soc. Stu. / ESOL / International Night Parent Skills (<i>Liaison and Community</i>)	Parent Advisory Council (PAC) PTO (Soc. Stu & Surveys; data study) Parent prep for college Parent Community Group (<i>Rowland and Community</i>) College Night (<i>FASFA</i>)	Parent Conference Day Post-Secondary / Financial Aid Prep Workshop Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)
District Wide	ESOL Night Mid-year evaluation of school PI notebooks Community Collaborative Meeting	Build Capacity - Complete module for teachers District Parent Advisory Council Community Collaborative Meeting	District wide Parent Conference Day (Alt start time) Parent Leadership Month
	March	April	May /June
JCES	PTO – GMAS Assessments / STEM Focused Title I Planning Mtg (Compacts, dev. Surveys, and <i>PFE Policy</i>) Parent Community Group (<i>Rowland and Community</i>)	Parent Advisory Council (PAC) focused on Data Title I Planning Mtg (CLIP, SIP) Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)	Student Parent Celebration Day Pre K Parent Visitation Parent Transition workshop (Headstart & Pre-K to Kdg) Kdg Move On Ceremony 5 th to 6 th Transition Night JCES Honors Night
JCMS *APTT School	Counselor -Parent seminar: Graduate Requirements / Registration Title I Planning Mtg (Compacts, dev. Surveys, and <i>PFE Policy</i>) Parent Community Group (<i>Rowland and Community</i>)	Parent Advisory Council (PAC) focused on Data Family Talent Show (value of family time) Title I Planning Mtg CLIP, SIP, Budget (<i>including the 1% Reservation of funds</i>) Parent Skills (<i>Liaison and Community</i>)	FFA Parent Student Banquet 5th to 6th Transition Night 8th to 9th Parent Transition meeting JCMS Honors Night
JCHS	Counselor -Parent seminar: Graduate Requirements / Registration Title I Planning Mtg (Compacts, dev. Surveys, and <i>PFE Policy</i>) Parent Community Group (<i>Rowland and Community</i>) “Pi Day” Math Night	Parent Advisory Council (PAC) focused on Data Family Talent Show (value of family time) Title I Planning Mtg (CLIP, SIP, Budget) Parent workshop module (Parenting Skills) Parent Skills (<i>Liaison and Community</i>)	Male Mentor Programs Student / Parent Celebration Month FFA Parent Student Banquet 8 th to 9 th Parent Transition meeting FFA Banquet Scholarship Night Community Baccalaureate Service JCHS Honors Night Cord Ceremony (Pathway Completers)
District Wide	Evaluations of school PI notebooks Build Capacity - Complete module for teachers Community Collaborative Meeting	District Parent Meeting (<i>PFE Policy</i> , CLIP) Begin analyzing data to determine impact on student achievement Revise PI surveys	Collect Parent Satisfaction Surveys Community Collaborative Meeting

Newsletter:

JCES – School monthly / primary grades weekly

Website updates (school calendar, professional learning calendar, parent section):

JCES – weekly

Community Marquee:

JCES – at least bi weekly

School wide Calling messages:

JCMS –monthly

Social Media:

All schools Facebook (<https://www.facebook.com/Johnsoncountyschools>) and Twitter (*formerly known as Twitter*) (<https://twitter.com/JohnsonSchools>)

Group Texts:

All Schools (varied teachers)

Dr. Christopher Watkins
Superintendent of
Schools

Johnson County Board of Education

**P O Box 110
150 Lee Street
Wrightsville, Georgia 31096
478-864-3302
478-864-4053 fax**

BOARD MEMBERS

*Donald E. Smith, Chairman
Marty J. Thompson, Vice Chairman
M. Kevin Brantley, Sr., Donald E. Smith
Alvin Moorman
Chris Fields*

July 31, 2024 – 1:30

Agenda

FY 25 Federal Guidelines Procedures

*Tecia McKay, Federal Programs
Dr. Hanna Kiser, Sp.Ed. & CTAE
K. Ivey, ESOL & Migrant*

01. Monitoring - Collecting Documents – Progress Monitoring (45 Day Impact Checks)

We begin NOW to file and collect dated documents. Remember to prepare DETAILED meeting agendas to include all required talking points and sign-in sheets when having technical assistance meetings employees, parents and stakeholders, etc.

02. Excess Cost - Ensuring Timely IDEA Excess Cost Calculation Submission

03. CLIP

04. ESEA (The Elementary and Secondary Education Act) as amended by ESSA (Every Student Succeeds Act) School Identification (Comprehensive or Targeted Schools – “Promising” List)

05. General Education Provision Act (GEPA)

06. Supplement/Supplant

07. Resource Allocation Meth. Proc “RAMP”

08. Title I – Academic Achievement of Disadvantaged

09. Family and Parent Engagement – CLIP, SWP/SIP, Compact, Policy, budget, activities based on **sign in sheets w/ roles, agendas, minutes, dated w/ M.D.& Y, linked to goals in SIP**

10. Annual Title I Parent Meeting prior to October 1 – informational ONLY, not for feedback

11. Intra-District Transfer Option (State Requirement)

12. Fieldtrip (DOE Approval Only)
13. SWP
14. TA
15. Audits
16. MOE
17. Attendance Area
18. Allocation/Carryover – for each school and district
19. Budget – evident in SIP/ SWP, data supported, targeting “at-risk” (discouraging Title I Field Trips) / Parent snacks at evident in agenda w/ sign in sheet / pre-approved purchases
20. CEP – Community Eligibility Program (District Certified)
21. Reservation of Funds
22. Expenditure of Funds
23. Comparability
24. CSR – Class Size Reduction “not class is too large” but based on **Evidence Based interventions**
25. Equipment/Real Property / Inventory (REQUIRED GTID#, LAST DAY OF POST PLANNING)
26. **Cash Management** (2 CFR Part 200) (CFR 200.302(b)(6) (CFR 200.305) / **Internal Controls** (CFR 200.61 & 200.62)
27. Reporting

FIDUCIARY RESPONSIBILITIES - FEDERAL PROGRAMS BUDGETS Code of Federal Regulations (CFR) – pg. 71			
Fiscal Management / Internal Controls (CFR 200.61 & 200.62) (CFR 200.302 & 303) 2 CFR 200.302(b)(7); 200.403	IDEA Submission (Consultants and Services)	Excess Contracted and Purchased	Cost Calculation Services
Reservation of Funds (34 CFR 200.70 and 200.71)	(CFR 200.323)		
Cash Management (2 CFR Part 200) 147(CFR 200.302(b)(6) (CFR 200.305)	Stipend		
Improper Payments (CFR 200.428)	Leave		
Drawdown of Funds (CFR200.305(b)(3))	Travel (CFR 200.474(b)); 200.475;		
Completion Reports	OCGA §50-5B-5; OCGA §20-2-167(b;)		
	SBOE 160-5-2-.23		
	Segregation / Separation of Duties		

<p>Allowability of Costs (2 CFR 200.302(b)(7); 200.403) (CFR 200.302(b)(6) Advertising / PR (CFR 200.421) Direct Costs (CFR 200.413) Required Certification (CFR 200.415) Rank order and Allocations Carryover Necessary, Reasonable, and Allocable (CFR 200.403-200.405). Payroll (sign in sheets, Personnel Activity Reports (PAR) or time sheets, time logs, schedules) Compensation of Personnel (Time and Effort) 2 CFR 200.430(a)(1); SBOE 160-3-3-.04</p>	<p>(GAO-14-704G 10.03;10.12-10.14; 2 CFR 200.303(a) (CRR200.303(a)) (GAO-14-704G) Procurement (CFR 200.317, .318(c), & 320) / Micro- purchase (CFR 200.67)/ competitive quotes (CFR200.316) sealed bids 2 CFR 200.329(b) and proposals 200.320(c);200.325(b)(c) sole source (2 CFR 200.320(f)) Suspension and Debarment (CFR 180.220) (CFR220.213) 34 CFR 85.110; 2 CFR 180.220; 2 CFR 200.327 Uniform Guidance, Risk Assessment (Risk of Review CFR 200.205), Conflict of Interest (2 CFR 200.318(c)(1))/, Procurement w/ Mandatory Disclosure Domestic Preference (200.322) Record Retention and Storage (CFR 200.333 & .335)</p>
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28. Homeless / McKinney Vento

29. Foster Care

30. Migratory Children

31. N&D

32. Prevention / Intervention / Credit Recovery / Attendance Recovery

33. Pre-K

34. Title II A – Effective Instruction / Professional Qualifications / PL Goal & Plan for all employees / JOCO Waiver with documentation but NOT in Sp Ed., Gifted, & ESOL (Transferability)

35. Title IIIA / ESOL & Immigrants (Native Language)

36. Title IV – Student support and enrichment (Transferability)

37. Title V, B – REAP – Rural & Low Income / RLIS “Rural Low-Income Initiative”

38. Private Schools / Equitable Services
39. Sp. Ed. and Supports – Manual / GO I.E.P/
40. CTAE (Career, Technical and Agricultural Education)
41. Complaint Procedures
42. Ethics and Fraud, Waste and Abuse
43. Assessment Security
44. Tips from Cross Functional Monitoring Findings Report – Procedures / Inventory reminders / Procurement
45. **UPDATED** “CLAW” / Professional Qualifications

46. Other local procedures

Meetings, Assessment Practices and Uses, Uses of Data and Collaboration, Instructional Practices, and Ordering Instructional Materials

47. **Elementary and Secondary School Emergency Relief Funds (ESSER)** - (includes Coronavirus Aid, Relief, and Economic Security (CARES) Act, Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA), American Rescue Plan Act (ARPAP) and any amendments or continuations)
48. Domestic Preference, CARES / ESSER / ARP (periodic certs, time & effort, monitoring impact (observation)
49. ESSER Construction Projects
50. ESSER Equitable Services

RECOMMENDING

GASBO Conference – ongoing increased participation
 Intentional GASBO redelivery after the conference
 Review “Revisions List”

Review “Revisions List”

Johnson County Schools

Transportation Department

Charlie Lindsey, Assoc. Sup (Transportation)

Verondia King, Transportation Coordinator

Tecia McKay, Homeless and Foster Care Liaison

Friday, July 26, 2024

9:00 Ag. Bld.

Agenda

Welcome to Transportation Staff

Introduction of New Staff

Handbook Discussion

Homeless / Foster Access to Transportation Services

Helpful Reminders for Homeless / Foster Access to Transportation Services (*temporary school or "school of origin"*):

McKinney Vento Act purpose / definition, Foster Care Children, Responsibilities of the LEA and point of contact in LEA, Transportation - The

Number One Barrier (to attending school regularly), Review transportation policy / practices - best interest determination (BID) "school of origin", awareness of hotels and shelters

Evacuations

Evaluations
Notebooks & Paperwork



Reminder – County wide staff meeting – Monday, July 29, 2024 at 8:00 am at M/H Lunchroom
Questions / Concerns

APPENDIX M

MONTHLY TIME SHEET

EMPLOYEE NAME _____

SCHOOL OR DEPARTMENT _____

MONTH _____

DATE	HOURS WORKED
Weekly Total	

DATE	HOURS WORKED
Weekly Total	

DATE	HOURS WORKED

DATE	HOURS WORKED

Name	T. McKay			Time Log
Title	Asso. Sup of Federal Prog			Jun-24
<i>Report time in increments of .25 rounding to nearest quarter hour. Example: 1 hour 10 min would be 1.25</i>				
Day of M	Federal Duties	Hours	Non-Federal Duties	Hours
1				
2				
3	RESA Math	10.00		
4	RESA Math	10.00		
5	SIP / CNA&Compact / CLIP	10.00		
6	CLIP /Migrant ID&R FY25	10.00		
7	JOCO BOE closed			
8				
9				
10	Vacation		Vacation	
11	GDOE Fed Prog Conf	10.00		
12	GDOE Fed Prog Conf	10.00		
13	GDOE Fed Prog Conf	10.00		
14	GDOE Curr mtg / Trans Plan	4.00	JOCO BOE closed	
15				
16				
17	Vacation		Vacation	
18	Vacation		Vacation	
19			Holiday	
20	Fed Prog / ES4PS / Per Cert	6.00	Purchase Orders	4.00
21	JOCO BOE closed			
22				
23				
24	Vacation			
25	Chat&Chew / Homeless Tra	10.00		
26	CLIP /Migrant ID&R FY25	10.00		
27	Foster Care FY25	5.00	Vacation	
28	JOCO BOE closed			
29				
30				
31				
	Federal Monthly Total	105.00	Non-Federal Monthly Total	4.00
	Mo %	96.33%	Mo%	3.67%
	YTD Tot	1201.00	YTD Tot	628.00
	YTD %	62.55%	YTD %	32.71%
Super visor's				Employee's Signature
Date	6/30/2024		6/30/2024	Date

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Fain number	Item description (make and model)	Asset Tag	Staff Member	Condition	Vendor	Yrs in Service	Initial Cost	Asset Tag	Model	Details					
2	ESSEFIII - HP-5CD2161DTZ	919	A. Palmer	new	CDW-G	6	\$962.73	919	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
3	ESSEFIII - HP-5CD2161DSY	920	B. Rowland	new	CDW-G	6	\$962.73	920	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
4	ESSEFIII - HP-5CD2161DVC	921	K. Rowland	new	CDW-G	6	\$962.73	921	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
5	ESSEFIII - HP-5CD2161DVT	922	H. Hightower	new	CDW-G	6	\$962.73	922	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
6	ESSEFIII - HP-5CD2161DTY	923	H. Foskey	new	CDW-G	6	\$962.73	923	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
7	ESSEFIII - HP-5CD2161DW8	924	S. Collins	new	CDW-G	6	\$962.73	924	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
8	ESSEFIII - HP-5CD2161DV6	925	T. Copeland	new	CDW-G	6	\$962.73	925	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
9	ESSEFIII - HP-5CD2157PJ	926	R. Winfrey	new	CDW-G	6	\$962.73	926	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
10	ESSEFIII - HP-5CD2157PQT	927	I. Cheely	new	CDW-G	6	\$962.73	927	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
11	ESSEFIII - HP-5CD2161DW7	928	B. Oliver	new	CDW-G	6	\$962.73	928	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
12	ESSEFIII - HP-5CD2161DT4	929	S. Lutzmann	new	CDW-G	6	\$962.73	929	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
13	ESSEFIII - HP-5CD2161DT1	930	A. Jackson	new	CDW-G	6	\$962.73	930	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
14	ESSEFIII - HP-5CD2157PNC	931	T. McKay	new	CDW-G	6	\$962.73	931	ProBook 445 G9	HP ProBook 445 G9 Notebook - Wolf Pro Security - 14" - Ryzen 7 5825U					
15															
16															
17															
18															
19															
20															

Signature: J Floyd Tech Coord. June 3, 2024

JCBOE-Reader#

Laptop name

Rosalind C. Abrams

SCHOOL SYSTEM EQUIPMENT INVENTORY MANAGEMENT RECORD

Career, Technical and Agricultural Education

Georgia Department of Education

Facility Code	Facility Name	Location of Equipment	Date Purchased	Description of the Equipment	Serial Number or Equipment ID Number	Source of Equipment (Vendor)	Cost of Equipment	Fund Source	Percent Federal Funds	Condition of Equipment	Disposal Date	Disposal Sale Price
201	son County High	Rm 206		IPAD	T1400							
201				TELEVISION MONITOR	EMERSON							
201				TELEVISION MONITOR	EMERSON							
201				PRINTER	JPBCD1D207							
201				MICROPHONE	HKAJ200A120-CP							
201				COMPUTER	6LFHHQ1							
201				COMPUTER	HKN6K01							
201				COMPUTER	HKM3KQ1							
201				COMPUTER	HKM7LQ1							
201				COMPUTER	F4XJGQ1							
201				COMPUTER	6LLCHQ1							
201				COMPUTER	6LHCHQ1							
201				COMPUTER	D05D001							
201				COMPUTER	6LJCHQ1							
201				COMPUTER	FNLGYQ1							
201				COMPUTER	HKM6KQ1							
201				COMPUTER	HKL6KQ1							
201				COMPUTER	6LIHDHQ1							
201				COMPUTER	6LJBHQ1							
201				COMPUTER	6LMJHQ1							
201				COMPUTER	6LLDHQ1							
201				COMPUTER	HKP4KQ1							
201				COMPUTER	D4QHGQ1							
201				COMPUTER	HKJ4KQ1							
201				COMPUTER	6LGFHQ1							
201				COMPUTER	6LGFHQ1							
201				COMPUTER	F52HGQ1							
201				COMPUTER	F4YFGQ1							
201				COMPUTER	FNLHYQ1							
201				COMPUTER	GBTJRQ1							
201				COMPUTER	6LGHHQ1							
201				COMPUTER	DFF2081							

Rosalind Abrams:

Rosalind Abrams
Mounted and can not
access serial
numbers

Signature: J. Floyd, Tech Coord, June 3, 2024

JOHNSON COUNTY SCHOOL SYSTEM EQUIPMENT LOSS, DAMAGE, or THEFT of EQUIPMENT

The data from this form must be submitted by your immediate supervisor. This is used to report instances of missing, stolen, or damaged school district property in the cases where criminal activity is suspected. The supervisor will submit the form to the Funding Source Program Coordinator.

Notification of Missing, Stolen, or Damaged School Property

School/Site Name: _____

Funding Source: _____ Date: _____

Date of Incident: _____ Time: _____ AM/PM

Type of Incident (Choose One): Missing Items _____ Theft Vandalism

Incident Discovered By (Please Print): _____

Police Notified By (Please Print): _____ Name of Police

Officer Contacted (Please Print): _____ Name of Agency (Required): _____
_____ Case Number Provided (Required): _____

If a police report is not yet available, please provide it to your principal/supervisor when it is available.

Name of Funding Source is _____

Yes or No

Police Report Attached (Required):

Yes or No

Are offenders known?

Yes or No

Damage to building?

Yes or No

Damage to equipment?

Yes or No

Damage to supplies?

Yes or No

Did incident occur over a holiday/break?

Yes or No

Did the theft occur from a vehicle?

Yes or No

Please list information for missing/stolen property:

Item	Brand	Model #	Asset Tag #	M=Missing S=Stolen D=Damaged	Price Quote for Replacement

Comments: _____

Other Details: Attach additional sheet (as PDF on Forms Manager), if needed.

Johnson County Schools

Textbook and Vendor Requisition Form

P.O. Box 110, 150 Lee Street

Wrightsville, GA 31096

Phone: (478) 864-3302

accounts_payable@johnson.k12.ga.us

Fax: (478) 864-4053

The following number must appear on all invoices, bills of lading, and acknowledgements relating to this PO:

DATE 7/20/2023

PURCHASE ORDER: _____

Vendor Name & Address:		Ship To:
Amazon		Johnson County Board of Education
FAX:		Attn: Dr. Julie Kight
Phone:		160 S Lee Street, PO Box 110
Email or Web Address: amazon.com		Wrightsville, GA 31096
		PH (478) 864-3302
		FX (478) 864-4053

QTY	ITEM NUMBER	DESCRIPTION	UNIT PRICE	AMOUNT
1		Steve Spangler Science WTIN 100 color fizzers	13.99	13.99
1		Snap circuits Jr. SC 100 electronics exploration kit	35.99	35.99
1		Stella Zone 12 in 1 solar robot kit	26.99	26.99
2		Corner guards furniture edge protectors transparent soft 20 ft	15.99	31.98
1		Blue Satin ribbon 4 inch x 22 yd wide thick royal blue	8.79	8.79
1		Car bow pull bow royal blue	15.99	15.99
EB Level Strong				
DIP GOAL-1 Literacy with Family Engagement				
State of the District 22 Relationship-Community Wide Literacy				
Initiative, Next Step- Continue to build strong community relationships				
Page 2 Total				
			Subtotal	133.73
Exempt from Sales Tax			0% DISCOUNT	0.00
			0% SHIPPING/HANDLING	0.00
			OTHER	
			Approved By:	TOTAL \$133.73

FUND:




DATE

Superintendent

DATE

Deliver to Julie
Wrightsville 27090

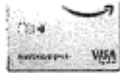
All ▾ Search Amazon

LN ▾ Hello, Julie
Account & Lists ▾

Orders
& Orders

7

All Back to School Gift to College Home Essentials Buy Again Firestoves Health & Household Shop Black-owned businesses



Julie, get a \$50 Amazon Gift Card instantly upon approval for Amazon Visa

Current Total: \$323.66
Savings: - \$50.00
Cost After Savings: \$273.66

[Learn more](#)

Shopping Cart

[Deselect all items](#)



Blue Satin Ribbon, 4 inch x 22 yd Wide Thick Royal Blue

[Add to list](#) [Deal](#)
\$8.79 Typical price: \$10.99

In Stock [Save 5%](#)
Eligible for FREE Shipping & FREE Returns [Clip Coupon](#)
☐ This is a gift [Learn more](#)
Color: Blue

Qty: 1 [Delete](#) [Save for later](#)
[Compare with similar items](#) [Share](#)



Car Bow Pull Bow Car Gift Wrapping Bow with 20 ft
\$15.99

In Stock
Eligible for FREE Shipping & FREE Returns
☐ This is a gift [Learn more](#)
Color: Blue
Size: 20 inch (Pack of 1)

Qty: 1 [Delete](#) [Save for later](#)
[Compare with similar items](#) [Share](#)



Steve Spangler Science - WTIN-100 Color Fizzers, 100
\$13.99

In Stock
Eligible for FREE Shipping & FREE Returns
☐ This is a gift [Learn more](#)

Qty: 1 [Delete](#) [Save for later](#)
[Compare with similar items](#) [Share](#)

NATIONAL GEOGRAPHIC Magic Chemistry Set - Science Kit for Kids w..., was removed from Shopping Cart.

Your order qualifies for FREE Shipping. Choose this option at checkout. See details

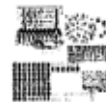
Subtotal (7 items): \$133.73

☐ This order contains a gift

[Proceed to checkout](#)

Products related to items in your cart

Sponsored



Chemistry Molecular...

505

\$24.85

[See all buying options](#)



2Pepers Electric Mot...

938

\$25.99

[See all buying options](#)



Alka-Seltzer Original...

311

\$19.96

[See all buying options](#)



3/8 inch Satin Ribbo...

756

\$9.98

[See all buying options](#)

Evidence Based Folder Title:

Parent Engagement Literacy

Effectiveness:

Student achievement and Social Development
over time - **STRONG**

Hispanic / Latino Parents – **PROMISING**

Page(s) to support effectiveness rating:

References Georgia Family Connection Partnership. (2014).
Promising practices for engaging Hispanic/Latino students in
Georgia. Atlanta, GA: Author. pg. 12

Introduction

Family engagement is a regular practice at most schools and may include activities such as parent-teacher conferences, regular reports about student progress, parent volunteer activities, input on school decision making, or collaboration between teachers and families around meeting individual learning needs (Epstein & Salinas, 2004). Family engagement is intended to foster communication with parents about student performance and collaboratively support learning; equitable family engagement describes conditions where all types of families are positively involved in their children's education. This often means ensuring that family engagement is equitable, inclusive, accessible, and culturally competent (i.e., respecting and meeting the social, cultural, and linguistic norms and needs of families and students). Schools and districts that face challenges around effectively engaging specific types of families, especially those from different racial or cultural backgrounds, can work to address family engagement inequities by considering the needs of their communities and how to best engage family members meaningfully in their school activities.

A wide body of evidence emphasizes the importance of family engagement for student achievement and social development over time and makes a strong case that engagement can be a powerful strategy for sustainable long-term student success. Research shows a variety of links between effective family engagement and student success:

- Teacher-family communication is linked to better homework completion, attention during instructional tasks, and class participation rates, as well as improved teacher-student interactions and student motivation (Kraft & Dougherty, 2013).
- Students whose families are involved in their school experiences are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school (Henderson & Mapp, 2002).
- School-based family engagement activities (e.g., volunteer activities or Parent-Teacher Association involvement) have been shown to have a positive effect on student outcomes (Hill & Tyson, 2009).
- Students whose families help them make connections between their current school performance and their long-term goals (e.g., attending college, working in a specific profession) is correlated with higher achievement levels for these students in secondary school (Hill & Tyson, 2009).

Schools often face challenges implementing responsive family engagement strategies and practices that consider the full range of culturally diverse populations in their communities; likewise, more immigrant parents report barriers to engagement (e.g., language barriers) than non-immigrant families (De Luigi & Martelli, 2015; Turney & Kao, 2009). A wide variety of factors may contribute to barriers to engagement that also vary across different cultures and regions (a n r e s e a r c h e d i t i o n a l a b o r a t o r y a s s e s s e s a s c h o o l t r i b u t i o n t o i m m i g r a n t f a m i l y e n g a g e m e n t

Collier, M., Keefe, E. B., & Hirrel, L. A. (2015). Listening to parents' narratives: The value of authentic experiences with children with disabilities and their families. *School Community Journal*, 25(2), 239.

State Support Network Equitable Family Engagement—14

Day, S. (2013). "Terms of engagement" not "hard to reach parents." *Educational Psychology in Practice*, 29, 1, 36–53.

De Luigi, N., & Martelli, A. (2015). Attitudes and practices of parents: Disadvantage and access to education. *European Education*, 47, 46–60.

District of Columbia Public Schools. (n.d.). *Family engagement* [Webpage]. Retrieved from <https://dcps.dc.gov/node/994752>

Domenech Rodriguez, M. M., Baumann, A. A., & Schwartz, A. L. (2011). Cultural adaptation of an evidence based intervention: From theory to practice in a Latino/a community context. *American Journal of Community Psychology*, 47(1-2), 170–186.

Epstein, J. L., & Salinas, K. C. (2004). Partnering with families and communities. *Educational Leadership*, 61(8), 13. Retrieved from http://www.ascd.org/ASCD/pdf/journals/ed_lead/edl004065_epstein.pdf

Ferguson, C. (2005). *Reaching out to diverse populations: What can schools do to foster family school connections?* Austin, TX: SEDL, National Center for Family and Community Connections with Schools. Retrieved from <http://www.sedl.org/connections/resources/r05-diverse.pdf>

Finigan-Carr, N. M., Copeland-Linder, N., Haynie, D. L., & Cheng, T. L. (2014). Engaging urban parents of early adolescents in parenting interventions: Home visits vs. group sessions. *School Community Journal*, 24(2), 63–82. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1048631.pdf>

Flamboyant Foundation. (2018). *Academic parent-teacher teams* [Webpage]. Retrieved from <http://flamboyantfoundation.org/focus/family-engagement/academic-parent-teacher-teams/>

Gerdes, A. C., Kapke, T., Lawton, K., Grace, M., & Hurtado, G. (2015). Culturally adapting parent training for Latino youth with ADHD: Development and pilot. *Journal of Latino Psychology*, 3(2), 71–87.

Georgia Family Connection Partnership. (2014). *Promising practices for engaging Hispanic/Latino students in Georgia*. Atlanta, GA: Author.

Gonzalez-DeHass, A. R., & Willems, P. P. (2003). Examining the underutilization of parent involvement in the schools. *The School Community Journal*, 13(1), 85–99. Retrieved

JOCO Comprehensive LEA Implementation Plan (CLIP) for FY25**April 2024**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25 Root Cause Analysis (may review and update previous	26 School Data Dig	27
28	29	30 Each school's two Parent FYH25 input mtgs completed				

All school documentation needs to be emailed to CW, TM, HK, and CL by the deadline. Calendar is subject to change based on updates from GDOE.

Approved April 15, 2024

JOCO Comprehensive LEA Implementation Plan (CLIP) for FY24

May 2024

SUN	MON	TUE	WED	THU	FRI	SAT
			1 CAP completed (PQ Teachers)	2 District Data Dig	3 District parent & Stakeholder input mtg (5/3/24)	4
5	6	7	8	9	10	11
12	13 (Parent Input Survey due) (Parent Input Survey)	14 (Handbook Mtg after GMAS)	15	16	17	18
19	20 IDEA (SpEd) Plan	21 (BOE mtg - District F&PE Plan)	22	23 District RCA (based on the data dig)	24 School CNA (SLDS) started	25
26	27 Holiday	28 JOCO Leadership Summit (Data results, shared data, Evidence Based Action Steps, DIP, SIP driven collaboration, FY25 Calendar Planning)	29	30 School FPE Policy and checklist (review / revise)	31 District Equity Plan	

JOCO Comprehensive LEA Implementation Plan (CLIP) for FY24

June 2024

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 School Compact and checklist	4	5	6	7	8
9	10 District CNA	11	12	13	14	15
16	17 School Prin send JF website updates	18 BOE mtg district ID&R (Migrant)	19 Foster Care/ Transportation	20 District Feder- al Programs plans	21	22
23	24 CLIP submis- sion (SLDS)	25 CLIP submis- sion (Superintendent Sign off)	26	27 District send JF website updates	28	29
30						

All school documentation needs to be emailed to CW, TM, HK, and CL by the deadline. Calendar is subject to change based on updates from GDOE.

APPENDIX R

Travel Packet Sample List of items in Travel Packet

1. Purchase order (PO) request aligned to goals / action steps
2. Request for Leave (RFL) **FULLY** completed 10 **business days** (*final written Superintendent approval is required PRIOR to completing registration*)
3. Meeting / Conference flyer (*agenda is preferred by business days flyer may be substituted*)
4. Information with pricing (flyer or email)
5. PO signed by Principal, Program Director (based on funding source), and previous documentation emailed to PD Director.
6. PD Director initials to recommend approval (Purchase order must be approved by school and Program Director)
7. Agenda still attached to packet
8. Flyer still attached to packet
9. *PD Director emails recommendation for approval or denial to BOE Secretary (including originator on email)*
10. *Superintendent will approve or deny within 3 business days.*
11. *If approved, the BOE Secretary will notify originator allowing the personnel to register (using district funds).*
12. Personnel will complete registration and send invoice to BOE Secretary
13. Secure tax-exempt forms prior to submit to hotel
14. Additional tax-exempt form
15. **AFTER TRAVEL** – Travel reimbursement form (TRF) completed within school and preliminary district approved P.O. and **5 Business days after event**
16. Hotel receipt reflecting taxes removed attached to approved P.O. and RFL
17. Conference agenda attached to TRF
18. Signed reimbursement form (employee, immediate supervisor, program director) is emailed to BOE Secretary
19. Reimbursement check **within 10 Business days**

Eddie Morris
Superintendent of
Schools

**Johnson County
Board of Education**
P O Box 110
150 Lee Street
Wrightsville, Georgia 31096
478-864-3302
478-864-4053 fax

BOARD MEMBERS
Kevin Brandley, Chairman
Marty Thompson, Vice Chairman
Chris Fields
Arlin P. Norman
Donald Smith

Eddie Morris
Superintendent of
Schools

**Johnson County
Board of Education**
P O Box 110
150 Lee Street
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478-864-3302
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Kevin Brandley, Chairman
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Arlin P. Norman
Donald Smith

CHECKLIST FOR TRAVEL

BEFORE TRAVEL:

- Purchase Order (if conference requires payment)
- Leave Request
- Confirmation of Approval from Central Office
- Register for Conference
- Forward Invoice/Confirmation of Registration to Central Office for payment
- Obtain sales tax exemption form to avoid being charged taxes (sales tax cannot be reimbursed)

**Note – Save Agenda from conference for travel packet reimbursement*

AFTER TRAVEL:

- Travel Form, copy of approved PO, copy of approved Leave Request, Agenda from Conference, Hotel Receipt, Parking Receipt, and receipts for anything else listed on travel form for reimbursement.

EXAMPLE ONLY

BEFORE TRAVEL PACKET

**FOR TRAVEL EXPENSE
REIMBURSEMENT**

EXAMPLE ONLY



Bridgette Jackson <bridgette_jackson@johnson.k12.ga.us>

GSIS Conference

1 message

Bridgette Pierce <bridgette_pierce@johnson.k12.ga.us> Wed, Mar 20, 2024 at 1:20 PM
To: Brooke Sherk <accounts_payable@johnson.k12.ga.us>, Tacia McKay <tacia_mckay@johnson.k12.ga.us>, Hanna Kiser <hanna_kiser@johnson.k12.ga.us>, Charlie Lindsey <charlie_lindsey@johnson.k12.ga.us>

Good afternoon,
Your conference has been approved.

----- Forwarded message -----

From: <copier@johnson.k12.ga.us>
Date: Wed, Mar 20, 2024 at 1:15 PM
Subject: Message from "RNP5838798DF87"
To: BPIERCE <bridgette_pierce@johnson.k12.ga.us>

This E-mail was sent from "RNP5838798DF87" (IM 2500).

Scan Date: 03/20/2024 13:14:23 (-0400)
Queries to: copier@johnson.k12.ga.us

Board of Education
Johnson County Schools
Wrightsville GA 31096
478.864.3302
--

CONFIDENTIALITY
NOTICE: This email message and all attachments may contain legally privileged and confidential information intended solely for the use of the addressee. If the reader of this message is not the intended recipient, you are hereby notified that any reading, dissemination, distribution, copying or other use of the message or its attachments is strictly prohibited. If you have received this message in error, please notify the sender immediately by electronic mail and delete this message and all copies and back ups.

Bridgette M. Pierce
BOE Secretary
JCHS Basketball Cheerleading Coach

Johnson Board of Education
221 Herschel Walker Dr.

Request For Leave

Name: Tacia McKay

Type of Leave Requested: (Check One)

☐ Sick

☐ Personal

☒ Professional (Please Specify)
Attach a copy of program agenda
and registration form if applicable

Funding Source:

Estimated Costs:

Data Conf.

Prof Dev

Registration n/a

Lodging & Mileage approx \$500.00

☐ Other (Please Specify)

Dates of Requested Leave:

Aug 21 - Aug 23, 2024

Tacia A. M. McKay

Signature of Employee

8/14/2025

Date

Principal/Supervisor's Approval

Date

[Signature] 8/16/25
Superintendent's Approval Date

- Prior approval by the Principal of at least 5 working days is required for personal leave.
- Personal leave shall not be granted for professional learning days or the 3 days before or after a school holiday unless approved by the Superintendent at least 10 working days in advance.
- Prior approval by the Superintendent of at least 10 working days is required for professional leave before submitting any registration materials.

ICBDE - 0816 Revised 01/20/2011

Johnson County Schools

Textbook and Vendor Requisition Form

P.O. Box 110, 150 Lee Street
Wrightsville, GA 31098
accounts payable@johnson.k12.ga.us

Phone: (478) 864-3302
Fax: (478) 864-4053

The following number must appear on all invoices, bills of lading, and acknowledgments relating to this PO:

PURCHASE ORDER: 14543

DATE 3-19-2024

Vendor Name & Address: Georgia Student Info System (GSIS) https://sites.google.com/site/gsisusersorg/home		Ship To: Johnson County Board of Education Allin, Shenk, Lindsey, Klear, McKay 150 S Lee Street, PO Box 110 Wrightsville, GA 31098 PH (478) 864-3302 FX (478) 864-4053
FAX:	Phone:	
Email or Web Address: https://sites.google.com/site/gsisusersorg		

4	Early Bird Registration Data Conference Shenk, Klear, Lindsey, McKay (K. Ivey) Aug 21 - 23, 2024	300.00	1,200.00
Page 2 Total			
		Subtotal	1,200.00
Exempt from Sales Tax		0% DISCOUNT	0.00
		0% SHIPPING/HANDLING	0.00
		OTHER	
		TOTAL	\$1,200.00

FUND:		CL and HK by phone and text
Prof Learning	900.00	
Spec	300.00	
	\$1,200.00	

Approved By: [Signature] DATE: 3/20/24
Supervisor: [Signature]

+100 0 - 2041 - 1000 - 8000 - 300 00 300 00
+100 0 - 1210 - 2013 - 8100 - 9110 900 00

Invoice

Georgia Student Information Systems

Invoice #: DC2424TM204R3
Invoice Date: 03/19/2024

Fax: 229-334-2109
Phone: 229-310-7033
Email: Tawanda.Barker@qstman.k12.ga.us

Tedia McKay Johnson County School District P.O. Box 110 150 S. Lee Street, Wrightsvl		2024-25 Georgia Data Collections Conference - Hosted by GSIS Savannah International Trade & Convention Center Savannah, GA 08/20/2024 - 08/23/2024	
Item	Quantity	Unit Price	Total
Data Collections Early Bird	1	\$300.00	\$300.00
Balance Due			\$300.00

To pay by credit card visit: https://easyregpro.com/payRegistration.php?rid=27462

To pay by check:
Make checks Payable to:
Georgia Student Information Systems (GSIS)
PO Box 252
Georgetown, GA 39854

EXAMPLE ONLY

ATTENTION: GEORGIA HOTEL AND MOTEL OPERATORS

On April 2, 1987, Act Number 623 amending Official Code of Georgia Annotated Section 48-13-51 became effective. This Act provides that Georgia State or local government officials or employees traveling on official business should not be charged county or municipal excise tax on lodging.

Sales tax is not exempted under the current sales tax law, since the payment of hotel/motel bills by an employee is not considered to be payment made directly by a State agency from appropriated funds. Upon verification of the identity of the State official or employee identified below, Georgia hotel and motel operators are authorized to exempt the individual from any applicable county or municipal lodging excise tax. Sales tax, however, should continue to be charged.

A copy of this certification should be maintained with your tax records to document the individual's status as a state official or employee traveling on official business. If you have any questions, please contact the accounting or fiscal office of the Department or agency employing the individual identified below.

**STATE OF GEORGIA
CERTIFICATE OF EXEMPTION OF LOCAL HOTEL/MOTEL EXCISE TAX**

This is to certify that the lodging obtained on the date(s) identified below was required in the discharge of my official duties for the State and qualifies for exemption of the local hotel/motel excise tax under Official Code of Georgia Annotated Chapter 48-13 (as amended by Act 623, Georgia Laws 1987).

Signature of Official or Employee _____ Date _____

PRINT OR TYPE

Name of Official or Employee _____

Title of Official or Employee _____

Agency Represented Johnson County Board of Education

Accounting/Fiscal Office Contact Joy Winfrey Phone No. (478) 864-3302

Date(s) of Lodging _____

FORM ST-6 (Rev. 1/2014)

EXAMPLE ONLY

**STATE OF GEORGIA
DEPARTMENT OF REVENUE
SALES TAX CERTIFICATE OF EXEMPTION
GEORGIA PURCHASER OR DEALER**

To: _____ (DEALER) _____ (STATE) _____ (ZIP CODE)

EXEMPTION ADDRESS: _____ CITY: _____ STATE: _____ ZIP CODE: _____

THE UNDERSIGNED DOES HEREBY CERTIFY that all tangible personal property purchased or leased after this date will be for the purpose indicated below and that this certificate shall remain in effect until revoked in writing. Any tangible personal property obtained under this certificate of exemption is subject to the sales and use tax if it is used or consumed by the purchaser in any manner other than that indicated on this certificate. (Check appropriate box.)

[] 1. Purchases or leases of tangible personal property or services for resale only by a church, qualifying nonprofit child caring institution, nonprofit parent teacher organization or association, nonprofit private school (grades K-12), nonprofit early reading funds for a public library, member councils of the Boy Scouts of the U.S.A., or Girl Scouts of the U.S.A. THIS EXEMPTION DOES NOT EXTEND TO ANY PURCHASE TO BE USED BY OR DONATED BY THE PURCHASING ENTITY. A Georgia Sales and Use Tax number is not required for this exemption. O.C.G.A. § 48-6-31(a)(1)(B.2)

[] 2. Purchases or leases of tangible personal property or services for resale only by the Federal Government, The American Red Cross, Georgia State Government, any county, municipality, qualifying authority or public school system of this state. THIS EXEMPTION DOES NOT EXTEND TO ANY PURCHASE TO BE USED BY OR DONATED BY THE PURCHASING ENTITY. A Georgia Sales and Use Tax number is not required for this exemption. O.C.G.A. § 48-6-31(a)(1)(B.2)

[] 3. Purchases or leases of tangible personal property or services for resale only by a church, qualifying nonprofit child caring institution, nonprofit parent teacher organization or association, nonprofit private school (grades K-12), nonprofit early reading funds for a public library, member councils of the Boy Scouts of the U.S.A., or Girl Scouts of the U.S.A. THIS EXEMPTION DOES NOT EXTEND TO ANY PURCHASE TO BE USED BY OR DONATED BY THE PURCHASING ENTITY. A Georgia Sales and Use Tax number is not required for this exemption. O.C.G.A. § 48-6-31(a)(1)(B.2)

[] 4. Materials used for packaging tangible personal property for shipment or sale. Such materials must be used solely for packaging and must not be purchased for resale by the shipper or seller. A Georgia Sales and Use Tax number is not required for this exemption. O.C.G.A. § 48-6-31(a)(1)(B.2)

[] 5. Aircraft, watercraft, motor vehicles, and other transportation equipment manufactured or assembled in this state sold by the manufacturer or assembler for use exclusively outside of this state when possession is taken by the purchaser within this state for the sole purpose of removing the property from this state under its own power due to the fact that the equipment does not and need not more reasonably to removal by other means. A Georgia Sales and Use Tax number is not required for this exemption. O.C.G.A. § 48-6-31(a)(2)

[] 6. The sale of aircraft, watercraft, railroad locomotives and rolling stock, motor vehicles, and major components and replacement parts of each, which will be used primarily to cross the borders of this state in the service of transporting passengers or cargo by common carriers in interstate or foreign commerce under authority granted by the United States government. Private and contract carriers are not exempt. O.C.G.A. § 48-6-31(a)(3)

[] 7. Purchases or leases of tangible personal property or services made by a federally chartered credit union, small vehicle registered under the laws of this state, and small unions organized under the laws of the United States and domiciled within this state. A Georgia Sales and Use Tax number is not required for this exemption. 12 U.S.C.B. 1788; O.C.G.A. § 48-6-37

PUBLIC SCHOOL SYSTEM - JOHNSON COUNTY, WRIGHTSVILLE, GA 31095
(Indicate Purchaser's Business Activity)

Under penalty of perjury I declare that this certificate has been examined by me and to the best of my knowledge and belief is true and correct, made in good faith, pursuant to the sales and use tax laws of the State of Georgia.

Business Name: JOHNSON COUNTY BOARD OF EDUCATION Sales Tax Number: 886-000273

Business Address: PO BOX 110, 150 LEE ST City: WRIGHTSVILLE State: GA Zip Code: 31098

Purchaser's Name: _____ Signature: _____ Title: SUPERINTENDENT

A dealer must secure one properly completed certificate of exemption from each buyer making purchases without payment of the tax. The dealer must maintain a copy of this certificate of exemption presented for audit purposes.

13

14

Johnson County Schools

... a great place to work and learn!
P.O. Box 110, 325 Lee Street
Waynesville, GA 31096
PH (478) 864-3302 FX (478) 864-4053

jdpo@johnson.k12.ga.us

EXPENSE REPORT

DATE: August 26, 2024
NAME: Teva A. M. Mckay
TITLE: Asso. Superintendent
PHONE: (478) 864 - 3302
SUPERVISOR: Dr. Christopher P. Watkins
PURPOSE OF TRIP: Data Conference



AFTER LEAVE

Date	Dep Time	City/Hotel/Description	Lodging	Break	Lunch	Dinner	Trans.	Registration	Misc.	TOTALS
08/27/24		Wayne Savannah	258.07			23.00				281.07
08/28/24		Wayne Savannah	258.07			23.00				281.07
08/29/24		Savannah			14.00					14.00

The Westin Savannah Harbor
1 Resort Drive
Savannah, GA 31421
United States Of America
Tel: 912-201-2000 Fax: 912-201-2001

WESTIN HOTELS & RESORTS

MCKAY
United States Of America
GSS366 - GA DATA COLLECTION MEETING

Page Number : 2 Invoice Nbr
Guest Number : 1392524
Folio ID : A
Arrive Date : 21-AUG-24 15:09
Depart Date : 23-AUG-24 15:54
No. Of Guest : 1
Room Number : 914

Approve EMV Receipt for Vi - 0953: Signature Captured
Application Label: VISA CREDIT AID
ARC: 00 IAD: 0601120360A000 TSI: 6800 TVR: 8000000000

*** Total 566.14
*** Balance 0.00 -566.14

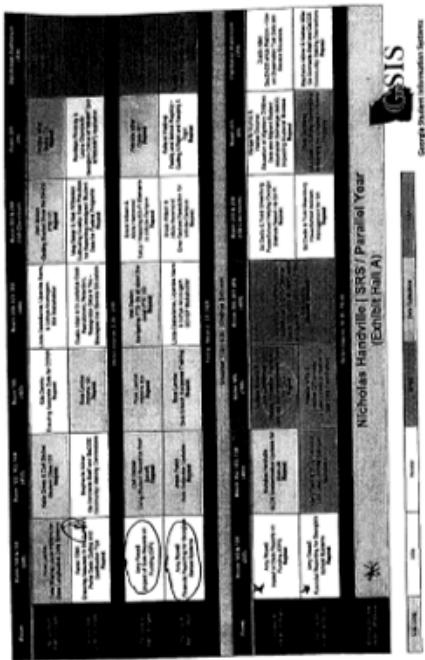
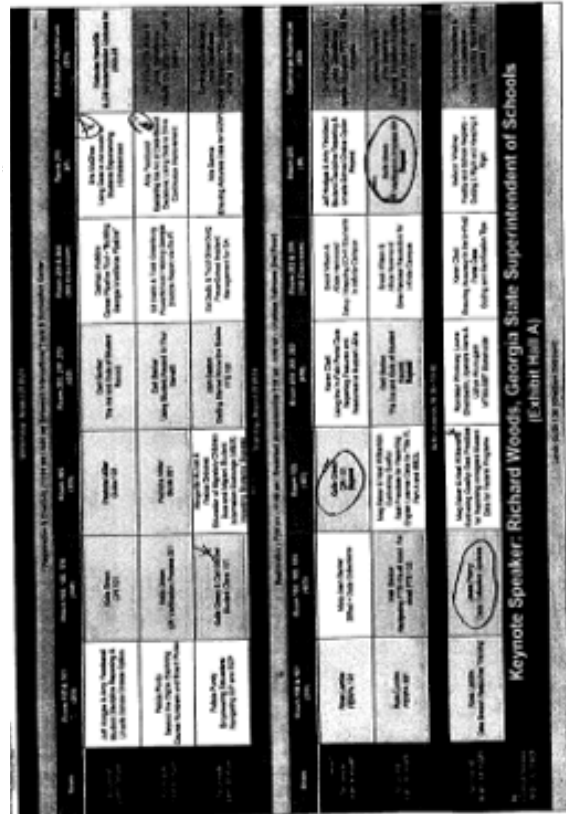
I agreed to pay all room & incidental charges.

Stay well, no matter where you travel. Reconnect with your well-being and find your next destination at westin.com.

Tell us about your stay. www.westin.com/reviews

Signature _____

Bring the Westin experience home. Shop WestinStore.com.



Johnson County Board of Education

054368

CONTROL #	PO #	INVOICE #	DESCRIPTION	AMOUNT
004091-9843	000000		GA DATA COLLECTIONS CONF. TRVL 08/28/24	739.62
BOE Secretary will have reimbursement check ready for pick up within 10 business days.				
TOTAL AMOUNT				739.62

Retain this portion for your records

TOTAL AMOUNT 739.62

Johnson County Board of Education
General Fund
P.O. Box 110
Wrightsville, Georgia 31096

64-347
612

No. 054368

Date
8/29/24

SEVEN HUNDRED THIRTY NINE AND 62/100

Bank of Wrightsville
Wrightsville, Georgia 31096

AMOUNT
*****739.62

Pay To
The Order Of
MCKAY, TECIA MCGRUDER

VOID AFTER 90 DAYS

⑈054368⑈ ⑆061203477⑆ 00 00 42 2⑈

Johnson County School District

Title I Parent Notification of Student Eligibility for Supplemental Language Support Services

Date: _____

Student Name: _____

Dear Parents:

As a student in our school district's "English to Speakers of Other Languages" (ESOL) program, your child receives effective language instruction from an ESOL teacher. As an English Learner, your child also qualifies for additional supports that we offer to help improve his/her English skills. When your child exits from the state ESOL program, we will also exit your child from these extra language services.

Your child's English skill was most recently tested with the: ☐ Kindergarten W-APT® or MODEL®; ☐ WIDA Screener®; or ☐ ACCESS for ELLs 2.0® and received an overall score of _____. Scores lower than _____ qualify a child to be placed in the ESOL program.

We offer the additional supports below to help improve your child's listening, speaking, reading and writing skills in English as well as support his or her academic needs. For high school students who receive these additional supports, the graduation rate is ____%. Please note that if your child has a disability, his/her language program services are developed together with special education staff and they support your child's Individualized Education Program (IEP).

REMINDER:

Johnson County will not list the basic, State- mandated ESOL program offerings. Instead, we will indicate:

- the methods of instruction used in the federally-funded program offered to the student
- the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction
- how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

You have the right to refuse these additional supports for your child. If you would like to decline participation for your child, talk about the different supports offered, or learn about parent meetings, please contact the person whose name, phone number, and e-mail are listed below. Thank you.

Name: _____

Title: _____

Telephone Number: _____ E-mail: _____

Johnson County School District

Título I Notificación para padres sobre la elegibilidad de estudiantes para servicios de apoyo lingüístico complementario

Fecha: _____

Nombre del estudiante: _____

Estimados padres:

Como estudiante en el programa “Inglés para hablantes de otros idiomas” (ESOL) de nuestro distrito escolar, su hijo recibe enseñanza efectiva de idiomas por parte de un maestro de ESOL. Como estudiante de inglés, su hijo también califica para recibir apoyos adicionales que ofrecemos para mejorar sus habilidades en inglés. Cuando su hijo salga del programa estatal de ESOL, también apartaremos a su hijo de estos servicios extra de apoyo lingüístico.

La habilidad en inglés de su hijo se evaluó recientemente mediante las evaluaciones: ☐ Kindergarten W-APT® o MODEL®; ☐ WIDA Screener®, o ☐ ACCESS for ELLs 2.0® y obtuvo un puntaje total de _____. Los puntajes inferiores a _____ hacen que un niño califique para ingresar al programa de ESOL y para que le ofrezcan apoyo lingüístico adicional.

A continuación ofrecemos apoyos adicionales para ayudar a que su hijo mejore sus habilidades de escucha, habla, lectura y escritura en inglés así como para brindarle apoyo en sus necesidades académicas. Para estudiantes de escuela secundaria que reciben estos apoyos adicionales, la tasa de graduación es de ____%. Tenga en cuenta que si su hijo tiene una discapacidad, los servicios de su programa de idiomas se desarrollarán junto con los del personal de educación especial y ellos brindarán apoyo en el Programa de Educación Individualizada (IEP) de su hijo.

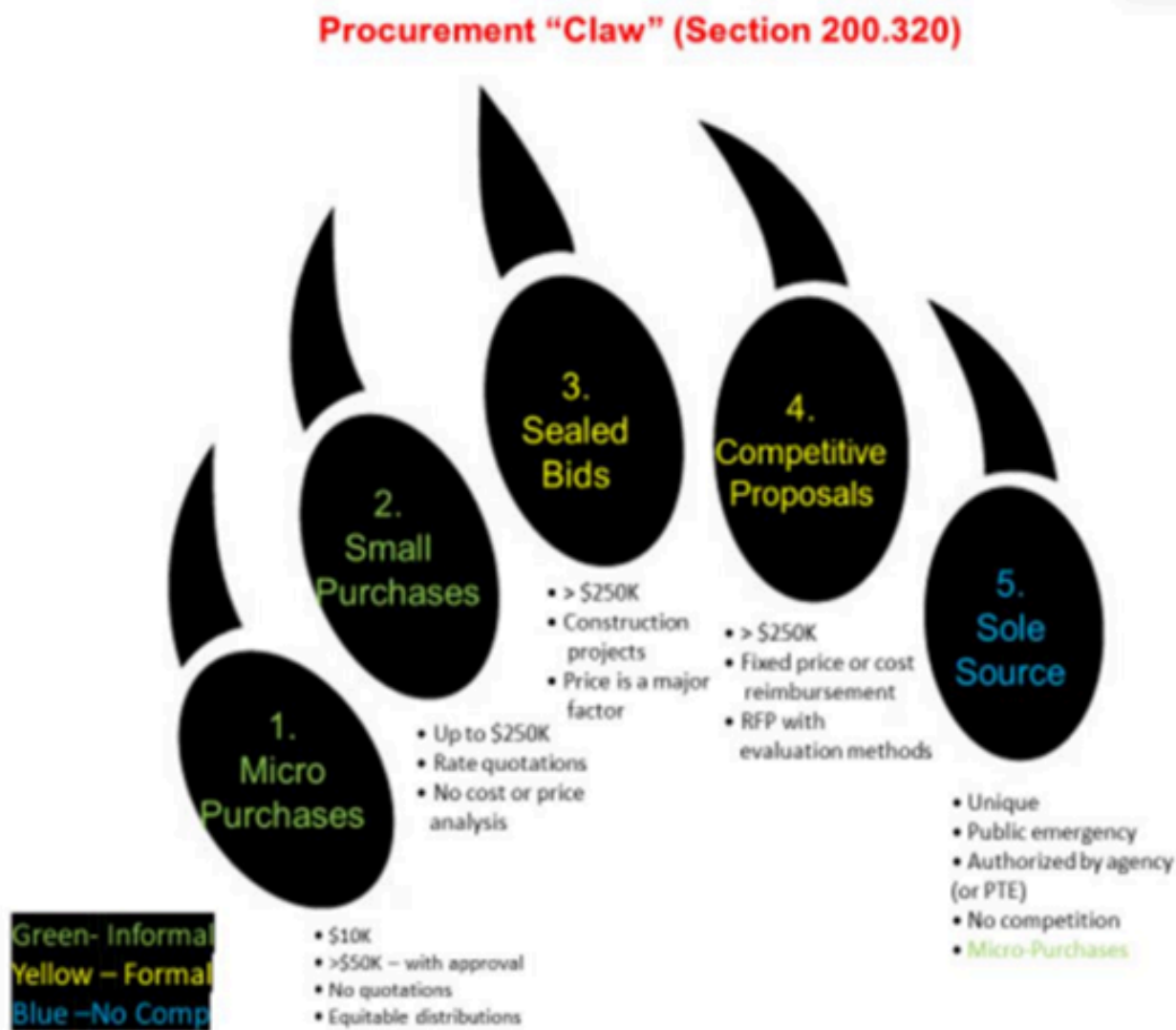
REMINDER:

Johnson County will not list the basic, State- mandated ESOL program offerings. Instead, we will indicate:

- the methods of instruction used in the federally-funded program offered to the student
- the methods of instruction used in other available programs, including how such programs differ in content, instructional goals and the use of English and a native language in instruction
- how the program(s) selected for their student will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation.

Tiene derecho a rehusarse a que su hijo reciba estos soportes adicionales. Si desea rechazar la participación de su hijo, hablar sobre los diferentes servicios ofrecidos o saber sobre las reuniones para padres, comuníquese con la persona cuyo nombre y correo electrónico se mencionan debajo. Gracias.

Nombre: _____



From: "2 CFR Frequently Asked Questions" May 3, 2021, Appendix A
[2CRF-FrequentlyAskedQuestions_2021050321.pdf \(cfo.gov\)](#)

JOHNSON COUNTY SCHOOL DISTRICT

Wrightsville, Georgia
Dr. Christopher Watkins, Superintendent
Tecia McKay, Assoc. Superintendent of Federal programs

**CONTACT LIST FOR PRIVATE SCHOOLS INTERESTED
 IN PARTICIPATING IN EQUITABLE SERVICES
 FOR TITLE IA AND TITLE VIII (IC, IIA, IIIA, IVA, IVB)**

Contacts for Federal Programs (Name, Phone Number, Email address)

*(Johnson County **DOES NOT** have any private schools requesting service as documented by signed letters.)*

Elementary and Secondary Education Act (ESEA)

In accordance with ESEA sections 1117 and 8501, Johnson County School System is required to reach out annually to private schools regarding the provision of Equitable Services. This includes consultation and planning prior to the start of the next school year.

For Title I, Part A LEAs must invite private schools (located within or outside of the district and the state) with students residing within the local district's geographical boundaries. For Title VIII (Title I, Part C; Title II, Part A, Title III, Part A, Title IV, Part A, and Title IV, Part B), the private school must be located in the district's geographical boundaries. For Title IV, Part B, non-LEAs may reach outside the geographical boundaries depending on the service area listed in the contract.

Individuals with Disabilities Education Act (IDEA)

In accordance with IDEA regulation § 300.131, each LEA must annually locate, identify, and evaluate all children aged 3-21 with disabilities who are enrolled by their parents in private, including non-profit religious, elementary schools and secondary schools located in the school district served by the LEA.

*If a private school student is identified through the child find process, a consultation **MUST** occur between private school representatives, representatives of parents of parentally-placed private school children with disabilities and LEAs.*

<ul style="list-style-type: none"> • Title I, Part A Academic Achievement • Title I, Part A Parent and Family Engagement • Title I, Part A School Improvement 1003 • Title I, Part C: Migrant Education • Title II, Part A Supporting Effective Instruction • Title II, Part D: Enhancing Education Through Technology • Title III, Part A: Language Instruction for Limited English Proficient 	<ul style="list-style-type: none"> • Title IV, Part A Student Support and Academic Enrichment (SSAE) Grant • Title IV, Part B Century Community Learning Centers (CCLC) • Title V, Part B Rural Education Initiative • Title X, Part C McKinney-Vento Education for Homeless Children and Youth • The Individuals with Disabilities Education Act (IDEA) • The Coronavirus Aid, Relief, and Economic Security (CARES Act) / ESSER/ CRRSA/ ARP
--	---

Completed with SLDS ES4PS with the district's consultation meeting is the last school calendar day of December.

Johnson County Schools

PRIVATE SCHOOL TIMELINE

(***) ITALIC TASKS ARE FOR THE PRIVATE SCHOOL ADMINSTRATOR TO COMPLETE AND SUBMIT)

Task	Date
Tutor Orientation	August to September
Email Pre and Post Data Template to School	August
*** <i>Collect Pre-Assessment Data for Title I Attendance Zoned Students</i>	August to September
Tutoring Begins	August to October
*** <i>Email Final Tutoring Schedule to Johnson County Title I Director</i>	September
Fall LEA Consultation for Services During the NEXT FISCAL School Year Introduction to Title I Next Step	October
*** <i>Email JOCO Title I Director the School Roster for Students in Grades K to 12th</i>	October
Annual Title I Parent Meeting	September to October
Fall Consultation with Title I Office Review FY-25 Direct Instruction and Family & Community Engagement Budget Discuss Tutoring Program and New Student Title I Flow Chart, Family Income Eligibility Report, School's Instructional Plan, and Complaint Process	November
*** <i>Email JOCO Title I Director Direct Instruction and Family & Comm. Engagement Request</i>	December
Email Family Income Eligibility Data Template to Administrator	December
Tutor Observation	November to December
Winter Consultation with Title I Office Review current FISCAL YEAR Direct Instruction and Family & Community Engagement Budget Discuss Tutoring Program and New Student Title I Flow Chart, Family Income Eligibility Report, School's Instructional Plan, and Complaint Process	January
Literacy / STEM (Math Science) Family & Community Engagement Workshop	January to February
*** <i>Email Final Family Income Eligibility Report to JOCO Title I Director</i>	February
Spring Consultation with Title I Office Review current FISCAL YEAR Direct Instruction and Family & Community Engagement Budget Discuss Tutoring Program and New Student Title I process, School's Instructional Plan, and Complaint Process *** <i>Family Income Eligibility Report Due to JOCO Title I Director</i> Documentation Needed for Summer Consultation Plan Summer Tutoring Program if Applicable	March
Summer Learning Family & Community Engagement Workshop	April to May

Email Documentation Templates for Summer Consultation to Administrator	April
Tutor Observation	April to May
*** <i>Plan for Summer Tutoring Program with Administrator</i>	April
Inventory	May to June
*** <i>Post Assessment Data Collected for Summer Consultation</i>	May to June
Summer Consultation with Title I Office Meaningful and Timely Consultation 2024-2025 *** <i>Pre and Post Data for current FISCAL YEAR</i> *** <i>Ranking Data for current FISCAL YEAR</i> *** <i>Rank Order Data Sheet for the NEXT FISCAL YEAR</i> Description and Agreement of Services for the NEXT FISCAL YEAR Review current FISCAL YEAR and Projected Budget for the NEXT FISCAL YEAR Intent to Serve, Nonprofit Status and Complaint Process the NEXT FISCAL YEAR Schedule Family & Community Engagement Workshops for the NEXT FISCAL YEAR	Mid-May to Mid-June
*** <i>Summer Tutoring Program Monitoring</i>	June 2024 to July 2025

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APPENDIX U

Johnson County Board of Education
P O Box 110
Wrightsville, GA 31096
478-864-3302

GAORS Request - Drawdowns

Date: _____

Fund Name: _____

Funds Requested: _____

Requested By: _____

_____ Programs Director	_____ Date	_____ Superintendent	_____ Date
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APPENDIX U-2

Welcome to MyGaDOE
 You have (0) new messages. | Help Desk Portal | Online Documentation

Consolidated Application

Program Status
 District Name : Johnson County | District Code : 683
 Fiscal Year : 2024

Programs | Planning | Prayer Certification | Attachments | Audit Trail | GEPA

Add Program
 Add an applicable program to the application
 Program : Charter School - Facility Grants | Add

Program	Applied As	Budget Status	DC Status	Program Type	Drawdown%
ESSER II - School Custodian Bonus	Single District	Approved	New	Original	100.00%
ESSER III ARP L.L Opportunity Grants (CFDA # 84.425)	Single District	Approved	New	Original	100.00%
Homeless Education	Single District	New	Program Manager Signed Off	Original	
Title I-A Improving the Academic Achieve	Single District	Approved	New	Original	64.88%
Title I-A Improving the Academic Achieve	Single District	New	New	Amendment No. 1	
Title I-A Neglected & Delinquent	Single District	New	Program Manager Signed Off	Original	
Title II-A Improving Teacher Quality	Single District	Approved	Program Manager Signed Off	Original	99.59%
Title II-A Improving Teacher Quality	Single District	New	New	Amendment No. 1	
Title IV-A Student Support and Academic Enrichmen	Single District	Approved	New	Original	100.00%
Title V-B Rural and Low Income Schools	Single District	Approved	Program Manager Signed Off	Original	58.34%

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APPENDIX V

Johnson County Schools Risk Assessment Form *(enter fiscal year: FY__)*

The Title I Director will complete an annual risk assessment on all Title Schools to determine high needs schools for technical assistance and monitoring each school being assessed and given one point for any “Area of Concern.”

School	New Principal	New Contact	Previous Corrective Action	Fiduciary Concerns	Academic Achievement Concerns	Total Points
Johnson County Elementary School	0	0	0.25 (FY22 Travel Procedures, Meeting Procedures)	0	0.0	0.25
Johnson County	1	0	0.5 (FY22 Travel Procedures, 20 Day letter)	0	0	1.25

Middle School						
Johnson County High School	1	0	0.5 (FY22 Travel Procedures (CTAE), Title PQ – 20 Day letter)	0	0.5	2.0

Signatures / Date:

JCES Principal: _____

JCM/HS Principal: _____

Title I Director: _____

Superintendent: _____

ESOL Language Service Plan (ELSP)
including Distance Learning for during School Closures

Student Name: <i>John Doe</i>	GTID: *****
School Name: Johnson Co High School	Grade level: 9th
	ESOL Teacher: B. Bright
Parent/Guardian Name: <i>John's Parent</i>	Parent/Guardian Contact (phone/email): (478) 484 4592
Date of most recent ACCESS test: Click or tap to enter a date.	Most Recent ACCESS Overall Composite Proficiency Level: <i>n/a (new student)</i>
Learning Plan Meeting Date: 12/4/2020	Learning Plan Start Date: 1/4/2021

Present Levels of English Proficiency:

Based on WAPT assessment, Listening skills are proficient. Focus is on Speaking, Reading, and Writing. Copying information in English (self translates as needed). Assignments completed in Spanish and translated in Eng. Successfully completing assignments. Participates in group activities. Still reluctant to "speak" English. With ESOL teacher, more English is used verbally. Content area teachers use Alternative Modes (D.I.) for the student to demonstrate Mastery of Content.

Access and Opportunity for Instruction (including D.L.):

Specific technology has been allocated for the EL student (laptop at school, desktop in ELA, and Bring your own device (B.Y.O.D.)). Digital Learning teachers are provided for at home learning. Edgenuity is the platform. Rosetta Stone is also provided. On grade level standards is provide by all contents (Edgenuity as needed). WiDA standard (Can-Do descriptors) are used in all content class (Rosetta Stone support proficiency). The student has explicit accommodations. All teachers have signed for their copy and were a part of the development. ESOL teacher push-in for in school and digital learning is supported (Google Meets and conference call.)

English Language Development (ELD) Goals:

Describe the English language learning goals for the student, including when and how progress toward these goals will be measured.

Language Domain	ELD Goal	When & How Measured
Listening (5 out of 6 WAPT)	Proficient	N/A
Speaking (1 out of 6 WAPT)	Speaking Assessment & Rubric	BOY / MOY / EOY
Reading (1 out of 6 WAPT)	Lexile (R.I. assessment)	BOY / MOY / EOY
Writing (1 out of 6 WAPT)	Writing Prompt (State Writing Rubric -9 th Grade Level / Kdg Level)	BOY / MOY / EOY

(*Overall WAPT score 1.6 August 2020)

ESOL Language Services and Supports:

Accommodations were developed by the TPC ESOL Team. All teachers have a copy and a signed copy is maintained in the "BLUE" ESOL file. All assignments are based on GDOE Standards and WiDA Standards. In addition to WiDA Standards guiding the differentiation and implementation of GDOE standards, the student will have digital access to Edgenuity and Rosetta Stone (both Evidence Based programs).

Providers:

Services will be provided daily with "push in" model support via the ESOL Teacher. In a distance learning environment, the ESOL Teacher will have two-way communication with the student minimally twice a week (at least once by virtual platform i.e. Google Meeting). The ESOL/ Title III Director and District Parent Liaison are also resources for services and parent engagement. A translator is also provided.

Frequency and Time of Services:

Services will be provided based on ESOL Teacher's printed schedule. In case of distance learning, the ESOL Teacher will provide support twice a week ("Read to" accommodation if needed will be provided by the software.

Progress Monitoring:

The ESOL Teacher will review Edgenuity Reports, Rosetta Stone Reports, and monitor grades from content area classes. The student's progress will be based on GDOE Standards aligned with WiDA Proficiency Standards (Can-Do Descriptors). Alternative modes will be used to determine mastery of content.

Feedback:

The plan is developed with the support of Admin, ESOL Teacher, Reg Ed. Teachers, Instructional Coaches, Guardian, Parent Liaison, and ESOL Director.

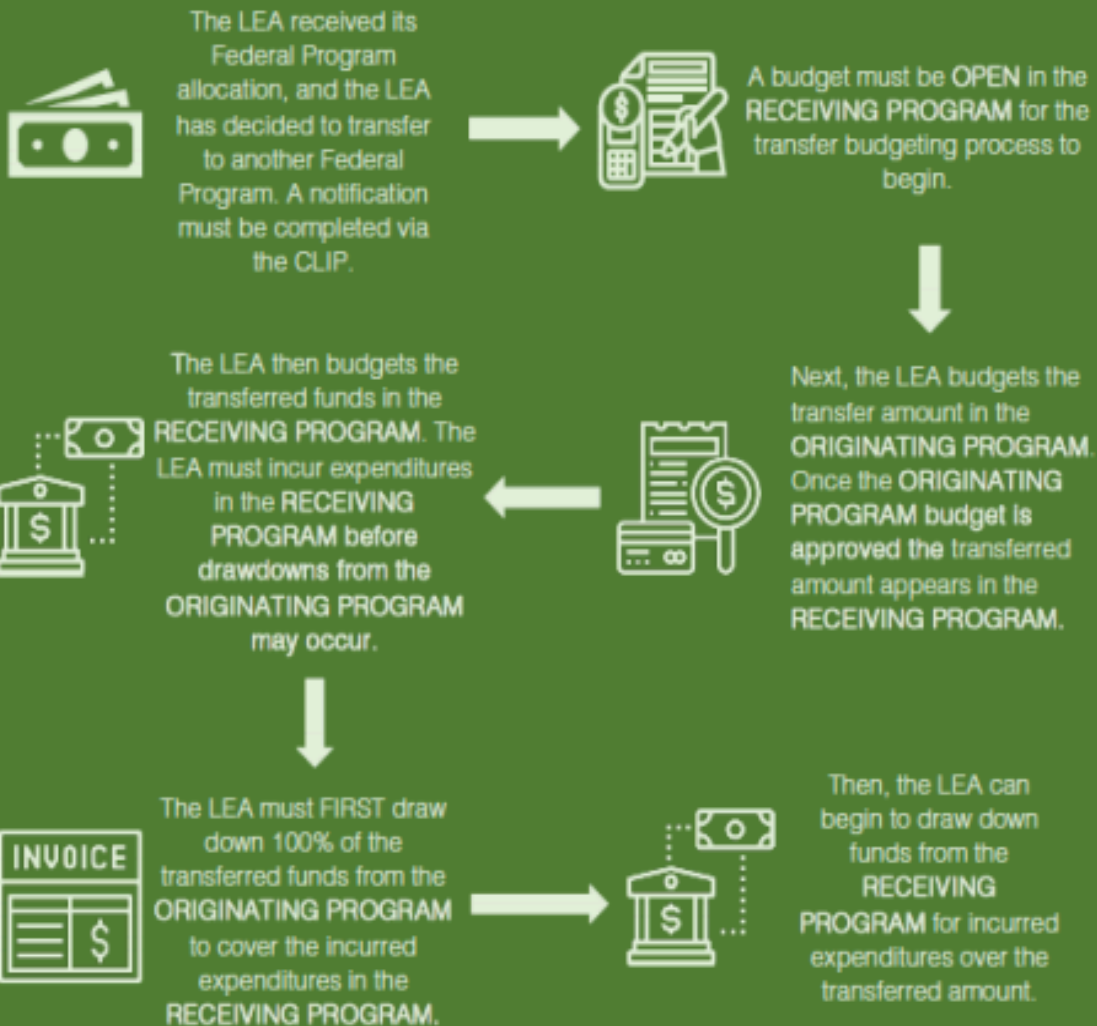
Team Members:

G. Bright, ESOL Teacher, T. McKay, ESOL Director, JDOO District, D. Morris, Sp.Ed. Director, K. Rowland, JCESIC, J. Salter, JCMSIC, D. Mack, AP, JCHS, MM, JCEELA, C. Watkins, Principal

ESOL Teacher	Parent / Guardian	Principal	ESOL Director
Johnson Co. Schools uses the ELSP as evidence of meeting Office for Civil Rights (OCR) requirements.			

Federal Programs Transfer of Funds Overview

ESSA Section 5103; GaDOE Federal Programs Handbook



IF TRANSFERRED FUNDS ARE NOT COMPLETELY DRAWN DOWN FROM THE ORIGINATING PROGRAM PRIOR TO THE END OF THE BUDGET PERIOD, THE LEA MAY ENCOUNTER A SITUATION WHERE THE COMPLETION REPORT MUST BE REOPENED AND FUNDS RETURNED TO THE GaDOE TO CREDIT THE RECEIVING PROGRAM.

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